

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
БІЛОЦЕРКІВСЬКИЙ НАЦІОНАЛЬНИЙ АГРАРНИЙ УНІВЕРСИТЕТ**

ФАКУЛЬТЕТ ПРАВА ТА ЛІНГВІСТИКИ

Кафедра романо-германської філології та перекладу

**Модульні контрольні роботи з дисципліни
«Практичний курс першої іноземної мови»
(за Л.М. Черноватим)**

**Методичні вказівки для студентів 1 курсу
Факультету права та лінгвістики
Денної та заочної форм навчання зі
Спеціальності 035 – «філологія»
(за кредитно-трансферною системою
навчання)**

Біла Церква

2018

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Затверджено Вченою радою
факультету права та лінгвістики
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Автори: **Денисенко І.І., Тарасюк А.М.**, асистенти

Модульні контрольні роботи з дисципліни «Практичний курс першої іноземної мови» (за Л.М. Черноватим) для студентів 1 курсу філологічних факультетів ВНЗ / І.І. Денисенко, А.М. Тарасюк, – Біла Церква, 2018. – 90 с.

Запропоновано пакет модульних контрольних робіт для перевірки навчальних досягнень студентів з дисципліни «Практичний курс першої іноземної мови» в умовах кредитно-трансферної системи навчання.

Модульні контрольні роботи містять лексичний і тематичний матеріал, передбачений чинною програмою й організований за кредитно-трансферною системою навчання, а також комплекс вправ і завдань, який передбачає використання рейтингового оцінювання рівня успішності студентів, поопераційний контроль і накопичення рейтингових балів впродовж навчального року. Модульні контрольні роботи сприяють розширенню можливостей для всебічного розкриття здібностей студентів, розвитку їх творчого мислення та здорової конкуренції. Завдання побудовані на матеріалі вивченого, закріпленого та засвоєного матеріалу з урахуванням принципу наростання труднощів і сприяють підвищенню мотивації студентів до систематичної навчально-пізнавальної діяльності впродовж семестру та навчального року, переорієнтації їх цілей з отримання позитивної оцінки на формування стійких компетенцій.

Модульні контрольні роботи призначено для перевірки модульного та підсумкового семестрового контролю знань насамперед для студентів філологічних спеціальностей та спеціалізації письмового перекладу.

Рецензент: **Шмирова О.В.**, канд. пед. наук, доцент

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А. М. Тарасюк, 2018

ПЕРЕДМОВА

Впровадження кредитно-трансферної системи організації навчального процесу передбачає використання рейтингового оцінювання рівня успішності студентів, контроль і накопичення рейтингових балів за різнобічну навчально-пізнавальну діяльність студента упродовж усього періоду навчання. Модульні контрольні роботи призначені для студентів факультету лінгвістики для організації модульного та підсумкового семестрового контролю знань студентів і для отримання показників академічної успішності за рейтинговою системою. Модульні контрольні роботи з дисципліни «Практичний курс першої іноземної мови» (за Л.М. Черноватим), містять комплекси вправ, за якими здійснюється підсумковий модульний контроль з навчальної дисципліни та подальший розвиток навичок усного та писемного мовлення в результаті оволодіння мовними зразками, що наведені в запропонованих завданнях. Завдання призначені для студентів 1 курсу філологічних факультетів ВНЗ та побудовані на матеріалі, який передбачений навчальною програмою. Головний акцент робиться на перевірку мовних зразків, на вивчення, та закріплення словникового запасу студента.

Метою викладання навчальної дисципліни “Практичний курс першої іноземної мови” є практичне оволодіння студентами системою англійської мови та нормами її функціонування у мовленнєвих комунікативних ситуаціях у різних сферах суспільно-політичного життя та побуту, формування у студентів лінгвокраїнознавчої компетенції з метою вільного оперування засвоєним матеріалом та набутими навичками у професійній діяльності філолога.

Навчання англійської мови у даному курсі переслідує комплексну реалізацію практичної, когнітивно-освітньої, емоційно-розвиваючої, професійної та виховної мети.

Основними принципами навчання є комунікативна спрямованість, використання асоціативного підходу, інтенсифікація, свідоме та активне сприйняття матеріалу. Лексика, що вивчається, сприяє розвитку англомовних комунікативних умінь в процесі спілкування.

Студент повинен знати:

1) 500 лексичних одиниць (ЛЮ), що підлягають активному засвоєнню студентами I курсу факультету права та лінгвістики;

2) граматичні структури, які підлягають актуалізації шляхом повторення, зокрема: Indefinite, Continuous, Perfect Tenses; Active and Passive Voice; Plural of the Nouns; Possessives; Non-finite forms of the Verbs; Modal Verbs; Degrees of Comparison; Countable and Uncountable Nouns; Will; Articles; Conditionals; Numerals; Prepositions.

3) Знати емоційно-оцінні та стилістичні компоненти значення лексики, що вивчається. Знати основні вимоги до реферування текстів.

4) Знати правила пунктуації та механіки англійського письмового тексту.

5) Знати основні ознаки різних письмових жанрів (summary, composition, essay).

Студент повинен вміти:

1) активізувати лексику та граматичні структури, ідіоми, передбачені чинною програмою в мовленні;

2) формулювати особисте ставлення та власну думку англійською мовою щодо прочитаного тексту;

3) користуватися англійською мовою як засобом отримання та поглиблення систематичних знань зі спеціальності, тобто засобом самовдосконалення;

4) дати коротку загальну характеристику прочитаного або почутого матеріалу;

5) розуміти прочитаний текст;

6) здійснювати реферування тексту.

7) Робити усний коментар стосовно запропонованої теми чи проблеми (в рамках тем, що вивчаються протягом семестру), викладаючи свої думки логічно та аргументовано, граматично правильно та стилістично коректно.

8) Виправляти помилки (корекція та самокорекція).

9) Робити усний та письмовий коментар стосовно запропонованої теми чи проблеми (в рамках тем, що вивчаються протягом семестру), викладаючи свої думки логічно та аргументовано, граматично правильно та стилістично коректно.

10) Вміти писати твори, описові, аргументативні та критичні ессе (обсягом до 150 слів).

ОПИС НАВЧАЛЬНОЇ ДИСЦИПЛІНИ

Найменування показників	Галузь знань, спеціальність, освітній рівень	Характеристика навчальної дисципліни
		Денна / заочна форма навчання
Кількість кредитів – 8	Галузь знань 03 «Гуманітарні науки»	Вибіркова
Модулів – 4	Спеціальність 035 Філологія	Рік підготовки:
Змістових модулів – 2		1-й
Загальна кількість годин – 503		Семестр 1-й, Семестр 2-й
		Практичні заняття
	Освітній рівень «бакалавр»	151 год.
Тижневих годин для денної форми навчання:		Самостійна робота
аудиторних :		352
I семестр – 4		Вид контролю:
II семестр - 5		іспит
самостійної роботи студента – 22		

Співвідношення кількості годин аудиторних занять до самостійної і індивідуальної роботи становить (%): для денної форми навчання – 30/70.

Форми організації занять із дисципліни “Практичний курс першої іноземної мови” для студентів 1 курсу в умовах кредитно-модульної системи

I семестр

№ п/п	Назва модуля	Змістові модулі	Обсяг, год				Форми та методи контролю знань	Оцінка в балах (за 100-бальною шкалою)
			всього	практ.	самост.	МКР		
1	Family relationships, human appearance and character	Start-up: Family relations; common verb phrases, spelling and numbers. Reading: Where are you from?	4	2	2		Group Discussion	1
		Reading: Charlotte's choice, discussing hotel problems with big family. Let's meet again, discussing; Common verb phrases, spelling and numbers	4	2	2		Vocabulary Check Group Discussion	1
		Listening comprehension: family tree; completing the table; where you are from; word order in questions	3	1	2		Group Work	1–2
		Reading: Right place, wrong person; kinds of letter; comparing formal and informal language; past simple: regular and irregular verbs	5	2	3		Simulation	1–2

		Speaking: Asking for and giving personal information; prepositions of time and place: <i>at, in, on</i> ; clothes, prepositions of place	3	1	2		Group Work	1
		Listening to the audio guide talking about Mr and Mrs Clark and Percy. Listening to Jenny and describing her and Rob. Telling somebody about a problem (e.g. in a hotel); offer to do something	3	2	1		Group Work	1
		Speaking: Description of families and contrasting them, describing pictures. Homereading: To kill a mockingbird. Chapter 1	3	1	2		Group Work	1
		Speaking: Stating and justifying opinions, comparing and contrasting, stating consequences on questions (types of families, living together with parents etc.); time sequencers and connectors.	5	3	2		Role Play	1
		Reading: One dark October evening. Expressions for paraphrasing: (like, for, example, etc.	2		2		Simulation	1

		Writing: family tree and family relations; clothes, prepositions of place	1	1			Writing skills	1
		Reading: The story behind the photo; discussing. Verb phrases, time sequencers and connectors. Reading: Mr and Mrs Clark and Percy	4	2	2		Group Work	1
		Vocabulary: family relations and types of the families; present simple. Translating from Ukrainian to English	3	2	1		Progress Check Writing skills	1–2
		Start-up: Human body. Discussing hotel problems and shopping. Listening to Rima, discussing	4	2	2		Group Work	1–2
		Listening and comprehension: Parts of the human body; Reading: The story behind the photo. Homereading: To kill a mockingbird. Chapter 1	3	2	3		Progress Check Role Play	1 – 2
		Practical English: Restaurant problems. Defining relative clauses	2		2		Group Work	1
		Reading: finishing a formal letter; verb phrases	2	1	1		Progress check	1
		Reading and translation from Ukrainian into English; discussing students' plans and dreams	2	2			Group Work	1 – 2

		Speaking: Description, contrasting and evaluation of human appearance; present continuous (future arrangements)	2	1	1		Group Work	1 – 2
		Speaking: Let's meet again; Describing relatives; describing pictures, discussing questions (problem of own appearance, plastic surgery etc.). Listening	4	3	1		Role Play	1 – 2
		Writing: Describing student's appearance; What's the word (a game)?	2	2			Writing Skills; Role Play	1 – 2
		Grammar: defining relative clauses; Vocabulary: Parts of the human body, idiomatic language. Homereading: To kill a mockingbird. Chapter 2	3	2	1		Progress Check Writing skills	1 – 2
		Start-up: Human character. Vocabulary: expressions for paraphrasing: like, <i>for, example, etc.</i>	2	1	1		Group Work	1 – 2
		Listening comprehension: human characteristics and qualities; Vocabulary: verbs + prepositions e.g. <i>arrive in</i>	2	1	1		Group Discussion	1 – 2

		Reading and translation from English into Ukrainian; Vocabulary: housework, make or do?	3	1	2		Progress Check	1 – 2
		Speaking: Description, contrasting and evaluating of human character	2	2			Group Work	1 – 2
		Speaking: describing pictures, discussing questions (factors which influence the character, bad character etc.); Vocabulary: <i>be going to</i> (plans and predictions)	4	2	2		Group Discussion Simulation	1 – 2
		Writing: filling the table, making conclusions; Reading: The place is perfect, the weather is wonderful, but if you're with the wrong person, a holiday can be a disaster. Homereading: To kill a mockingbird. Chapter 2	3	2	1		Group Discussion Writing Skills	1 – 2
		Vocabulary: character traits, idiomatic language; Listening to Mia and Linda talking about the holidays.	2	2			Group Discussion Vocabulary Check	1 – 2

		Quiz to Module I “”	2	2			Quiz	1–2
	Модульна контрольна робота		2			2		1-2
	Усього (за модулем)		85	44	39	2		50
2	Feelings and emotions; family roles and children upbringing	Start-up: Feelings and emotions, Parents and teenagers. Reading: Teenagers have annoying habits but so do their parents	2	2			Group Discussion	1–2
		Reading and translation from Ukrainian into English; Vocabulary: housework: make or do?; Grammar: present perfect + <i>yet, just, already</i>	3	2	1		Group Discussion	1 – 2
		Listening: wedding traditions, a radio programme about teenage carers and answering the questions	2	2			Group Discussion	1–2
		Speaking: description, contrasting and evaluating of human feelings; reading: the the style interview; Grammar: present perfect or past simple	4	2	2		Group Discussion	1–2

		Speaking: Marriage and wedding; Listening to four people answering the question <i>Have you ever bought something that you've never worn?</i> . Homereading: To kill a mockingbird. Chapter 2	4	2	2		Simulation Group Discussion	1–2
		Speaking: describing pictures, discussing questions (the things that make people happy/sad; controlling of one's feelings and emotions; common sense vs. feelings and emotions)	2	1	1		Role Play	1
		Vocabulary: <i>Shopping</i> ; Listening to a news story about Sven and discussing how he spent his weekend	2	1	1		Group Discussion Vocabulary Check	1
		Writing: filling the tables, making conclusions; Grammar: <i>something, anything, nothing, etc.</i>	3	1	2		Writing Skills	1–2
		Reading: what did you do at the weekend; Vocabulary: feelings and emotions, idiomatic language; Vocabulary: adjectives ending -ed and -ing	4	2	2		Vocabulary Check Progress check	1–2

	<p>Start-up: Family roles and problems; Reading: Shoe shops discover matching crimes; Listening: five people and answering the questions</p>	4	2	2		Group Discussion	1 – 2
	<p>Reading and translation: Problem of relationship in a modern family; Were living faster, but are we living better?; Questionnaire: How fast is your life?</p>	2	2			Role Play	1 – 2
	<p>Listening comprehension: analysing of ideas and relationships; Grammar: comparative adjectives and adverbs, as...as</p>	3	1	2		Group Work	1 – 2
	<p>Writing a 200-word essay on the prospect of the family roles change and its possible consequences; Speaking: thinking about how our life has changed over the last 3-5 years. Homereading: To kill a mockingbird. Chapter 3</p>	4	2	2		Writing Skills; Group Discussion	1 – 2
	<p>Speaking: Comparing and contrasting family roles; Listening to an expert talking about how to live your life more slowly</p>	3	2	1		Group Discussion	1 – 2

		Reading: Travel survey gives its verdict on European cities; Grammar: superlatives (+ ever + present perfect)	3	1	2		Grammar Check Group Discussion	1
		Speaking: describing pictures, discussing questions (advantages and disadvantages of traditional family roles; alternatives to traditional family roles; own family role in future);	3	2	1		Group Discussion	1
		Listening to Tim Moore talking about what happened in London; Vocabulary: family roles, traditions and problems; Reading: All capital cities are unfriendly — or are they?	4	2	2		Group Work Writing Skills	1 – 2
		Start-up: Children's upbringing, teenagers' problems; Vocabulary: describing a town or city; Writing: Describing where you live	4	2	2		Group Work Writing Skills	2 – 3

	<p>Reading the article about teenagers' parties; discussing questions (parents' control etc.); Speaking: Diet & lifestyle; Reading the article: Everything bad good for you. Homereading: To kill a mockingbird. Chapter 3</p>	4	2	2		<p>Progres Check Group Work</p>	1 – 2
	<p>Listening to an article and analysing of ideas and relationships; listening to Rob and Holly and answer the questions; Grammar quantifiers, <i>too, not enough</i></p>	4	2	2		<p>Group Work</p>	1 – 2
	<p>Writing a 200-words essay for or against teenager parties; Vocabulary: opposite verbs; Grammar <i>will/ won't</i> (predictions)</p>	3	2	1		<p>Writing Skills</p>	1 – 2
	<p>Speaking: discussing own family problems; Reading an article about the actor Hugh Laurie; Listening to the introduction to a radio programme</p>	4	2	2		<p>Simulation Group Work</p>	1 – 2

	Speaking: describing pictures, discussing questions (main problems in parents-children relationships, teenagers' problems, own family relationships in own future. Homereading: To kill a mockingbird. Chapter 3	4	2	2		Role Play Group Work	1 – 2
	Grammar: <i>will / won't</i> (decisions, offers, promises); review of verb forms; Listening to a psychoanalyst talking to a patient about his dreams	3	1	2		Grammar Check	1
	Quiz To Module II: "Feelings and emotions; family roles and children upbringing". Homereading: To kill a mockingbird. Chapter 3	2	2	2		Quiz	2 – 3
	Модульна контрольна робота	2			2		1-3
	Усього (за модулем)	189	98	89	2		50
	Усього (за семестр)	274	142	128	4		75–100

Форми організації занять із дисципліни “Практичний курс першої іноземної мови”

для студентів 1 курсу

в умовах кредитно-модульної системи

II семестр

№ п/п	Назва модуля	Змістові модулі	Обсяг, год				Форми та методи контролю знань	Оцінка в балах (за 100-бальною шкалою)
			всього	практ.	самост.	МКР		
3	Types of houses and facilities	Start-up: Types of Dwellings. Facilities and Amenities. British Real Estate Ads.	4	2	2		Group discussion	1
		Reading: How to survive Meeting Your Girlfriend's Parents for the First Time; Listening to Nigel meeting his girlfriend's parents for the first time	4	2	2		Group discussion	1
		Reading: Lost weekend. Listening to an interview with the director. Vocabulary: house, facilities, idiomatic language	4	2	2		Group discussion	1
		Reading: types of houses and parts of the house; types of abbreviation. Grammar: uses of the infinitive with to; Vocabulary: verbs + infinitive	5	2	3		Progress check	1

		<p>Translation from Ukrainian into English; Writing a 'How to...' article. Opposite verbs. Reading: I'll never forget you. Grammar: Word Formation</p>	5	2	3		<p>Progress check; Writing Skills</p>	1
		<p>Listening comprehension and filling the tables. Reading: Are you a pessimist? Discussing will/won't (predictions). Homereading: To kill a mockingbird. Chapter 4</p>	5	3	2		<p>Group Work</p>	1
		<p>Writing: description of the house/apartment; writing an ad on the selling of the house/apartment; Reading a magazine article. Grammar: will / won't (decisions, offers, promises)</p>	5	3	2		<p>Writing Skills; Group Work</p>	1
		<p>Discussing: phobias and words related to fear. Reading: Born to sing. Grammar: can/could/will/would you ...?</p>	5	4	1		<p>Group Discussion</p>	1
		<p>Grammar: present perfect or past simple. Vocabulary: biographies, discussing. Writing a biography</p>	4	3	1		<p>Translating skills</p>	1

	Grammar: present perfect or past simple, passive. Reading: The mothers of invention, discussing.	4	3	1		Group Discussion	1
	Speaking: architectural styles, types of roofs, types of windows, types of doors; describing the pictures; facilities and amenities. Vocabulary: verb + back. Reading: The meaning of dreaming	5	3	2		Group Discussion; Writing Skills	1
	Speaking: describing the one's living place, describing pictures, discussing questions (flat vs. house, size of flat/house, buying the flat). Grammar: Articles	5	3	2		Role Play	1
	Writing an article for the <i>Looking for a love</i> journal. Vocabulary and Speaking: verbs + gerund; something, anything, nothing, etc. Grammar: review of verb forms: present, past, and future	5	3	2		Writing Skills; Role Play	1-2
	Start-up: Kitchen facilities and Utilities. Materials; Listening to a song: <i>Don't Stop Me Now</i> . Grammar: adjectives + prepositions	5	3	2		Group Discussion	1

	<p>Reading the US real estate ads, names of the types of rooms; kitchen facilities, discussing their purpose; description of the kitchen and the dining room, correcting the mistakes;</p> <p>Vocabulary Bank: <i>Verb forms</i></p>	4	2	2		Progress Check	1-2
	<p>Reading: No time for anything. Listening comprehension and correcting the mistakes; Grammar: <i>have to, don't have to, must, mustn't</i></p>	4	2	2		Group Work	1-2
	<p>Speaking: comparing the ads; kind of house one would like to live in; types of rooms, their functions;</p> <p>Homereading: To kill a mockingbird. Chapter 4</p>	5	3	2		Role Play	1-2
	<p>Speaking: describing the kitchen utensils in one's kitchen and those one would like to have; advantages and disadvantages of having a separate dining room;</p> <p>Grammar: uses of the gerund</p>	4	2	2		Group discussion	1-2

	Speaking: describing own kitchen, describing pictures, discussing questions (modern kitchen, machinery in the kitchen etc.)	4	3	1		Group Work	1
	Reading: I've been afraid of it for years, discussing. Grammar: present perfect + for and since	4	3	1		Group Work	1
	Writing the ads of one's ideal house; Writing your own continuation for <i>Happiness is...</i> Reading: Superlative cities; Grammar: comparative adjectives and adverbs, as...as	4	2	2		Writing Skills	1-2
	Translation from Ukrainian into English; Reading about Max, a British journalist who did an intensive Spanish course. Grammar: Nouns	5	3	2		Translation Skills	1
	Grammar: possessive pronouns. Vocabulary: adverbs of manner. Listening. Speaking: asking your partner about taking photographs.	5	4	1			1

	Vocabulary: modifiers, kitchen, dining room, facilities, idiomatic language. Reading: How to... Grammar: uses of the infinitive with to, verbs + infinitive: try to, forget to, etc.	5	3	2		Progress Check	1
	Start-up: Living Room Designs and Furniture. Colors. US real estate ads; Writing <i>A formal email</i> . Writing an email asking for information. Reading: Being happy.	5	3	2		Group Discussion; Writing Skills	1
	Grammar: uses of the gerund (verb + ing. Listening to the holiday programme, discussing	3	3			Group Discussion	1
	Listening comprehension, reconstructing the message, correcting mistakes; Listening to Rob and Jenny. Homereading: To kill a mock ingbird. Chapter 4	3	2	1		Group Work	1
	Reading: What would you do?, discussing; Grammar: if+ past, wou/d + infinitive/ Vocabulary: animals	4	3	1		Group Work	1

	<p>Reading the description of the living the room and guestroom, correcting mistakes; Vocabulary: feeling ill, going to a pharmacy. Grammar: verbs + gerund</p>	5	3	2		Group Work	1-2
	<p>Translating from Ukrainian into English; Listening to a dinner at Jenny's apartment. Reading: Learn a language in a month. Grammar: have to, don't have to, must, mustn't</p>	5	2	3		Translation skills	1-2
	<p>Writing a story using idiomatic language; Reading three problems from a weekly article in a British newspaper. Grammar: modifiers; a bit, really, etc.; Word Formation</p>	5	3	2		Writing Skills; Group Work	1
	<p>Translating from Ukrainian into English; Grammar: Articles, second conditional</p>	4	3	1		Translation skills	1
	<p>Speaking: kinds of room, kinds of furniture and equipment. Reading: I don't know what to do. Grammar: should</p>	5	3	2		Role play	1-2

	Speaking: describing a living room, a family room and a guest room one would like to have; Discussing the problems and advice Grammar: Noun, get	5	3	2		Group Discussion	1
	Reading: If something can go wrong. Discussing. Grammar: if + present, will + infinitive (first conditional), confusing verbs	5	3	2		Group Discussion	1
	Reading: You must be mine. Speaking: describing own living room, describing pictures, discussing questions (arranging rooms, accommodations, influence on the person's mood); Grammar: <i>should</i>	3	3	2		Group Work	1-2
	Vocabulary: living and guestroom, idiomatic language; Listening to someone phoning a radio programme called <i>What's the Problem?</i>	3	2	1		Progress Check	1-2
	Модульна контрольна робота	2			2		1-2
	Усього (за модулем)	171	103	66	2		25-50

4	Bedroom, Bathroom and Housing schemes	Start-up: Bedroom Design and Furniture. Textures; Listening to an expert giving advice and make notes in the chart. Grammar: passive, verbs: invent, discover, etc.	4	2	2		Group Discussion	1-2
		Reading: Could do better. Discussing. Grammar: used to. Vocabulary: school subjects. Listening comprehension, filling in the table	5	3	2		Group Work	1-2
		Reading: Mr Indecisive, description of the bedroom, correcting mistakes; Grammar: might. Word building: noun formation. Vocabulary: <i>get</i>	5	3	2		Progress Checking	1-2
		Writing an ad for the bedroom, the bedroom of one's dream, the kid's room of one's dream; Reading two problems on a website. Writing a response to one of them giving advice.	5	3	2		Writing Skills	1

		Reading: Bad losers; discussing. Translate from Ukrainian into English; Expressing movement; sports equipment and place. Grammar: phrasal verbs	5	3	2		Translating Skills	1
		Reading: Are you a morning person? Discussing the idea of getting up early. Writing own story using idiomatic language; Listening to a song: <i>Why Do I Feel So Sad?</i>	5	3	2		Writing Skills	1
		Reading: What a coincidence! Discussing. Grammar: so, neither + auxiliaries, word order of phrasal verbs, similarities	5	3	2		Group Work	1
		Reading jokes, discussing. Translate from Ukrainian into English; Grammar <i>if</i> + present, <i>will</i> + infinitive, comparisons	5	3	2		Translating Skills	1–2

		Speaking: kinds of furniture and equipment in the bedroom and in the kid's room; Homereading: To kill a mockingbird. Chapter 5	5	3	2		Role play	1–2
		Speaking: describing one's bedroom, describing pictures. Discussing questions (homeless people in Ukraine and in the world, ways of solving this problem); Vocubular: <i>Confusing verbs</i>	5	3	2		Simulati on	1–2
		Vocabulary: bedroom, facilities, idiomatic language; Reading and listening to a short story by O. Henry, discussing the author's biography	5	3	2		Progress Check	1–2
		Start-up: Bathroom Design, Facilities and Utilities, Tiles; Reading the quiz questions and answers. Grammar: comparisons	4	2	2		Group Discussi on	1

		Reading: Strange but true, description of the bathrooms and sunroom, correcting mistakes; Grammar: <i>if</i> + past, would+ infinitive; Vocabulary: animals	5	3	2		Progress Check	1–2
		Listening comprehension, filling in the table; Speaking: What would you do... if (talking about imaginary situations)	5	3	2		Group work	1–2
		Grammar: past perfect; Vocabulary: verb phrases. Writing own story using idiomatic language; Vocabulary: phobias and words related to fear	5	3	2		Writing Skills	1–2
		Writing an ad for the open air sunroom; Listening to three people talking about their phobias; Grammar: Adverbs	5	3	2		Writing Skills	1–2
		Translating from Ukrainian into English; Homereading: To kill a mockingbird. Chapter 5	4	2	2		Translating Skills	1–2

		Speaking: kinds of furniture or equipment in bathroom, in the sunroom; Grammar: present perfect + <i>for</i> and <i>since</i> , adverbs	5	3	2		Simulation	1-2
		Speaking: ways of enjoying the nature (having a sunroom, a porch, a country house etc.), describing pictures. Grammar: reported speech	5	3	1		Group Discussion	1-2
		Speaking: discussing the questions (nature, working too much, spending time with the computer etc.); Grammar: Adjectives. Homereading: To kill a mockingbird. Chapter 5	5	3	2		Role Play	1-2
		Vocabulary: bathroom, sunroom, facilities, idiomatic language; Grammar: present perfect or past simple	5	3	1		Progress Check	1-2

		Start-up: Housing Schemes in Britain. Mortgage; Speaking: Thinking about an older person, a friend or a member of your family, who is alive and who you know well. Vocabulary: say or tell	5	3	2		Group Discussion	1
		Reading an article, filling in the table, analyzing the ideas and relationships; Grammar: reported speech. Vocabulary: directions; Listening to Rob and fenny and discussing if the date is a success	5	3	2		Progress Check	1
		Reading about the principles of text compression; Listening to a radio programme about inventions; Grammar: passive	5	3	2		Progress Check	1
		Translating from Ukrainian into English; Vocabulary: verbs: <i>invent, discover</i> , etc.; Speaking: thinking about when you were at primary or secondary school	5	3	2		Translation Skills	1
		Writing a 200-word essay on the house or flat of your dream; Reading: Did you know...?; Vocabulary: school subjects;	5	3	2		Writing Skills	1

	<p>Reading about different kinds of treatment for people who have phobias. Translating from Ukrainian into English; Grammar: adjectives, compound adjectives</p>	5	3	2		<p>Translation Skills Role Play</p>	1
	<p>Listen and repeat the Free Time questions. Grammar: adverbs of manner, making sentences. Reading the story about the best bedroom in the world</p>	4	3	1		<p>Role Play</p>	1
	<p>Writing a 200-word essay on the story which is describing your phobias. Discussing the formation of adverbs and their order</p>	4	3	1		<p>Writing Skills</p>	1
	<p>Translating from Ukrainian into English; Grammar: comparative or superlative form, common verb phrases. Speaking: Compare hobbies using the adjectives from the list.</p>	4	3	1		<p>Translation Skills</p>	1

		Speaking: types of accommodations in Britain, comparing the housing problem solution in Britain and Ukraine; one's accommodations in future	5	3	1		Simulation	1
		Describing the pictures, discussing questions (accommodation problems, advantages and disadvantages of different systems of solving accommodation problems); Homework: To kill a mocking bird. Chapter 6	4	3	2			1
		Reading: Gossip is good for you; discussing gossiping in your group, positive or negative. Grammar: Adjectives, ordinal numbers Translating from Ukrainian into English	5	3	2		Group Discussion	1

		Vocabulary: housing, accommodation system; Grammar: used to; Listening to six people talking about their memories of school. Grammar: the opinion adjectives	5	3	2		Progress Check	1
	Модульна контрольна робота		2			2		1–2
	Усього (за модулем)		163	99	62	2		25-50
	Усього (за семестр)		334	202	128	4		
	Іспит							1-40
	Усього (за рік)		608	344	256	8		75–100

МОДУЛЬНІ КОНТРОЛЬНІ РОБОТИ

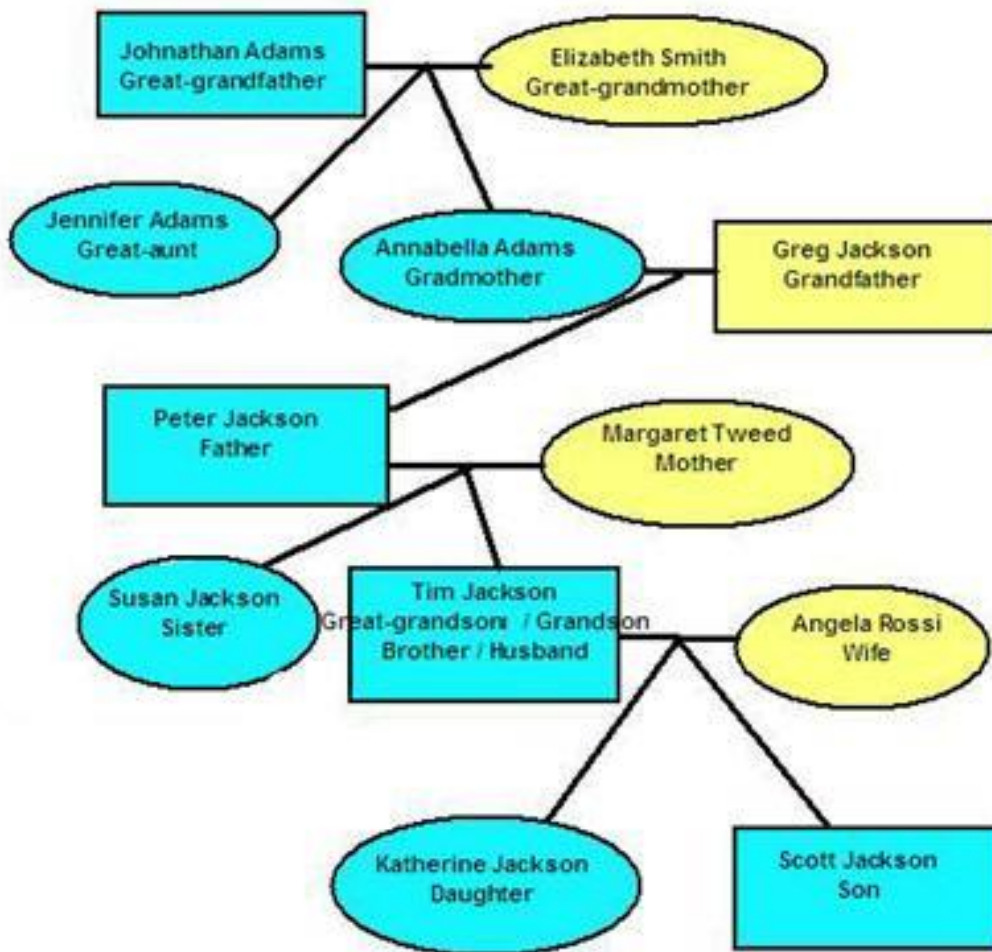
MODULE I

Family relations

I. Family relations quiz:

1. My father's mother is _____
2. My mother's father is _____
3. My father's daughter is my _____
4. My mother's son is my _____
5. My mother is my father's _____
6. My grandfather is my grandmother's _____
7. My brother is my father's _____
8. My sister is my mother's _____
9. My father's sister is my _____
10. My mother's brother is my _____
11. My uncle's daughter is my _____
12. My daughter is my mother's _____
13. My brother is my grandfather's _____
14. My sister's husband is my _____
15. My husband's sister is my _____
16. My aunt's daughter is my mother's _____
17. My uncle's son is my father's _____
18. My father's new wife (not my mother) is my _____
19. My father's and my stepmother's daughter is my _____
20. My stepmother's son (not my father's son) is my _____

II. Family tree quiz:



1. Margaret is Greg's _____.

- daughter
- daughter-in-law
- sister-in-law

2. Susan is Tim's _____.

- aunt
- sister
- sister-in-law

3. Scott is Peter's _____.

- grandson
- great-great grandson
- great-grandson

4. Angela is Tim's _____.

- wife
- sister
- daughter

5. Annabella is Peter's _____.

- grandmother
- mother
- sister

6. Katherine is Scott's _____.

- brother
- sister

- mother

7. Susan is Peter's _____.

- mother
- sister
- daughter

8. Susan is Scott's _____.

- aunt
- sister
- mother

9. Tim is Susan's future children's _____.

- father
- aunt
- uncle

10. Jennifer is Peter's _____.

- uncle
- aunt
- sister-in-law

11. Tim is Angela's _____.

- wife
- husband
- father

12. Margaret is Peter's _____.

- aunt
- wife
- sister

13. Katherine is Tim's _____.

- son
- sister

- daughter

14. Elizabeth is Greg's _____.

- sister-in-law
- mother-in-law
- mother

15. Peter is Angela's _____.

- father
- father-in-law
- uncle

16. Scott is Greg's _____.

- father-in-law
- great-great grandson
- great-grandson

17. Katherine is Elizabeth's _____.

- great-great grandson
- granddaughter
- great-great granddaughter

18. Jennifer is Greg's _____.

- sister
- sister-in-law
- daughter

19. Margaret is Tim's _____.

- mother-in-law
- grandmother
- mother

20. Katherine is Susan's _____.

- nephew
- niece
- daughter

21. Peter is Jennifer's _____.

- niece
- nephew
- son

22. Scott is Susan's _____.

- niece
- grandson
- nephew

23. Jennifer is Tim's _____.

- aunt
- sister-in-law
- great-aunt

24. Jennifer is Peter's _____.

- aunt
- great-aunt
- mother-in-law

25. Scott is Jonathan's _____.

- grandson
- great-grandson
- great-great grandson

MODULE II

Parts of the body. People and their character

I. Personal matters:

1. *Underline the correct word in each sentence:*

- When her bicycle was stolen, Jill became extremely *angry/ nervous*.
- Peter felt *ashamed/ embarrassed* when he had to make a speech.
- I always write thank-you letters, just to be *gentle/ polite*.
- You never do anything to help me. You're so *lazy/tired*.
- Penny never does anything silly. She's very *sensible/ sensitive*.
- The children had to stay in the house all day and felt *bored/ tired*.
- Jackie doesn't worry about anything and is always *cheerful/ sympathetic*.
- Mr. Jackson is very *annoyed/ bad-tempered* and often shouts at people.
- When he heard about the accident, Alan was very *damaged/upset*
- I've got an important exam tomorrow and I'm a bit *jealous/ nervous*.

2. *Complete each sentence with one of the verbs from the box. Use each verb once only:*

cheer complain cry nod shake his head shout ~~smile~~ whistle

- Please look at the camera and ...smile..... Say 'cheese'!
- If you agree with what I say, just.....
- The food in the restaurant was terrible so we decided to
- I had to..... Ann's name three times before she heard me.
- The little boy fell over and then started to.....
- At the end of the President's speech, the crowd began to
- Paul hardly ever says 'no'. He tends to..... instead.
- When I try to I put my lips together but I can't do it!

3. *Complete each sentence with a word formed from the word in italics:*

- You can't *rely* on Joe. He's very..... *unreliable*.
- Carla has very little *patience*. She's very.....
- Jack shows no *interest* in this subject. He's.....

- Pat is lacking in *honesty*. She's.....
- Bill doesn't act like a *friend*. He's.....
- Lisa doesn't have much *experience* of this work. She's
- Peter never acts *politely*. He's.....
- The official did not *help* us very much. She was.....
- Graham doesn't *consider* other people. He's.....
- Ann refused to *co-operate* with the police. She was.....

4. Complete each sentence with an adjective from the box. Use each adjective once only:

ashamed annoyed ~~disappointed~~—exhausted
 fascinating glad jealous terrified

- When her team lost the cup final, Sue felt very
- I waswhen Jack accepted my invitation to dinner but didn't come.
- Mark was when he saw smoke coming from the plane's engine.
- Thanks for your letter. I'm to hear that you're feeling better.
- David was to tell his parents that he had been sent to prison.
- After running for fifteen kilometres, Zara felt completely..... .
- Helen felt when she saw her boyfriend talking to another girl.
- Mrs. Hobson told us about her life. She's a person.







5. Replace the words in italics in each sentence with one of the phrases from the box:

are fond of fancy fed up with get on my nerves
 give up let me down ~~longing for~~—put me off

- I'm *really looking forward to* a few weeks' holiday!
- Sarah has decided to *do without* eating chocolate.
- I wanted to study biology, but my teacher *discouraged me*.
- Sports programmes on television really *annoy me*.
- Do you *feel like* going to the cinema this evening?

- Why can't you tell the truth? I'm *tired* of your excuses!
- Terry and I *like* going for walks in the country.
- George agreed to help me, but then *disappointed* me.
-

II. Parts of the body quiz:

 <ol style="list-style-type: none"> 1. Eyebrow 2. Chin 3. Tongue 4. Mouth 	 <ol style="list-style-type: none"> 1. waist 2. mouth 3. eyebrow 4. moustache
 <ol style="list-style-type: none"> 1. Hair 2. Face 3. Beard 4. armpit 	 <ol style="list-style-type: none"> 1. Teeth 2. Chin 3. Ear 4. foot
 <ol style="list-style-type: none"> 1) Ear 2) Face 3) Neck 4) armpit 	 <ol style="list-style-type: none"> 1) Tooth 2) Adam's apple 3) Stomach 4) leg



- 1) Shoulder
- 2) Throat
- 3) Arm
- 4) neck



- 1) Hand
- 2) Mole
- 3) Stomach
- 4) hair



- 1) Skeleton
- 2) Eye
- 3) Nose
- 4) Mole



- 1) Foot
- 2) Arm
- 3) Hand
- 4) beard



- 1) Calf
- 2) Neck
- 3) Tongue
- 4) Adam's apple



- 1) Lips
- 2) Neck
- 3) Eyebrow
- 4) moustache



- 1) Eyelash
- 2) Elbow
- 3) Adam's apple



- 1) Skull
- 2) Face
- 3) Elbow

<p>4) Calf</p>  <ol style="list-style-type: none"> 1) Beard 2) Waist 3) Elbow 4) armpit 	<p>4) thumb</p>  <ol style="list-style-type: none"> 1) Tooth 2) Leg 3) Beard 4) eyelash
 <ol style="list-style-type: none"> 1) Elbow 2) Hair 3) Moustache 4) mouth 	 <ol style="list-style-type: none"> 1) Mole 2) Leg 3) Eye 4) shoulder
 <ol style="list-style-type: none"> 1) Throat 2) Skeleton 3) face 4) armpit 	 <ol style="list-style-type: none"> 1) Hand 2) back 3) Foot 4) beard

III. Body Idioms Quiz:

1. What's the matter? Cat got your _____?

- mouth
- tongue
- teeth

- lips

2. My new car cost me an _____ and a _____.

- hand, finger
- arm, leg
- finger, toe
- eye, nose

3. I cut my _____ in the industry by developing databases.

- nose
- leg
- fingers
- teeth

4. Take it! Don't look a gift horse in the _____!

- mouth
- head
- chest
- legs

5. Eat your _____ out! I won a trip to Hawaii!

- mouth
- hand
- heart
- knee

6. It's difficult to succeed with so much cut _____ competition out there.

- wrist
- gut
- teeth
- throat

7. Turn that music down! It's _____ splitting.

- mind
- brain

- ear
- head

8. It's true! Cross my _____ and hope to die.

- chest
- heart
- fingers
- legs

9. Cross your _____ for me today, ok? My audition is at three this afternoon.

- legs
- heart
- fingers
- toes

10. Break a _____ in tonight's performance.

- tooth
- finger
- arm
- leg

11. I called my friend Jane and had a _____ wag.

- wand
- chin
- nod
- chat

12. The only way to be financially independent is to have a _____ in many pies.

- finger
- hand
- mouth
- tongue

13. My boy's got a good _____ on his shoulders. I trust him completely.

- neck

- brain
- head
- chin

14. Don't be a _____ head! Think before you make such important decisions.

- fist
- wrist
- knuckle
- belly

15. Moving to California was a no-_____!

- thinker
- minder
- brain
- brainer

16. He's got a sharp _____. He might just get into trouble, if he isn't careful.

- mouth
- tongue
- lips
- chin

17. Hello! Hello air _____. Can you pay attention, please?!

- mind
- brain
- head
- skull

18. Our country is armed to the _____. I wish we'd stop spending money on the military.

- eyes
- nose
- chin
- teeth

19. I'm afraid I'm _____ dead today. Could you repeat that?

- mind
- brain
- head
- skull

20. Unfortunately, she had a change of _____ and decided not to come.

- brain
- stomach
- heart
- Lung

MODULE II

Parts of the body. People and their character.

1. Character Quiz. Which of these adjectives describes the quality asked about in each of the questions about friends?

- generous
- easygoing
- ambitious
- cheerful
- hardworking
- trustworthy
- easy going
- impatient
- sensitive
- optimistic
- moody
- sociable
- indecisive
- reserved
- lazy

- attentive

Decide which adjective above goes with the question below and then click on the arrow to check your answer.

1. Is your friend usually in a good mood?
2. Is it important for your friend to be successful in whatever he/she does?
3. Does your friend notice your feelings?
4. Does your friend often give presents, or pay for lunch or a coffee?
5. Does your friend work hard?
6. Does your friend become angry or annoyed if he/she has to wait for something or someone?
7. Can you trust a secret to your friend?
8. Does your friend listen well when you are speaking?
9. Does your friend keep his/her feelings to him/herself?
10. Is your friend usually not worried by things, no matter what happens?
11. Does your friend think the future will be good?
12. Does your friend often change their opinion about things?
13. Does your friend often postpone things he/she has to do?
14. Is your friend happy one moment and then sad the next?
15. Does your friend like to be with people?

2. Vocabulary Quiz. Choose the correct adjective to fill the gap in the phrase or question. Click on the arrow to see if you have answered correctly:

Mature lazy devoted lonely solitary restless conscientious
apathetic overbearing modest

1. His wife just left him and he's feeling rather _____ these days.
2. Jack has just quit his job. In fact, he's quit three jobs in the last year in order to move to another town. I guess he gets _____ staying in one place.
3. Cowboys could spend up to 3 months alone on the trail and enjoy it. They were _____ figures who enjoyed their own company.
4. He just mopes around the house all day and is interested in nothing. He's become so _____ lately.

5. Don't be so _____! Get up and get some work done!
6. He's so _____. He never mentions all the prizes he's won.
7. He's always telling everyone what to do. I don't know how his wife can stand such an _____ husband.
8. Jack loves discussing literature with the adults. He's such a _____ boy.
9. She's such a _____ mother. Her children can always count on her for anything at anytime.
10. They are really _____ about their homework. It's the first thing they do when they come home and before they go to play.

3. Feelings and Emotions:

Question 1. I'm very today. I didn't get a lot of sleep last night so I'm really tired.

- (a) nervous
- (b) sleepy
- (c) excited
- (d) motivated

Question 2. I feel really around my friends because they accept me for who I am. I don't feel nervous or uneasy around them at all.

- (a) comfortable
- (b) shocked
- (c) disgusted
- (d) irritated

Question 3. I was really during my presentation last week. I stepped onto the stage and fell off of it during my presentation. I've never been so humiliated!

- (a) calm
- (b) bored
- (c) embarrassed
- (d) great

Question 4. I feel today. I don't feel well at all. I think I'm going to go home early.

- (a) sick
- (b) terrific
- (c) fine
- (d) rested

Question 5. I feel about how I acted last week. I've been really cranky lately and I shouldn't have yelled at you. Can you ever forgive me?

- (a) wonderful
- (b) awful
- (c) good
- (d) awake

Question 6. I am really about how much we raised for the non-profit project last week. People were really generous and I wasn't expecting that!

- (a) bored
- (b) uninterested
- (c) frightened
- (d) surprised

Question 7. My husband played a trick on me yesterday. As I opened the front door, he was hiding in the dark and jumped out at me all of a sudden. He really me but then we had a good laugh about it afterwards.

- (a) relaxed
- (b) frightened
- (c) depressed
- (d) bored

Question 8. I have a really big interview tomorrow and I am so about it. I really want to get this job.

- (a) nervous
- (b) tired
- (c) hurt
- (d) angry

Question 9. I'm studying Spanish right now and some of the verbs me. I really have to study those chapters more. I can't seem to understand the verb conjugation part.

- (a) excite
- (b) depress
- (c) embarrass
- (d) confuse

Question 10. I was and appalled by the amount of nudity and violence in that movie. That movie is not suitable for children at all!

- (a) shocked
- (b) ecstatic
- (c) jovial
- (d) pleased

MODULE III

Full house

I. Describing houses:

1. Which of these features do you think are an essential part of a home? Which are not essential?

garden	more than one bathroom	a dining room
a balcony	a kitchen	lots of space
a swimming	a fireplace	shutters
a garage	central heating	a beautiful view
a patio / terrace	carpeted floors	a basement / family room

Can you match these words describing types of house to their definition?

apartment	flat	penthouse
bungalow	loft apartment	detached
castle	semi-detached	studio
cottage	palace	terraced

a small house in the country (cottage)

a house with no stairs, on one level. (bungalow)

a house which is part of a bigger building (Am. English apartment)

a house which is part of a bigger building (Brit .English flat)

a house which is not joined to another house (detached)

a house which is joined to another house on one side (semi detached)

a house which is joined to other houses on two sides/ a house which is part of a line of houses (terraced)

a house which was built to keep the inhabitants safe (castle)

a house which was built for rich or grand people (palace)

a house which is on the top of a tall building (penthouse)

a house which was an industrial building (loft apartment)

a small one-roomed flat (studio)

2. Describe your home:

Ask and answer questions about your home.

Number of rooms?

Type of house?

Features?

Location?

3. Read the text and answer these questions:

What type of house is being described? (Loft conversions in warehouses and factories)

What are the key features of this type of house? (Space and a good view)

Where can you find these homes? (In the centre of Britain's largest cities, on the river or canal. You can explain about Docklands in London, the Quayside in Newcastle)

TEXT 1

Look at a house from the outside, and you can guess what type of people live in it. Well, perhaps this is not always true. Some people can live in unusual houses. Some people live on boats, in tree houses or in tents.

For example, imagine you are in an old part of an industrial city in the UK. Cities like London, Manchester, Liverpool or Newcastle. There is a river, or a canal, which

was important for transport in the past, before the railways were built. There are a lot of enormous buildings near the water. They were built in the 19th century. They must be industrial places to store things for import or export.

But...look more closely! There are expensive cars parked outside some of these buildings. And on the corner of the street there is a French restaurant, with a wine bar opposite. And just round the corner there is a shop with beautiful furniture. And here are more shops...Who buys these things?

Answer: the people who now live in these old buildings. Old warehouses like these offer two things that are difficult to find in modern houses: space, and a view. Over the past 10 years, more and more architects have converted buildings like this into apartments, which have big rooms, high ceilings... and often a terrace which looks onto the water.

So, the old parts of many of Britain's industrial cities now have a new life. They are not dead anymore, with empty warehouses and disused factories. You can buy factory space and make yourself a home in it. And the people who live in them can walk or cycle to work.

Or...with so much space. They work from home with a computer and a modem! Buildings don't always tell us about lifestyles immediately. So, next time you see an old station, a deserted church or a village school in Britain, look carefully for the clues. You may get a surprise. Is this true in your town too?

4. Are these sentences true or false?

- These buildings were built recently.
- They are very spacious.
- Britain's city centres do not have people living in them.
- Some people in Britain live and work in the same place.
- Some people in Britain live in churches.

5. Houses in your country. Describe the types of housing available in your country/area:

- What are the main features?
- Do people live in the centre of cities or towns?

- Are there any unusual houses?
- Historic houses?
- Have the types of houses changed in the last 50 years?

6. Your ideal home. Describe your ideal place to live:

- Would you rather live alone or with lots of people?
- In a town or a rural area?
- In a flat, a house or something more unusual like a boat?
- Do you like old buildings or modern ones?
- Is there anyone in the class with the same taste as you?

7. Changing rooms: your taste:

In the UK there are a lot of very popular TV programmes about houses. One programme, called ‘Changing rooms’ is very popular. One family or couple take a room in another family’s house and they change the look of the room. Sometimes they change it completely, changing the furniture and the style. Sometimes the people who live there are very happy with the new room, sometimes it does not suit their taste and they don’t like the changes at all.

Sometimes you can guess a person’s taste, their interests and even their job from looking at a photo of their living room.

- What type of taste have you got?
- What other types of things can show a person’s taste?
- Describe 4 or 5 things in your bedroom which can help explain your taste.

Module IV. Places – Rooms

1. Match the person to the rooms you would most likely find them in, two rooms are not used. Click on the arrow to see if you have answered correctly:

- | | |
|------------------|----------------|
| 1. some toddlers | a locker room |
| 2. an actor | a barn |
| 3. a prisoner | a mess |
| 4. a novelist | a waiting room |
| 5. a trader | a cell |

- | | |
|---|------------------------|
| 6. a chef | a darkroom |
| 7. some off-duty soldiers | a work |
| 8. a secretary | a staffroom |
| 9. a deliveryman picking up packages | a closet |
| 10. some teachers | a cafeteria |
| 11. a doctor's patients before their appointments | a shed or greenhouse |
| 12. a football player after a game | a cafeteria |
| 13. some factory workers at lunchtime | a cafeteria |
| 14. a gardener | a saloon |
| 15. a carpenter | a surgery |
| 16. a photographer developing photos | a stage |
| 17. a corpse | an office |
| 18. a swimmer after her swim | a playroom or nursery |
| 19. a surgeon | a stock-exchange floor |
| 20. some sailors | a mortary, morgue |
| 21. a pilot in mid-flight | a study |

2. Buildings Quiz:

1. The building next to the railway line where people buy tickets is called a ____
2. Native North Americans lived in a ____
3. A king or queen lives in a ____
4. The Empire State Building is so tall that it's called a ____
5. Eskimos traditionally live in a house made of ice called an ____
6. A lightweight portable shelter used when camping is called a ____
7. A tall round building that warns ships of dangerous rocks is called a ____
8. A place where lots of students sleep when they live on campus is called a ____
9. A kind of house found moored and floating is called a ____
10. A place that has many doctors and nurses is called a ____

3. Types of Buildings Quiz:

Question 1: A is a building where people go to worship God together. Usually, Christians gather in this kind of building.

- (a) hospital
- (b) church
- (c) duplex
- (d) prison

Question 2: A is a building that people can go to to buy food and other household items.

- (a) church
- (b) barn
- (c) supermarket
- (d) pyramid

Question 3: A is a building where children go to learn various subjects such as math, science and social studies.

- (a) greenhouse
- (b) shed
- (c) school
- (d) museum

Question 4: A is a large building that houses farm animals, equipment and animal feed. These buildings are usually found on farms and ranches.

- (a) pyramid
- (b) barn
- (c) library
- (d) art gallery

Question 5: A is a structure that connects two land areas and is usually found over waterways and large, deep valleys.

- (a) bridge
- (b) palace
- (c) stadium
- (d) mill

Question 6: An is an Eskimo home that is made of blocks of snow and ice and is shaped like a dome.

- (a) art gallery
- (b) cafe
- (c) pyramid
- (d) igloo

Question 7: A is a building that people call home. Usually, one or two families live together in this kind of building.

- (a) house
- (b) shed
- (c) garage
- (d) museum

Question 8: A is a large, luxurious house/building where royalty or high public officials reside. These are usually much bigger than regular one or two family homes.

- (a) museum
- (b) palace
- (c) refinery
- (d) prison

Question 9: An complex is a large building that contains many, individual units that separate people or families live in and call home. Usually, these buildings have more than two floors.

- (a) apartment
- (b) bank
- (c) cellar
- (d) factory

Question 10: A is a building where books are kept on but cannot be purchased by customers. Rather, they are borrowed and returned by people who come into this building.

- (a) library
- (b) garage
- (c) bar
- (d) castle

4. In the Kitchen Quiz:

- 1) Which of the following large things do you almost NEVER find in a kitchen?
 - a sink
 - a refrigerator
 - a coffee table
 - a stove
- 2) Which of the following appliances do you almost NEVER find in a kitchen?
 - a blender
 - a coffee grinder
 - a microwave
 - a vacuum cleaner
- 3) Which of the following small items do you almost NEVER find in a kitchen?
 - a litterbox
 - a dishrack
 - cookbooks
 - a toaster
- 4) Which of the following small things do you almost NEVER find in a kitchen?
 - plates
 - bowls
 - pots and pans
 - an alarm clock

Look at the picture below. Questions 5-8 are about this picture.



5) Where is the pot in this picture?

- It's in the dishrack.
- It's on the table.
- It's on the stove.
- It's in the sink.

6) Which of the following small items are NOT in this picture?

- a dishrack
- a telephone
- cookbooks
- a toaster

7) Which of the following large things are NOT in this picture?

- a table
- a stove
- a refrigerator.
- a sink

MODULE V

Furniture

I. Furniture Quiz:



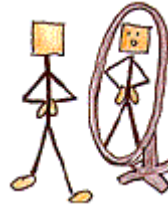
1. lamp
2. picture
3. door
4. clock



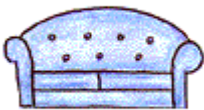
1. lamp
2. table
3. bed
4. chair



1. chest of drawers
2. desk
3. speakers
4. sink



1. mirror
2. carpet
3. chest of drawers
4. sofa



1. door
2. sofa
3. desk
4. clock



1. desk
2. television
3. table
4. speakers



1. door
2. mirror
3. chair
4. vase



1. mirror
2. bed
3. table
4. bath tub



1. window
2. television
3. bed
4. speakers



1. bath tub
2. chest of drawers
3. picture
4. chair



1. carpet
2. chest of drawers
3. table
4. lamp



1. mirror
2. lamp
3. chest of drawers
4. speakers



1. bed
2. door
3. sink



1. chair
2. vase
3. television

1. Which of the following is not classified as a furniture?
 - a. Sink
 - b. Curio cabinet
 - c. Hall tree
 - d. Recliner
2. What is the accessory furniture for sofas and windows called as?
 - a. Repository
 - b. Upholstery
 - c. Hosiery
 - d. Cutlery
3. Which of the following is not a seating furniture?
 - a. Bean bag
 - b. Foot stool
 - c. Sideboard
 - d. Settee
4. What is an Ottoman?
 - a. A style of furniture designing
 - b. A bed upholstered with eiderdown
 - c. Sheer curtains for French windows
 - d. An upholstered sofa without a back or side-arms
5. What is the cabinet found most frequently in offices known as?
 - a. China cabinet
 - b. Filing cabinet
 - c. Curio cabinet
 - d. Medicine cabinet
6. Which is the furniture in the following list that one will find in a kitchen?
 - a. Armoire
 - b. Headboard
 - c. Sideboard

- d. Countertop
7. Food is stored in a:
- a. Settee
 - b. Pantry
 - c. Cupboard
 - d. Wardrobe
8. What is furniture that can be self-assembled called as?
- a. Shaker furniture
 - b. Assembled furniture
 - c. Modular furniture
 - d. Piecemeal furniture
9. Which of the following chairs will always be found outside the house?
- a. High-backed chair
 - b. Rocking chair
 - c. Number 14 chair
 - d. Adirondack chair
10. Out of the following furniture, which one is actually a cabinet?
- a. Recliner
 - b. Linen press
 - c. Dinette
 - d. Hutch
11. A divan is a:
- a. Kind of chair
 - b. Kind of cabinet
 - c. Kind of bed
 - d. Kind of table

Module VI

Food

I. Food Quiz. Choose the right answer.

1. Mr Connoisseur opened the bottle of wine and let it.....for one hour.
a) breathe b) relax c) remain d) sit
2. Mrs Proper told her son it was impolite to.....his food so greedily.
a) digest b) gobble c) nibble d) stuff
3. When I entered the room, the children were.....over the last orange.
a) consulting b) discussing c) participating d) squabbling
4. How about a glass of orange juice to.....your thirst?
a) quash b) quell c) quench d) quieten
5. Although she was trying to slim, Miss Greedy found the ice-cream with fruit and whipped cream quite.....
a) imperative b) inevitable c) irresistible d) pulling
6. Have a.....of brandy, it will make you feel better.
a) bite b) sip c) swallow d) touch
7. Peanuts are both cheap and.....
a) alimentary b) curative c) nutritious d) remedial
8. Mrs Hospitable had prepared a.....meal with six courses to celebrate our arrival.
a) generous b) lavish c) spendshrift d) profuse
9. Mr Fatty wants to slim, so he should avoid eating.....foods such as bread or potatoes.
a) fatty b) greasy c) spicy d) starchy
10. My parents have a.....arrangement to meet for dinner once a fortnight.
a) deep-seated b) durable c) long-standing d) usually
11. Many Asian countries still rely on rice as the.....food.
a) capital b) staple c) superior d) winning
12. The sight of so many sweets made the children's mouth.....
a) drip b) moisten c) water d) wet

13. "Another cup of coffee?"

"No, but thanks....."

- a) all the same b) for all c) not at all d) you for all

14. I inferredhis remark that Mrs Vegetarian doesn't eat meat.

- a) from b) of c) to d) with

II. Food-taste. Choose the right answer.

1. What are you cooking? It.....good.

- a) feels b) flavours c) smells d) sniffs

2. The dish had a very interesting taste as it was.....with lemon.

- a) flavoured b) pickled c) seasoned d) spiced

3. Can you tell the.....between Coca-Cola and Pepsi-Cola?

- a) alteration b) change c) difference d) variety

4. The apple was so.....that he put some sugar on it.

- a) bad b) juicy c) ripe d) sour

5. Snake meat tastes.....to chicken.

- a) alike b) equal c) like d) similar

6. The local wine is rather rough, but you'll soon.....a taste for it.

- a) accept b) adopt c) develop d) receive

7. It tasted so.....of mint that the other flavours were lost.

- a) forcefully b) fully c) hardly d) strongly

8. The apples had become so.....that we had to throw them away.

- a) overripe b) poisonous c) rotten d) green

9. That milk smells.....

- a) acid b) bitter c) sharp d) sour

10. The sauce would be more.....if you had put more garlic in it.

- a) taste b) tasteful c) tasteless d) tasty

11. I'm afraid that the herring we had for supper has given me.....

a) indigestion b) indisposition c) infection d) sickness

12. The delicious spread of sweets made the child's mouth.....

a) cold b) dry c) water d) wet

13. Please put some more water in my coffee, because it is too.....

a) black b) dense c) strong d) thick

14. I loved the ice-cream, but the cake was a bit too sweet for my.....

a) appetite b) desire c) flavour d) liking

15. If there is one thing I don't like, it is.....tea.

a) delicate b) light c) pale d) weak

16. I wouldn't eat those gooseberries if I were you, they don't look.....to me.

a) formed b) ready c) ripe d) underdone

17. The dinner was excellent; the dessert was particularly.....

a) delicious b) desirable c) flavoured d) tasteful

18. Her pastry is as light as a.....

a) breath b) cloud c) feather d) leaf

19. Those vegetables are very tasty; I'm sure you would like them if you only....them

a) examined b) proved c) tested d) tried

III. Meals. Put each of the following words into its correct place in the passage

below:

afternoon	bacon	breakfast	juice
chocolate	continental	English	morning
lunch	meals	menu	syrup
rolls	second	supper	

Meals

Most people eat three a day — breakfast, and dinner. Some eat a fourth meal,..... late at night..... tradition provides an extra light meal served in the late, Its basic..... usually includes tea and special tea cakes or cucumber sandwiches.

Meals vary in different countries..... in the United States may include fruit or fruit, coffee, toast, and a choice of cereal or and eggs. Many persons like pancakes with maple for..... breakfast..... . Europeans sometimes have an early breakfast of..... and coffee or hot , and eat a.....breakfast later on in the

IV. Taste. Choose the right answer.

1. There is nothing more.....on a warm day than a glass of ice-cold fruit juice.
a) freshening b) quenching c) refreshing d) relaxing
2. The smell of the burnt cabbage was so.....that it spread to every room.
a) diffuse b) effusive c) extensive d) pervasive .
3. Miss Greedy.....her lips at the thought of eating the delicious-looking cake.
a) pursed b) smacked c) struck d) watered
4. 'The taste of the apple pie.....in my mouth for a long time after dinner.
a) insisted b) lingered c) loitered d) prolonged
5. It was during my stay in India that I.....a taste for very hot curry.
a) acquired b) gained c) got d) received
6. Mr Hot.....some pepper over his steak.
a) spat b) sprayed c) sprinkled d) squirted
7. Mr Forgetful didn't put the milk in the fridge so it.....
a) went back b) went down c) went off d) went out
8. The ... of the pudding is in the eating, (proverb)
a) control b) probation c) proof d) trial
9. This cheese has gone.....You'll have to throw it away.
a) contaminated b) decayed c) mouldy d) stale
10. The steak looked tender, but it was as tough as
a) a belt b) a saddle c) old boots d) rubber
11. We couldn't use the milk because it had.....bad.

a) been b) come c) gone d) made

12. The smell was so bad that it completely.....us off our food.

a) got b) put c) set d) took

V. Pots and pans. Choose the right answer.

Exercise 1.

1. My Grannie presented me with four.....of home-made cranberry sauce.

a) bowls b) dishes c) jars d) jugs

2. "How much sugar would you like in your tea, Miss Sweetie?"

"Five .. ., please."

a) fragments b) lumps c) parts d) squares

3. That fish smells terrible! Throw it in the.....

a) bin b) rubbish c) sink d) waste-paper basket

4. Mr Strange poured the tea from his cup into his.....and then proceeded to drink it.

a) bowl b) dish c) plate d) saucer

5. When you've washed up,.....the plates before you put them away.

a) clean b) dry c) dust d) sweep

6. Don't put your hand on the hot stove, or you'll.....yourself.

a) burn b) cook c) fry d) grill

7. Sometimes it is very difficult to get the.....out of a wine bottle.

a) cap b) cork c) lid d) plug

8. Do be careful not to.....your tea on your white dress, darling.

a) drip b) filter c) leak d) spill

9. Let's have a cup of tea. Put the.....on.

a) cooker b) electricity c) kettle d) tea pot

10. Put the.....back on the biscuit tin, otherwise the biscuits will go soft.

a) cap b) fastener c) lid d) top

11. Be careful, this knife is very.....

a) acute b) blunt c) hard d) sharp

12. Don't.....the jug right up, otherwise you'll spill it when you pick it up.

a) feel b) fell c) fill d) full

Exercise 2.

1. Be careful not to.....the tray too much or the glasses will slide off.

a) bend b) incline c) tilt d) twist

2. Mr Clumsy tripped and sent the whole pile of metal plates.....to the ground.

a) clattering b) pattering c) tinkling d) thudding

3. She.....the tablecloth carefully and put it away in a drawer.

a) bent b) creased c) folded d) pleated

4. There was a sharp.....and the plate broke into two pieces.

a) bang b) crack c) crash d) noise

5. Separate the eggs and then beat with a.....

a) wick b) whip c) whisk d) wipe

6. These silver spoons need.....

a) buttering b) painting c) polishing d) varnishing

7. Sweep the.....off the tablecloth before you put it away.

a) crumbs b) dirt c) dust d) rubbish

8. You should always.....the plates with clean water after you have washed them.

a) damp b) rinse c) soak d) wet

9. A sensible and.....person to assist with kitchen and cleaning duties.

a) adept b) capable c) serious d) worthy

10. He rubbed his finger round the.....of the glass.

a) ledge b) lip c) rim d) tip

11. A food mixer is a very useful.....to have in the kitchen.

a) gadget b) instrument c) scheme d) tool

12. There was a loud.....as the cup fell to the floor.

a) crash b) rattle c) slam d) tap

13. The refrigerator was.....with food.

a) affluent b) bloated c) crammed d) full

14. We buy a month's supply of meat and keep it in the.....

a) cabinet b) container c) freezer d) holder

15. I could hear the.....of dishes in the kitchen as Mrs Hardworking was washing up.

a) clatter b) jingle c) rustle d) squeak

VI. Cooking. Choose the right answer.

Exercise 1.

1. My mother always.....her own bread.

a) bakes b) fries c) grills d) roasts

2. She put a.....of chocolate on the cake.

a) colour b) cover c) layer d) level

3. You can't make an omelette without.....eggs, (proverb)

a) breaking b) crushing c) mixing d) smashing

4. A fat lady sat on my shopping bag in the bus and.....my tomatoes.

a) broke b) crushed c) squashed d) squeezed

5. A power failure completely..... the cake she was baking.

a) damaged b) injured c) ruined d) weakened

6. To make a good omelette, you must.....the eggs very well.

a) bang b) beat c) knock d) thrash

7. I loved the cake. Would you mind letting me have the.....for it?

a) menu b) prescription c) receipt d) recipe

8. To.... the best results, mix the powder with warm water.

a) expect b) find c) obtain d) require

9. Would you put the water on, please, ready t..... the potatoes.

a) bake b) boil c) braise d) brown

10. The recipe is a secret; it has been.....from father to son for generations.
a) handed down b) made up c) put off d) spoken of
11. Add the essence.....until the teaspoonful is beaten into the mixture.
a) drop by drop b) inch by inch c) leaf by leaf d) spot by spot
12. How do you like your eggs.....?
a) done b) made c) ready d) set
13. Mrs Baker rolled out the pastry and cut it into pretty.....before baking it.
a) measures b) pictures c) shapes d) sizes
14. Don't.....the bottle or you will spoil the wine.
a) agitate b) shake c) stir d) tremble
15. She left the milk in a jug and a thick layer of.....formed on the surface.
a) butter b) cream c) fat d) skin
16. Frozen food should always be.....before it is cooked.
a) defrosted b) dissolved c) melted d) softened
17. Can you give me a teaspoon to.....my tea?
a) beat b) spin c) stir d) turn
18. It's important that while baking this cake the temperature should remain.....
a) consistent b) constant c) continual d) continuous
19. Chocolate.....if you keep it in your pocket.
a) flows b) melts c) ripens d) settles
20. When I peel onions, I can't stop my eyes from.....
a) dripping b) dropping c) leaking d) watering

Exercise 2.

1. This lime juice needs.....before you can drink it.
a) diluting b) dissolving c) softening d) watering
2. Unsalted butter is best for this recipe but,.....that, margarine will do.
a) except b) failing c) for all of d) given

3. Put the salt in the water and let it.....before adding the pasta.
a) dissolve b) melt c) mix d) soften
4. Before mixing,.....the whites of the eggs.
a) divide b) free c) part d) separate
5. This is a cut of meat which.....itself to long cooking.
a) adapts b) lends c) offers d) suits
6. If you don't lift that saucepan carefully, it will spill and you may.....yourself.
a) cut b) peel c) scald d) skin
7. Please look in the refrigerator and see if the jelly has.....
a) curdled b) hardened c) set d) stiffened
8. Dried vegetables are easy to use if you remember to..... them overnight.
a) bathe b) dampen c) soak d) water
9. The recipe says to use butter, but as we've run out we'll have to.....with margarine.
a) do away b) do it up c) make do d) make up
10. She.....the butter very thinly over the bread.
a) covered b) knifed c) scattered d) spread
11. Put the cake into a strong box, or it might get..... in the post.
a) clubbed b) crushed c) smoothed d) splashed
12. You should.....the fat from the meat before you cook it.
a) carve b) slice c) shave d) trim
13. Put the whites of five eggs into a basin, and beat them until they are
a) hard b) rigid c) solid d) stiff
14. Mr Hospitable.....a few slices off the joint for his guests.
a) bit b) carved c) chopped d) tore
15. "What a delicious cake. I didn't know you could cook so well." "I can't. It's just a.....'
a) flattery b) flop c) fluke d) fortune
16. Butter is covered with special paper so that no.....can get through.

- a) cream b) grease c) oil d) paste

17. He ... the soda into his whisky.

- a) sprayed b) sprinkled c) squeezed d) squirted

VII. Restaurants; payment. Choose the right answer.

Exercise 1.

1. We must go now. Would you mind asking the waiter for the.....?

- a) account b) bill c) charge d) price

2. This voucher.....you to a free meal in our new restaurant.

- a) allows b) credits c) entitles d) grants

3. As a service charge is included in the bill, any further tipping is.....

- a) unforgivable b) unnecessary c) unpleasant d) unsatisfactory

4. Food is very expensive now as there's been yet another.....in prices.

- a) advance b) gain c) increase d) lift

5. Let me.....the bill before we leave this restaurant.

- a) arrange b) conclude c) pay up d) settle

6. Mr Generous decided to leave the waiter a big.....as the food and service had been excellent.

- a) addition b) gift c) note d) tip

7. Try our delicious four-course meal, offering you superb.....for money.

- a) cost b) price c) value d) worth

8. At many restaurants a service.....is included in the bill.

- a) charge b) gratuity c) tax d) tip

9. "Is the tip included in the bill?"

"No, I don't think so. It says on the menu: GRATUITIES AT YOUR OWN...."

- a) consideration b) desire c) discretion d) will

10. You.....us to believe that service and V.A.T. would be included in the price.

- a) led b) let c) made d) trickled

Exercise 2.

1. Mr Extrovert.....guests to dinner almost every week.

- a) amuses b) claims c) greets d) has

2. Mr Snobthat only his club sells real English ale.

- a) brags b) crows c) exults d) rejoices

3. Our restaurant can.....for parties of up to 300 people.

- a) cater b) deal c) handle d) supply

4. Drop in for a.....to eat!

- a) bit b) bite c) nip d) sip

5. Mr Newrich invited his guests to an expensive restaurant. However, he felt.....at ease.

- a) ill b) painful c) sick d) unwell

6. The little country hotel served them a meal fit for.....

- a) a king b) a lord c) an emperor d) a queen

7. He is..... to think that he is the only person who knows everything about good food.

- a) apt b) impressed c) prejudiced d) subjected

8. Lobster is an expensive.....in most restaurants.

- a) chaser b) delicacy c) flavour d) spice

Exercise 3. Fill in the blanks with the right word.

1. She doesn't eat any sweets as she wants to _ _ _ _ weight.

2. He drank almost all his coffee. There was only a little left at the _ _ _ t _ _ of his cup.

3. To make bread rise you use _ _ a _ _ .

4. I love fruit, _ _ _ _ _ _ 1 _ _ peaches.

5. The yellow part of an egg is the _ _ _ _ .

6. Be careful with that knife! It is rather _ h _ _ and you might cut your finger.

7. Can I ___u_ some more tea into your cup?
8. As he didn't have enough cash to pay for his dinner, he made out a ___q__.
9. The sauce is terribly___. You put far too much pepper in it.
10. There was a strong ___m___ of fish.
11. We were ___r___ by a waiter with a ___t___ Italian accent.

Module VII

Ways of education

I. Pupils. Choose the correct answer.

1. The children can get to school ten minutes earlier if they take a short..... through the park.
a) cut b) link c) pass d) path
2. When Mr Obsequious was at school, he won first.....for good behaviour.
a) present b) price c) prize d) reward
3. This is an exciting book which.....new ground in educational research.
a) breaks b) reaches c) scratches d) turns
4. Little Tom did not like his first.....at school at all.
a) course b) period c) presence d) term
5. We all laughed at his.....of the teacher.
a) copy b) image c) imitation d) mimic
6. They had lunch together in the school.....
a) bar b) cafe c) canteen d) restaurant
7. You could.....all the worthwhile information in this article into one page.
a) condense b) contract c) decrease d) shorten
8. Sue's teacher.....her to improve her drawing.
a) encouraged b) insisted c) made d) persisted
9. We all make mistakes; no-one is.....
a) fallible b) infallible c) mistaken d) unmistakable
10. It's your that we're late for school again.

a) care b) fault c) mistake d) trouble

11. I think you should.....that matter with your teacher.

a) complain b) demand c) discuss d) enquire

12. Since Oscar had no proper reason for missing school, his absence should be treated as.....

a) abstention b) desertion c) neglect d) truancy

13. If pupils are to understand the notice, the instructions must be.....clearer.

a) done b) got c) made d) wrote

14. You are late again — please try to be in future.

a) accurate b) efficient c) punctual d) reliable

15. An I. Q. test is supposed to measure the.....of your intelligence.

a) degree b) extent c) level d) size

16. You are not very.....today, Hugh. What's the matter? I've never known you so quiet.

a) chattering b) loud c) speaking d) talkative

17. Those pupils never.....any notice of what their teacher says.

a) attend b) give c) make d) take

18. Annie is already twelve but she hasn't learned to.....the time yet.

a) know b) read c) say d) tell

19. Patrick.....the whole morning looking for his essay, but still couldn't find it.

a) brought b) had c) passed d) spent

20. Rita is-not of doing this work — she should change her class.

a) capable b) fit c) possible d) suitable

21. After he broke the window, the boy was.....from school.

a) exiled b) excluded c) expelled d) extracted

22. A child's first five years are the most important as far as learning is.....

a) affected b) concerned c) hit d) touched

23. It takes a great deal of.....for the class to make a trip abroad.

a) arrangement b) business c) expense d) organisation

24. There is no.....in going to school if you're not willing to learn,

a) aim b) point c) purpose d) reason

25. There are three of us and there is only one book so we'll have to

a) distribute b) divide c) share d) split

II. Enrolment. Choose the right answer.

1. New students must.....for classes before term begins.

a) enrol b) enter c) join d) teach

2. Quentin must go to France for the next.....of his training.

a) point b) stage c) stand d) step

3. Medical students are doctors

a) for the most part b) in the making c) in the mind's eye d) to the life

4. I'm going to.....all I can about the subject because I need this information.

a) discover b) find out c) know d) realise

5. This course.....no previous knowledge of the subject.

a) assembles b) assigns c) assumes d) assures

6. Sean asked his teacher's.....about going to university.

a) advice b) experience c) information d) knowledge

7. What are you going to do when you.....school?

a) complete b) conclude c) end d) leave

8. Have you.....for any evening classes next term?

a) engaged b) enrolled c) inscribed d) signed

9. Viola took her.....at Cambridge University.

a) degree b) grade c) qualification d) standard

10. In some countries, students are selected.....to their current level of academic attainment.

a) according b) due c) owing d) relating

11. Your progress will be..... in three months' time.

a) counted b) enumerated c) evaluated d) priced

12. Vivian is studying to become a member of the medical.....

a) employment b) position c) post d) profession

13. Our group.....of twelve students.

a) composes b) comprises c) consists d) contains

14. The new experimental system of enrolment didn't.....expectations.

a) climb up to b) come up to c) reach d) rise to

15. Some schools have very.....rules of behaviour which must be obeyed.

a) solid b) straight c) strict d) strong

16. It was very difficult for the examiner to.....what recommendations he should make.

a) decide b) realise c) settle d) solve

17. Please inform the college secretary if you.....your address,

a) change b) move c) remove d) vary

18. Sharon wants to make it clear that she prefers a course in Fine Arts as.....from Graphic Arts.

a) different b) discrete c) distinct d) separate

19. The classes were closed because of.....of interest.

a) absence b) emptiness c) lack d) missing

20. This school has the highest.....standards in our town.

a) academic b) intelligence c) learning d) study

21. Please find.....a copy of the letter I received from the college.

a) contained b) covered c) enclosed d) included

22. We needinformation before we can decide which courses to choose.

a) farther b) further c) near d) nearer

23. Someone from the Ministry of Education is coming to.....our classes,

a) control b) inspect c) look on d) overlook

24. Before joining a course of study you must fill in a long.....form.

a) enrolment b) induction c) inscription d) personal

25. Please.....clearly which courses you want to take.

a) ask b) indicate c) instruct d) learn

III. Lectures. Choose the right answer.

1. Are you going to attend Prof. Wise'son Medieval History next week?

a) conference b) discussion c) lecture d) meeting

2. The lecture was so..... that almost everyone fell asleep.

a) bored b) dull c) exhausted d) tired

3. According to my , the lecture starts at eleven tomorrow morning.

a) belief b) information c) knowledge d) opinion

4. Prof. Rush was speaking so quickly I couldn't what he said.

a) accept b) catch c) listen d) take

5. Use your imagination and try to the scene in your mind.

a) draw b) model c) paint d) picture

6. Miss Not- Very-Bright said she could not all the information given in the lecture.

a) absorb b) accumulate c) admire d) listen

7. When you listen to a lecture, it is useful to the important points.

a) clear b) notify c) put down d) write on

8. I can agree with you to a certain , Professor, but not entirely.

a) extent b) level c) part d) way

9. The lecture was very and I slept for most of it.

a) annoying b) boring c) noisy d) sleepy

10. You ought to pay to what the lecturer is saying; it's quite interesting.

a) attention b) comment c) importance d) praise 11.

Dr Knowledgeable will be making a this evening.

a) lecture b) sermon c) speech d) talk

IV. Homework. Choose the right answer

Exercise 1.

1. It's vital that the students' handwriting be.....
a) illiterate b) legible c) legitimate d) literate
2. It's quite.....which question you answer first because you must answer them all.
a) arbitrary b) indifferent c) unconditional d) voluntary
3. Vincent read the article through quickly, so as to get the.....of it before settling down to a thorough study.
a) core b) detail c) gist d) run
4. It is very difficult to.....the exact meaning of an idiom in a foreign language.
a) convert b) convey c) exchange d) transfer
5. I tried to concentrate on my homework but my eyes kept.....away from the handbook.
a) digressing b) lapsing c) rambling d) straying
6. On Sunday, Vivian studied for seven hours.....
a) at length b) at once c) in full d) on end
7. Miss Nervous handed in the test and awaited the results.....
a) in the same breath b) out of breath c) under her breath d) with bated breath
8. Wilfred was so.....in his studies that he did not notice the time passing.
a) drenched b) drowned c) engrossed d) soaked
9. You will need a pen and some paper to.....this problem. It is too difficult to do in your head.
a) discover b) find out c) realise d) work out
10. Students will be.....for exceeding word-limits in their precis.
a) condemned b) penalised c) punished d) sentenced
11. I'm afraid I've only had time to.....the article you recommended.

- a) glance b) look c) peruse d) scan
12. Frank has a good.....for figures.
a) brain b) head c) mind d) thought
13. The noise from the traffic outside.....me from my homework.
a) annoyed b) distracted c) prevented d) upset
14. You must not.....from the point when you write an essay.
a) diverge b) go astray c) ramble d) wander
15. I can't possibly mark your homework as your handwriting is
- a) illegible b) illicit c) illogical d) illusive
16. Deborah is going to take extra lessons to.....what she missed while she was away.
a) catch up on b) cut down on c) put up with d) take up with
17. Miss Crammer is so.....in her work that it would be a pity to disturb her.
a) absorbed b) attentive c) consumed d) intent
18. It suddenly.....on me what he really meant.
a) came b) dawned c) hit d) struck

Exercise 2.

1. How many.....is Sam studying at school?
a) objects b) subjects c) themes d) topics
2. I have English classes.....day — on Mondays, Wednesdays and Fridays.
a) all other b) each other c) every other d) this and the other
3. I haven't had a very.....week. I seem to have done nothing at all.
a) economic b) enthusiastic c) extensive d) productive
4. It is.....impossible to find a good educational computer program.
a) almost b) barely c) hardly d) merely
- 5.....the difficulty of the task, I shall be lucky to complete it by the end of next month.

a) Accepted b) Given c) Presuming d) Regarding

6. A small.....of students was waiting outside the classroom to see the teacher.

a) form b) gang c) group d) team

7. Hard as she tried, she.....couldn't understand the question.

a) always b) even c) still d) yet

8. And as she didn't understand anything, she merely gave the teacher....a look.

a) blank b) clear c) simple d) useless

9. How many marks did you.....in the last test?

a) get b) make c) score d) take

10. You will have to do the course again because your work has been.....

a) unnecessary b) unpleasant c) unsatisfactory d) unusual

11. Andy was.....from school because of his bad behaviour.

a) evicted b) expelled c) left d) resigned

12. I'm not sure why he didn't go to the college, but I.....he failed the entrance test.

a) deduce b) estimate c) predict d) suspect

13. The study of.....can be very interesting.

a) a history b) histories c) history d) the history

14. You can learn as much theory as you like, but you only master a skill by.....it.

a) doing b) exercising c) practising d) training

15. Mabel's school report last term was most.....

a) fortunate b) fulfilling c) satisfactory d) satisfied

16. Most of the students agreed to the plan, but a few.....it.

a) argued b) differed c) failed d) opposed

17. Mr Genius was so.....at maths at school that he became the youngest student ever to be accepted by a college.

a) brilliant b) hopeful c) keen d) proud

18. Miss Lazy has hardly done any.....this week!

a) effort b) job c) labour d) work

19. When I told him my opinion, he.....his head in disagreement.

- a) hooked b) knocked c) rocked d) shook

20. Please reply.....as I have no time to lose.

- a) hastily b) promptly c) rapid d) swift

Exercise 3.

1. Billy is a most young man; he can do a lot of different jobs well.

- a) capable b) cunning c) industrious d) laborious

2. Miss Conceited is very.....up and thinks she is superior to her classmates.

- a) fed b) looked c) stuck d) turned

3. The new student found the informality at school at first.

- a) blinding b) foreign c) mysterious d) off-putting

4. We can't teach him anything because he already knows his subject.....

- a) from cover to cover b) from top to toe c) inside out d) upside-down

5. My sister is a most.....student, never failing to turn up to lectures.

- a) absent b) careful c) conscientious d) honest

6. You completely misunderstood my instructions; you got hold of the wrong end of the.....

- a) line b) rope c) stick d) story

7. Miss Amusing was.....at school because she always made people laugh.

- a) attractive b) considerate c) familiar d) popular

11. Some people have the mistaken idea that all students are.....

- a) idle b) motionless c) stagnant d) still

12. After the serious talk with his tutor, Hilary.....himself more conscientiously to his studies.

- a) applied b) converted c) engaged d) exerted

Exercise 4.

1. We all like Prof. Merryman because of his great.....of humour.
a) feeling b) principle c) sense d) willingness
2. The most important.....that Dr Projector was responsible for was the use of video in teaching.
a) innovation b) introduction c) novelty d) reformation
3. My English teacher.....me to try for a place in the English Department at the Jagiellonian University.
a) convinced b) encouraged c) insisted d) proposed
4. Mr Violin has been teaching music for years, even though he hasn't got any.....
a) examinations b) experience c) experiment d) qualifications
5. Mr Unemployed went to Algeria hoping to find a teaching.....without too much difficulty.
a) employment b) job c) occupation d) work
6. A university professor's view is rarely that of the man in the.....
a) bus b) factory c) queue d) street
7. Dr Scholar uses student volunteers as.....for his experiments.
a) agents b) cases c) models d) subjects
8. You must ask your class teacher.....to do that.
a) agreement b) allowance c) permission d) permit
- 9.....your hand if you want to ask a question in class.
a) Arise b) Lift c) Raise d) Rise
10. For goodness'.....stop asking such silly questions!
a) benefit b) like c) love d) sake

V. Examinations. Choose the correct answer.

1. Miss Diligent did nine hours'.....studying a day for her exam.
a) big b) heavy c) powerful d) solid

2. In the examination you may be asked for comments on various.....of a topic.
a) angles b) aspects c) features d) qualities
3. Failing the final exam was a big.....to my hopes.
a) band b) blow c) hit d) kick
4. You shouldn't talk about him failing. You'll..... his confidence.
a) underestimate b) undergo c) undermine d) worry
5. I'm feeling rather..... because of the exam I'm doing next week.
a) anxious b) excited c) impatient d) unquiet
6. The result of this exam will.....his future.
a) control b) 'determine c) govern d) rule
7. Please be.....I haven't got long.
a) brief b) concise c) rapid d) short
8. George has no head for figures. He simply cannot.....them.
a) collect b) realise c) relate d) remember
9. No one is so as the person who has no wish to learn.
a) ignorant b) sensible c) simple d) useless
10. In a multiple-choice exercise it's sometimes easier tothe wrong answers before choosing the right one.
a) eliminate b) exclude c) give d) omit
11. Waiting outside the examination room, I trembled with
- a) apprehension b) comprehension c) expectation d) tension
12. His test results are not very.....He does well one month and badly the next.
a) consequent b) consistent c) continuous d) invariable
13. The.....exam in March prepared pupils for the real thing in May.
a) false b) imaginary c) mock d) unreal
14. My hopes of becoming a doctor.....when I failed my "A" levels.
a) cracked b) crashed c) crumbled d) smashed
15. I was completely.....by most of the exam questions, so I must have failed.
a) baffled b) harassed c) stupid d) stupified

16. Having already graduated from another university, he was.....from the entrance examination.

- a) deferred b) excluded c) exempted d) prohibited

17. This exam is supposed to bebecause the marking is not affected by individual preferences.

- a) concrete b) impersonal c) objective d) open-minded

18. Any candidate caughtin the examination will be disqualified.

- a) cheating b) deceiving c) swindling d) tricking

VI. Language-learning. Choose the right answer.

1.The new school claims to..... students all the English they need in a few months.

- a) explain b) instruct c) learn d) teach

2. I never.....a chance of improving my English if I can help it.

- a) avoid b) lose c) miss d) waste

3. Will you.....me how to make that sound?

- a) learn b) practice c) show d) train

4. Franek thought that the other students would think he was English, but his accent gave him.....

- a) away b) in c) out d) up

5..... that he only started learning it one year ago, his English is excellent.

- a) Accounting b) Considering c) Imagining d) Wondering

6.We were the.....students in the class who could speak Russian.

- a) alone b) one c) only d) single

7.Your pronunciation would improve if you..... with a tape recorder.

- a) exercised b) practised c) repeated d) trained

8.The students.....ever use the language laboratory.

- a) almost b) hardly c) nearly d) practically

9. Priscilla asked for..... lessons at home as she thought she would learn English more quickly that way.

- a) particular b) peculiar c) personal d) private

10. Learners of English as a foreign language often fail to..... between unfamiliar sounds in that language.

- a) differ b) distinguish c) separate d) solve

11. Jonathan was surprised that Sonia's English was so..... as she had never been to England.

- a) definite b) fluent c) liquid d) national

12. If you want to learn a new language you must..... classes regularly.

- a) assist b) attend c) follow d) present

13. Would you.....to me studying English privately?

- a) allow b) agree c) approve d) permit

14. Spanish is the.....language of most Spaniards.

- a) home b) mother c) native d) nature

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Денисенко Ілона Ігорівна

Тарасюк Анна Миколаївна

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09117, м. Біла Церква, Соборна площа, 8/1; тел. 3-11-01