

Копилка коммуникативных упражнений

1. Респонсивные, включающие вопросо-ответные и реактивные упражнения, основная единица обучения – предложение, суть операции – в реакции учеников на высказывание или вопрос:

1) Match sentences *a* to *j* with their responses *1* to *10*.

- a Why can't I play with the Bunsen burner? 1 Sorry, I won't do it again
b We're really tired. 2 She won't stop taking my things.
c Put away these books, please. 3 Yes, there's the bell. I'll see you tomorrow.
d I can't write on this blackboard. 4 No, you'll hurt yourself. I'll do it.
e Why is Maria annoying you? 5 I'll hand it in on Monday, I promise.
f I don't understand this problem. 6 It's dangerous. You'll burn yourself.
g Please stop throwing things, George. 7 Ok, I'll explain how do it.
h Shall I move this desk? 8 We'll have a short break in a few minutes.
i I still haven't got your project! 9 Shall I put them in the cupboard?
j Is that the end of the lesson? 10 I'll clean it for you.

2) Complete the sentences to make a summary statement with some and others.

a
Mountain ranges vary in age. The Alps are only 15 million years old, but the Urals and the Appalachians are over 250 million, and the Highlands of Scotland are 400 million years old.

Summary: *Some mountain ranges are* only 15 million years old, while *others are* 400 million years old.

b
Pine trees depend on birds to **spread** their seeds. The Monterey and pond pine, however, depend on forest fires, which release the seeds from the **cone**.

Summary:..... to spread their seeds, while to release the seeds from the cone.

c
Frogs jump from place to place using their powerful back legs. Asian gliding tree frogs (*Rhacophorus reinwardtii*), however, 'fly' from tree to tree for as much as 12 metres using their webbed feet as parachutes.

Summary:..... using **webbed** feet as **parachutes**, while.....

d
Rivers generally flow into a larger river or a lake, or flow to the sea, but in some desert regions, they simply evaporate in the desert and disappear.

..... evaporate in the desert and disappear, while
..... into rivers, lakes or into the sea.

e

The difference in sea level between high tide and low tide varies from the place to place. It can be almost nothing, while in Alaska and eastern Canada the difference can be as great as 10 to 15 metres.

Summary:..... the difference in sea level as great as 10 to 15 metres.

2. Ситуативные, включающие учебно-речевые проблемные ситуации, основная единица обучения – фрагментарное высказывание, суть операции – в реакции учеников на описание ситуации, содержащее стимул к речи:

1) Rewrite each statement about the playwright William Shakespeare as a yes / no question.

a He came from a rich family.

Q *Did he come from a rich family.....?*

A No, not really. His father was a glove maker.

b He grew up in London.

Q.....?

A No, in Stratford upon Avon, a small town about 160 km from London.

c He went to school.

Q.....?

A Yes, we think so.

d He knew Latin.

Q.....?

A Yes, he learnt Latin at school, and some Greek as well.

e He got married.

Q.....?

A Yes, he was only 18 when he married Anne Hathaway, aged 26.

f They had children.

Q.....?

A Yes, a daughter Susanna, and twins, a boy Hamnet and a girl Judith.

g He began writing plays in Statford.

Q.....?

A We don't really know. We only know that after 1592 he was an actor and writer in London.

h He wrote 37 plays all by himself.

Q.....?

A *Well, we know he wrote two plays together with John Fletcher. Some people think that all his plays were really written by somebody else.*

i He made up all the characters and plots of his plays.

Q.....?

A *Actually no. He borrowed lots of ideas from other writers. This was quite usual in his time.*

j He became rich and famous.

Q.....?

A *He certainly became quite rich, and his plays were popular. But he only became really famous in the 18th century and later*

2) Read the statement from a news conference held at an archaeological site. Then answer the questions.

‘Good morning everyone, my name is Julia Richmond, and I’m the director of this dig. Thank you for coming to this news conference. First I want to explain how we found this site, and what we’ve been doing here. I’m sure you have read the publicity handout, so you know something about this. It’s important to give you the latest information. Then I’m going to give a description of some of the interesting discoveries we have made here. I’ll give you a general account of the project, and I’ll show some slides of the site. Then there will be a chance for all of you to look at some fascinating objects. We’ve brought some of the more spectacular finds. They are waiting for you in the room next door, and you will be able to take photographs. You’ve been very patient. So now let’s begin’

What did the archaeologist say about ...

a ... her job?

She told the journalists... *(that) she was the director of the dig.*

b ... finding the site?

She said.....

c ... the publicity handout?

She told.....

d ... the latest information?

She said.....

e ... interesting discoveries?

She told.....

f ... a general account of the project?

She said.....

g ... slides?

She told.....

h ... fascinating objects?

She said
 i ... spectacular finds?
 She told.....
 j ... the room next door?
 She said.....
 k ... photographs?
 She told.....
 l ... being patient?
 She said.....

3) Rewrite the sentence as a complaint, using *wish* with *would* or *wouldn't*. Use contractions.

- a You never hand your work in on time! I wish you'd hand your work in on time.....!
- b You always make so many mistakes!
I.....!
- c You always drop litter on the floor! I.....!
- d You never pay attention! I.....!
- e You always talk during the test! I.....!
- f You never listen to what I'm saying!
I.....!
- g You always interrupt people! I.....!
- h You always throw things across the room!
I.....!
- i You never behave! I.....!
- j You always make so much noise! I.....!

3. Репродуктивные, включающие пересказ, сообщение, информацию; единица обучения – монологическое единство, суть операции – в изложении некоторого речевого материала учениками, побуждаемыми содержащимся в нем стимулом или предписанием:

1) Complete the sentence using a verb from the list in present perfect simple form.

collect install organize paint plant
 put up recycle replace send show

What we have done to make our school a greener place

- a We.....*have sent*.....information leaflets to all parents.
- b We.....information posters in every classroom.
- c We.....over five tonnes of litter for recycling.

- d We.....fifteen trees in front of the school.
- e We.....50 light bulbs with energy-saving bulbs
- f We.....25 ink cartridges from computer printers.
- g We.....three films about how to save energy.
- h We.....signs on all the doors reminding people to turn off the lights.
- i We.....five new energy-saving heaters.
- j We.....teams of students to turn off unused lights.

2) Complete each sentence so that it means the same as the first sentence, using either make or let in a suitable form.

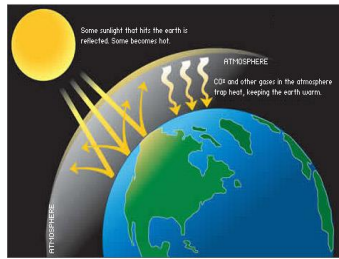
- a) In ancient Sparta, girls had to practice running, wrestling and throwing javelins.
The ancient Spartans *made girls practice running, wrestling and throwing javelins.*
- b) A baby was not allowed to live if it not fit a strong.
The ancient Spartans did not.....
- c) They encouraged young children to fight each other to make them tough.
The ancient Spartans.....
- D) People were not allowed to take a lot of baths.
The ancient Spartans didn't.....
- e) The children had to sleep on rushes, a kind of grass.
The ancient Spartans.....
- f) Eating a lot of food was not allowed.
The ancient Spartans.....
- g) All the boys had to join the army.
The ancient Spartans.....
- h) Boys were not allowed to cry when they fought.
The ancient Spartans.....

4. Дескриптивные, включающие описание визуальных материалов (картинок, видео и кинофильмов), основная единица обучения – монологическое единство, суть операции – в переложении на звук зрительного ряда, имеющего содержание:

Say what you think will happen in each picture. Use a verb from the list.

Blow down hit flood disappear snow erupt

- a) b) c)



d) e) f)



a) *The volcano is going to erupt.* d) _____

b) _____ e) _____

c) _____ f) _____

5. Дискутивные, включающие учебную дискуссию и комментирование, единица обучения – связное высказывание различной протяженности, суть операции – в реакции на некоторую экспозицию, стимулирующую обучаемых к выражению своего отношения к ней:

Complete each sentence using *will have(done)* or *won't have(done)* +the verb in brackets, according to your opinion

a) *People (start) will have started living on other planets.*

b) Scientists (invent) _____ artificial food.

c) We (find) _____ a solution to the problem of poverty.

d) Doctors (discovered) _____ a cure for cancer.

f) We (use) _____ all the fossil fuel on Earth.

g) The world (become) _____ a peaceful place.

h) People (make) _____ the environment cleaner.

6. Композиционные, включающие устные сочинения учеников с опорой на данный им материал (тему, пословицу), свободный рассказ; единица обучения – развернутый монолог:

Read the text. Then write eight sentences explaining what people think might have happened to the Mayas.

Nobody is quite sure what exactly happened to the Mayan civilization. We know that in 900 AD their cities were still **prosperous**, but a hundred years later they had been abandoned. A number of theories have been **put forward** to explain this. One theory is that Mayan **ruling** class died out because rulers did not work and so became unhealthy, and there was nobody to tell the farmers what to do. Another idea is what farmers were unable to grow enough food to support **large** populations in cities. Other people believe that a natural disaster, such as an earthquake, occurred, the cities were destroyed, and the people never moved back. Or perhaps another Mexican people conquered the Mayas, and destroyed their cities. Another theory is that there was a revolution, in which the farmers killed their rulers. Some experts believe that an **epidemic** of some kind caused the disappearance of the Mayas. Other think that the Mayas cities suffered from an environmental disaster, caused by **drought** or overproduction. Finally, some people believe that the people **abandoned** their cities because their priests told them to do it.

- a) *The Mayan ruling class might have died out because rulers did not work*
- b) _____
- c) _____
- d) _____
- e) _____
- f) _____
- g) _____
- h) _____

7. Инициативные, включающие ролевые игры, «интервью», «пресс-конференции», различные виды импровизаций; единица обучения – предложение, фрагментарное высказывание; суть операции – в вербализации внутреннего стимула к организации общения:

Use the words to complete an if-sentences about solutions to environmental problems.

Solution A – *recycle paper, metal and glass*

a) everyone/recycle paper/companies/not cut down so many trees
If everyone recycles paper, companies won't cut down so many trees.

b) everyone/recycle metal and glass/we not waste valuable resources

c) everyone/ recycle metal and glass/ we not produce so much rubbish

Solution B – *turn off lights, don't drive so much, insulate your house*

d) everyone/turn off unwanted lights/save a lot of electricity

e) everyone/walk or cycle/not waste so much oil and petrol

f) everyone/insulate their houses/not waste so much energy for heating

Solution C – *use renewable energy*

g) countries use more wind and water power, not depend so much on power stations

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h) countries use power stations less, cause less air pollution

8. Игровые, включающие разного рода загадки, шарады, игры.

Complete the sentence with *both ... and* or *neither ...nor*. Check the factual answers.

a) **Both** Alexander **and** Napoleon were leaders who conquered a number of other countries.

b) Alexander ... Napoleon died in his country.

c)Alexander ... Napoleon successfully handed on power to a son.

d) Alexander ... Napoleon managed to completely defeat all their enemies.

e)Alexander ... Napoleon successfully invaded Egypt.

f) Alexander ... Napoleon were excellent generals who won a large number of battles.

g)Alexander ... Napoleon led their armies to far distant countries.

h)Alexander ... Napoleon married more than once, and had a number of children.

i)Alexander ... Napoleon lived to an old age.

j) Alexander ... Napoleon were poisoned, according to some historians.

Answer Key

1. Респонсивные

1) a6 b8 c9 d10 e2 f7 g1 h4 i5 j3

2) a) Some mountain ranges are only 15 million years old, while others are 400 million years old.

b) Some pine trees depend on birds to spread their seeds while others depend on forest fires to release the seeds from the cone.

c) Some frogs 'fy' from tree to tree using webbed feet as parachutes, while others jump using their powerful back legs.

d) Some rivers in desert areas evaporate in the desert and disappear, while others flow into rivers, lakes or into the sea.

e) In some places the difference in sea level between high tide and low tide can be almost nothing, while in others it can be as great as 10 to 15 metres.

2. Ситуативные

1) a) Did he come from a rich family? B) Did he grow up in London? C) Did he go to school? D) Did he know Latin? E) Did he get married? f) Did they have children? g) Did he begin writing plays in Stratford? h) Did he write 37 plays all by himself? i) Did he make up all the characters and plots of his plays? j) Did he become rich and famous?

2) a) She told the journalists (that) she was the director of the dig. b) She said (that) she wanted to explain how they had found the site, and what they had been doing there. c) She told them (that) she was sure (that) they had read the publicity handout, and (that) they knew something about it. d) She said (that) it was important to give them the latest information. e) She told them (that) she was going to give a description of some of the interesting discoveries they had made there. f) She said (that) she would give them a general account of the project. g) She told them (that) she would show some slides of site. h) She said (that) there would be a chance for all of them to look at some fascinating objects. i) She told them (that) they had brought some of the more spectacular finds. j) She said (that) they were waiting for them in the room next door.
k) She told them (that) they would be able to take photographs. l) She said (that) they had been very patient.

3) a) I wish you'd hand your work in on time!
b) I wish you wouldn't make so many mistakes!
c) I wish you wouldn't drop litter on the floor.
d) I wish you would pay attention!
e) I wish you wouldn't talk during the test!
f) I wish you would listen to what I'm saying!
g) I wish you wouldn't interrupt people!
h) I wish you wouldn't throw things across the room!
i) I wish you would behave!
j) I wish you would make less noise/ wouldn't make so much noise!

3. Репродуктивные

1. a) have sent b) have put up c) have collected d) have planted e) have replaced f) have recycled g) have shown h) have painted i) have installed j) have organized
2. a) The ancient Spartans made girls practice running, wrestling and throwing javelins. b) The ancient Spartans did not let a baby live if it was not fit and strong. c) The ancient Spartans made young children fight each other to make them tough. d) The ancient Spartans didn't let people take a lot of baths. e) The ancient Spartans made the children sleep on rushes, a kind of grass. f) The ancient Spartans didn't let people eat a lot of food. g) The ancient Spartans made all the boys join the army. h) The ancient Spartans didn't let boys cry when they fought.

4. Дескриптивные

1. The volcano is going to erupt.
2. The water is going to disappear.
3. The river is going to flood the houses.
4. The ship is going to hit the iceberg.
5. It's going to snow (again).
6. The trees are going to blow down./ The wind is going to blow down the trees.

5. Дискутивные

1. Will have started b) will/ won't have invented c) will/ won't have found d) will/won't have discovered e) will/ won't have moved f) will/ won't have used g) will/ won't have become h) will/ won't have made

6. Композиционные

1. The Mayan ruling class might have died out because rulers did not work.
2. Farmers might have been unable to grow enough food to support large populations in cities.
3. A natural disaster, such as an earthquake, might have occurred.
4. Another Mexican people might have conquered the Mayas.
5. There might have been a revolution.
6. An epidemic of some kind might have caused the disappearance of the Mayas.
7. The Mayan cities might have suffered from an environmental disaster.
8. The people might have abandoned their cities because their priests told them to do it.

7. Инициативные

1. If everyone recycles paper, companies won't cut down so many trees.
2. If everyone recycles metal and glass, we won't waste valuable resources.
3. If everyone recycles paper, metal and glass, we won't produce so much rubbish.
4. If everyone turns off unwanted lights, we will save a lot of electricity.
5. If everyone walks or cycles, we won't waste so much oil and petrol.
6. If everyone insulates their houses, we won't waste so much energy for heating.
7. If countries use more wind and water power, they won't depend so much on power stations.
8. If countries use power stations less, they will cause less air pollution.

8. ИГРОВЫЕ

1. Both Alexander and Napoleon
2. Neither A nor N
3. Neither A nor N
4. Neither A nor N
5. Both A and N
6. Both A and N
7. Both A and N
8. Both A and N
9. Neither A nor N
10. Both A and N

Many music lovers are attracted to the festival because they can combine the pleasure of swimming in the Black Sea and listening to their favourite jazz melodies.

The best jazz bands from Brazil, the USA, Israel, Great Britain, India, Armenia, Germany, Netherlands, Belgium and other countries were invited to take part in the fest this year and they arrived paying no attention on sanctions. The main stage in the open air gathered the brightest stars of jazz.

In the yard of the Voloshin House-Museum, there was another stage where fans could listen to classic blues and jazz. They could either have seats at the small tables close to the stage or just sit on sand or grass watching the concerts transformed on huge screens.

It is an extremely popular event. One can buy souvenirs, take a lot of photos and taste local dishes in one of the numerous cafes located on the embankment. As a rule at the end of the festival, there is a huge fireworks display!