

**WRITING**

**REPORT**



**PROPOSAL**

**SHORT STORY**



**FAIRY TALE**

**ARTICLE**



**REVIEW**

**REPORT**

<b>Цель</b>	<p><b>Report</b></p> <p>Проанализировать данные и дать рекомендации</p>
<b>Регистр</b>	Формальный стиль
<b>Особенности</b>	<ul style="list-style-type: none"> <li>— Подзаголовки</li> <li>— Объективность</li> <li>— Информативность</li> </ul>
<b>Клише</b>	Вступление, анализ данных, рекомендации, заключение

- Страдательный залог
- Безличные обороты
- Формальные слова-связки
- Сложные предложения с рядом связей, зависимых частей и т. д.
- Инверсия

**To: ...**

**From: ...**

**Subject:** The Dynamic of the Attendance of Museums and Galleries

**Date:** 12th February 2019

## **INTRODUCTION**

The aim of this report...

### **SUBTITLE 1**

...

### **SUBTITLE 2**

...

## **CONCLUSION**

To conclude...

**ПЕРЕД КАЖДЫМ  
АБЗАЦЕМ ДОЛЖНЫ БЫТЬ  
ПОДЗАГОЛОВКИ**

# **КЛИШЕ ДЛЯ ВСТУПЛЕНИЯ**

**The aim/purpose/intention of this report is to examine/  
assess/evaluate ... and to provide some  
recommendations for the future.**

**As requested, this is a report concerning/regarding ...**

**This report outlines our plans/intentions concerning ...**

**As requested, this report contains information  
compiled from...**

# **КЛИШЕ ДЛЯ РЕКОМЕНДАЦИЙ**

It would be advisable/wise/practical to ...

I strongly recommend/would suggest (that) ...

My/Our recommendation is that ...

The other useful measure is to ...

The advantage of the step proposed would be that ...



# **КЛИШЕ ДЛЯ ЗАКЛЮЧЕНИЯ**

**To conclude/To sum up/In conclusion, ...**

**I feel certain that the course of actions proposed above will achieve.../meet with success**

**I hope that the plan presented in this report meets with your approval/will receive your serious consideration.**

# SHORT STORY

<p><b>Цель</b></p>	<p>Увлечь читателя заинтриговать е вовлечь эмоцио</p>
<p><b>Регистр</b></p>	<p>Нейтральный ст</p>
<p><b>Особенности</b></p>	<ul style="list-style-type: none"> <li>— Оригинальный сюжет</li> <li>— <u>Оформление прямой речи</u></li> <li>— Обилие наречий и прилагательных</li> <li>— Описание героев</li> </ul> <p><b>! ЗАГОЛОВOK !</b></p>
<p><b>Клише</b></p>	<p>Время</p>

- Стяженные формы
- Разговорные выражения
- Фразовые глаголы и идиомы
- Простая лексика
- Короткие предложения
- Простые слова-связки

ТОЧКА НЕ СТАВИТСЯ

# ПРЯМАЯ РЕЧЬ

'I'll call you tomorrow,' she said.

'Are you saying the house is haunted?' the man asked.

She cried, 'Don't presume to tell me what I must and mustn't do!'

Tommy said, 'You don't know the half of it.'

'So, what are we going to do?' Helen sighed. 'I'm bored.'

'Don't do that!' yelled Hellen.

# TIME WORDS

- when
- while
- as soon as
- after
- before
- at that moment
- by the time
- first
- next
- soon
- then
- eventually
- meanwhile
- after a while
- suddenly
- at first
- finally
- as

ARTICLE

<b>Цель</b>	<b>Заставить читателя поразмышлять о проблеме</b>
<b>Регистр</b>	<b>Нейтральный стиль</b>
<b>Особенности</b>	<ul style="list-style-type: none"><li>— Интригующий, но короткий заголовок</li><li>— Живой язык обилие идиом и фразовых глаголов</li><li>— Общение с читателем</li></ul>
<b>Клише</b>	<b>Общение с читателем</b>

**ТОЧКА НЕ СТАВИТСЯ**

# ОБЩЕНИЕ С ЧИТАТЕЛЯМИ

- Look at your internet browsing history from the last day. Which articles got your attention? Can you see how they did it?
- Have you ever ..... ?
- What do you think about ..... ?
- What would life be like if ..... ?
- Will the future bring us ..... ?



## ИСПОЛЬЗОВАНИЕ ПОВЕЛИТЕЛЬНОГО НАКЛОНЕНИЯ

- So the next time you are in London, don't miss an opportunity to see this cathedral.
- Imagine, .....
- Never give up!
- Don't miss the opportunity to visit one of the best amusement parks in Europe!

	<b>Report</b>	<b>Short Story</b>	<b>Article</b>
<b>Цель</b>	Проанализировать данные и дать рекомендации	Увлечь читателя, заинтриговать его, вовлечь эмоционально	Заставить читателя поразмышлять о проблеме
<b>Регистр</b>	Формальный стиль	Нейтральный стиль	
<b>Особенности</b>	<ul style="list-style-type: none"> <li>— Подзаголовки</li> <li>— Объективность</li> <li>— Информативность</li> </ul>	<ul style="list-style-type: none"> <li>— Оригинальный сюжет</li> <li>— Оформление прямой речи</li> <li>— Обилие наречий и прилагательных</li> <li>— Описание героев</li> </ul>	<ul style="list-style-type: none"> <li>— Интригующий, но короткий заголовок</li> <li>— Живой язык обилие идиом и фразовых глаголов</li> <li>— Общение с читателем</li> </ul>
<b>Клише</b>	Вступление, анализ данных, рекомендации, заключение	Время	Общение с читателем

**REVIEW**

# Структура отзыва

## 1. Заголовок

## 2. Вводная часть

Во вводной части мы даём общую информацию о произведении: название фильма или книги, имя автора, жанр, дату выхода фильма или публикации книги.

Здесь уместно дать личные комментарии, например кто порекомендовал вам этот фильм, как вы узнали об этой книге.

The (film, book, etc.) I would like to review is...

The last film I saw / book I read was...

The story is based on (a book)...

The film is directed by...

The film is produced by...

It is starred by...

The book is written by...

### 3. Краткий сюжет и герои

В этой части отзыва мы кратко рассказываем сюжет, упоминаем главных героев, место и время действия.

В отзыве на фильм необходимо упомянуть не только главных действующих лиц, но и исполнителей ролей.

The main characters are...

There are many memorable characters including...

The story is about...

The novel tells the story of...

In the course of the novel, the action develops dramatically.

The novel / film begins with...

The novel has an unexpected ending.

The end of... is...

The story takes place in... (setting)

The action of the film is set in...

## 4. Дополнительная информация

Здесь мы можем рассказать о дополнительных линиях сюжета, описать декорации, костюмы, спецэффекты, саундтреки.

### Сюжет

**gripping**

**moving / touching**

**(un)predictable**

**thrilling**

**dull / boring**

**complicated**

**horrifying / terrifying**

**original**

**realistic**

**confusing**

**Герои**

(un)likeable

(un)convincing

ridiculous

**Игра актёров**

brilliant

superb

spectacular

powerful

excellent

awful

terrible

irritating

impressive

laughable

## 5. Собственные эмоции и ощущения

I am impressed by...

I think...

The book is terribly / beautifully written.

The film is terrible / exciting.

What surprised me is...

What I liked is...

What I didn't like is...

I liked / didn't like the film / novel because...



## 6. Рекомендации

В заключение следует дать свою оценку и рекомендации

It's one of the best (films) I've ever seen.

I would recommend this film to anyone who likes...

The film is / isn't worth watching.

The book is / isn't worth reading.

I strongly recommend...

Don't miss it!

Don't waste your time.

## A mysterious story about the truth

The last film I saw was *Where Is Anne Frank*. The film was directed by Ari Folman. This is both a **moving and horrifying** animated story of Anne Frank, the teenager who died in the Holocaust after being discovered hiding with her family in an Amsterdam attic.

The film is based on the diary she kept. This diary is still read widely and taught in schools.

Israeli writer-director Ari Folman, whose own parents survived Auschwitz, made this powerful film in 2021. He explores Anne's tragic story in connection with our days.

The plot is **both realistic and gripping**. Sometimes it seems **confusing**. The story follows both Anne (voiced by Emily Carey) and Kitty (voiced by Ruby Stokes). Kitty is the imaginary friend to whom Anne addressed her diary entries. One night in the Anne Frank House museum during a storm, some sort of supernatural force brings Kitty to life. And the mystery begins...

The music is **touching** and makes you share all the emotions Anna and Kitty experience.

I find this film **exciting** and **thought-provoking**. It made me reread the book and revise lessons about intolerance. I suppose it's urgent for everyone who cares about their future.

The film is definitely **worth watching** and discussing in families, among friends. **Don't miss it!**

## Task

**Time: 1 hour 15 minutes**

Your school has received a grant from an educational fund which is to be spent on an educational project outside the subjects regularly taught in the school. As a member of the Student Committee, you have been asked to write **a proposal** to the school authorities describing the educational project you think should be carried out and explaining why it would be beneficial for the school and the students.

The proposal must contain:

- introduction
- description of the educational project
- practical information about what equipment and organizational arrangements are needed for the realization of the project
- explanation of its benefits for the school and the students
- conclusion.

Write **200-250** words. Provide the **title** and the **subheadings**.

# What is a Proposal?

- A proposal is a written document to persuade the reader for a suggested plan of action.
- **Similar genres:**
  - Letter proposal
  - Essay proposal
  - Report proposal
  - Research proposal
  - **Grant Proposal** – заявка на проект в рамках выигранного гранта

## Решение коммуникативной задачи – 10 баллов

- 1. Ответ участника написан в соответствующем заданию стиле (**официальном**). – **1 балл**
- *Thanks for your attention,*
- *Thanks for receiving the money...*
- *It's the project that doesn't cost...*
- *We should include a couple of changes...*
- 2-10. В заявке участника есть описание **всех пунктов** содержания:
  - 2-3. Заголовок и подзаголовки -**2 балла**

Нет заголовка и подзаголовков – 0 баллов	Есть заголовок, но нет подзаголовков ИЛИ нет заголовка, но есть подзаголовки – 1 балл	Есть заголовок И подзаголовки – 2 балла
--	---	---

- 4. Вступление – **1 балл**
- 5. Описание образовательного проекта – **1 балл**

## Решение коммуникативной задачи – 10 баллов

- 6-7. Описание необходимого оборудования и действий, необходимых для организации проекта (2 или больше) – **2 балла**

Нет – 0 баллов	Назван 1 предмет оборудования ИЛИ 1 организационное действие – 1 балл	Названы не менее 1 предмета оборудования <u>И</u> не менее 1 организационного действия. – 2 балла
----------------	---	---

- 8-9. Описание положительных результатов реализации проекта (2 или больше) – **2 балла**

Нет - 0 баллов	Описан один положительный результат -1 балл	Описано 2 или больше положительных результата – 2 балла
----------------	---	---

- 10. Заключение - 1 балл

- **Превышение объема текста более чем на 10 % (более 275 слов)**

## Параметры оценивания задания Writing (max. – 20 баллов)

### Решение коммуникативной задачи – 10 баллов

**0 баллов** за РКЗ ставится, если

- 1) текст написан не в жанре заявки на проект, а в другом жанре (например, письма, эссе и т.д.)
  - *Dear Sir or Madam; Dear College authorities...*
  - *Yours,...*
  - *I am waiting for your reply...*
  - *I am going to describe in this essay...*
- 2) отсутствуют все 7 аспектов КЗ;
- 3) написано менее 180 слов.

## Организация текста – 2 б

1. Текст заявки построен логично, в тексте присутствуют и правильно используются разнообразные средства логической связи. – **1 балл**

- *First, To begin with, Finally, In conclusion, Therefore, As...*
- *Thereby, I ask your permission to provide the first aid training course...*

2. Текст заявки правильно разделен на абзацы. – **1 балл**



# Языковое оформление – 8 баллов

- **Лексика – 3 балла максимум**
- Нет ошибок – 3 балла
- 1-2 ошибки – 2 балла
- 3-4 ошибки – 1 балл
- 5 и более ошибок – 0 баллов

## Грамматика – 3 балла максимум

- Нет ошибок – 3 балла
- 1-2 ошибки – 2 балла
- 3-4 ошибки – 1 балл
- 5 и более ошибок – 0 баллов

## Орфография и пунктуация – 2 балла

- (ошибки за орфографию и пунктуацию суммируются)
- Нет ошибок – 2 балла
- 1-3 ошибки – 1 балла
- 4 и более ошибок – 0 баллов.

# Орфография и пунктуация – 2 балла

- (ошибки за орфографию и пунктуацию суммируются)
  - Нет ошибок – 2 балла
  - 1-3 ошибки – 1 балла
  - 4 и более ошибок – 0 баллов.
- 
- *Psychological counselling as the best way to increase students' productivity*
    - *First Aid Training for School Students*
- Some ideas how to make Classrooms Better.  
Introduction.*

**INTERVIEW**

1. Title
2. Introduction
3. 5 questions + answers (see the task)
4. Conclusion

# Параметры оценивания задания Writing (max. – 20 баллов)

## Решение коммуникативной задачи – 10 баллов

**0 баллов** за РКЗ ставится, если

- 1) текст написан не в жанре
- 2) отсутствует **ЗАГОЛОВОК**
- 3) отсутствует **ВСТУПЛЕНИЕ**
- 4) не отражены аспекты задания
- 5) нет **ЗАКЛЮЧЕНИЯ**

## ОРГАНИЗАЦИЯ ТЕКСТА – 2 БАЛЛА

- 1) логика, правильное использование средств логической связи – 1 балл
- 2) деление текста на абзацы – 1 балл



# Языковое оформление – 8 баллов

- **Лексика – 3 балла максимум**
- Нет ошибок – 3 балла
- 1-2 ошибки – 2 балла
- 3-4 ошибки – 1 балл
- 5 и более ошибок – 0 баллов

## Грамматика – 3 балла максимум

- Нет ошибок – 3 балла
- 1-2 ошибки – 2 балла
- 3-4 ошибки – 1 балл
- 5 и более ошибок – 0 баллов

# Орфография и пунктуация – 2 балла

- (ошибки за орфографию и пунктуацию суммируются)
- Нет ошибок – 2 балла
- 1-3 ошибки – 1 балл
- 4 и более ошибок – 0 баллов.

**INTRODUCTION** Our guest today is Chris Nash who is widely recognized as one of the most creative photographers in his field. He has held over 40 exhibitions of his dance photographs worldwide and has worked with world renowned dance companies and choreographers. And my first question is: What inspired you to become a photographer?

**Chris Nash:** I kind of came at it from an odd angle. I was studying fine art at college and as part of the course we spent a week in the darkroom. I found it a bit like magic, watching the pictures develop. At the time, I was making a lot of big pieces of sculpture, and because I didn't have anywhere to store them, I would have to take photographs of them and then destroy the sculptures. This was a bit heart-breaking really, so I took real pride in the images and gradually began to develop a greater interest in photography.

**P.:** Did you have any formal training?

**C. N.:** Not really. I spent more and more time in the darkroom. The tutors were the artists making work that was photographic-based. The darkroom technician at the college was great. He was a professional photographer and introduced me to John, the photographer I assisted when I left college. I wanted to do things, and John would tell me what I would need, what equipment, what books to read. I kind of taught myself, but he was there to help with any questions I had. The best way of learning is doing.



# COUNTRY STUDY

21. The bank won't be able to issue a new credit card if for some reason you forget your PIN, so be extra careful. (the capital of Wales)

22. The pilot had to decide whether to initiate a go-around or land on the ground in inclement weather. (a city in the U.S. state of Florida, Walt Disney World Resort, also the name of a famous Hollywood star, whose surname is Bloom)

23. The gingerbread ingredients are on the table. I will help you to make it. (the names of two cities, situated in the UK and the USA, and a homograph to an activity connected with books)

24. Housekeepers usually prefer washing to not doing anything. (the name of a city that is associated with the first name of a famous American writer and the surname of an American president)

25. The local Congressman Chester Charing spoke about the environmental problems of the region. (people who live in this city are called Mancunians)

26. A person who wants to purchase a car usually either buys it brand new or leans towards getting a used one. (a major United States port on the Mississippi river, known also as the birthplace of jazz)

27. Please, use the suggestion box for direct comments about the quality of the food in our restaurant. (a city where Lewis Carroll lived and worked)

28. The sacrament of marriage is one of the key rituals of the Catholic Church. (the capital of California)

29. Mabel fastened her seat belt before the plane took off. (the capital of Northern Ireland)

30. As one considers history, it becomes quite apparent that living like a nomad is on the border of civilization and absence of culture. (a city named after the 4th president of the USA, the author of the Bill of Rights)



Task 2. Solve anagram puzzles. The Romantic Period of English literature began in the late 18th century and lasted until approximately 1832. In general, Romantic literature can be characterized by its personal nature, its strong use of feeling, its abundant use of 1 \_\_\_\_\_ (SYOLISMBM), and its exploration of nature and the supernatural. In addition, the writings of the Romantics were considered innovative based on their belief that literature should be spontaneous, imaginative, personal, and free. The Romantic Period produced a wealth of authors including Samuel Taylor Coleridge, William 2 \_\_\_\_\_ (WDSWORTORH), Jane Austen, and Lord Byron. It was during the Romantic Period that 3 \_\_\_\_\_ (OTHGIC) literature was born. Traits of this type of literature are dark and gloomy settings and characters and situations that are fantastic, grotesque, wild, savage, mysterious, and often melodramatic. Two of the most famous novelists of the era are Ann 4 \_\_\_\_\_ (RFCADFLIE) and Mary 5 \_\_\_\_\_ (LESEHLY). The Victorian Period of English literature began with the accession of Queen Victoria to the throne in 1837, and lasted until her death in 1901. Because the Victorian Period of English literature spans over six decades, the year 1870 is often used to divide the era into «early Victorian» and «late Victorian.» In general, Victorian literature deals with the issues and problems of the day. Some of the most recognized authors of the Victorian era include Alfred Lord Tennyson, Elizabeth Barrett 6 \_\_\_\_\_ (WNIBRONG), her husband Robert, Matthew Arnold, Charles Dickens, Charlotte Brontë, George Eliot, and Thomas 7 \_\_\_\_\_ (DYARH). Within the Victorian Period, two other literary movements, that of The Pre-Raphaelites (1848- 1860) and the movement of Aestheticism and 8 \_\_\_\_\_ (ANCDEDECE) (1880-1900), gained prominence. The Edwardian Period is named for King Edward VII and spans the time from Queen Victoria's death (1901) to the beginning of World War I (1914). During this time, the British Empire was at its height and the wealthy lived lives of materialistic luxury. However, four fifths of the English population lived in squalor. The 9 \_\_\_\_\_ (RGWINSTI) of the Edwardian Period reflect and comment on these social conditions. For example, writers such as George Bernard Shaw and H.G. 10 \_\_\_\_\_ (ESLLW) attacked social injustice and the selfishness of the upper classes. Other writers of the time include William Butler Yeats, Joseph 11 \_\_\_\_\_ (RDCOAN), Rudyard Kipling, Henry James, and E.M. 12 \_\_\_\_\_ (FRERSTO)