

Задания для самостоятельного выполнения обучающимися объединения «Английский язык»

Дополнительная общеобразовательная общеразвивающая программа по английскому языку

«В мире английского»

3 группа

Ст.76 уп.1 – выписать в тетрадь и перевести слова. Выполнить упражнение 2.

Ст.78 уп. 1 – пройти музыкальную викторину, выполнить уп.2 и 3 по заданию.

! Предоставить фотоотчёт о выполнении работ не позднее 10.10.2021 на tkachevamn@yandex.ru

5c

Grammar in Use

Comparatives & superlatives Grammar Reference

1 How much do you know about classical music? Do the quiz to find out.

Classical Music Quiz

- Who is considered by many to be the most talented composer of the 19th century?
A Tchaikovsky B Handel C Mozart
- Which composer has the most operas in the repertoire of leading opera houses today?
A Rossini B Puccini C Mozart
- Which of the following composers lived the longest?
A Johann Sebastian Bach B Joseph Haydn
C Guiseppe Verdi
- Which of these three composers died later than the others?
A Johann Sebastian Bach B Claude Debussy
C Benjamin Britten
- Which of the following is Vivaldi's most famous work?
A The Planets B The Four Seasons C The Creation
- Which composer has the biggest musical output?
A Wagner B Vivaldi C Verdi
- Who was the youngest of these child prodigies when they started composing?
A Liszt B Mozart C Schubert

Key: 1 A, 2 B, 3 C, 4 C, 5 A, 6 B, 7 B

2 a Read the quiz and find all the comparative and superlative forms. Then complete the table below.

Adjective/Adverb	Comparative	Superlative
young	younger
late	latest
big	bigger
talented	more talented
famous	more famous
long	longer
many/much	more
good/well	better	best
little	less	least
carefully	more carefully	most carefully

Note: as ... as is used to compare two people/things that are equal in some way. *The second performance wasn't as successful as the first.*

b How do we form comparatives/superlatives of adjectives/adverbs? Which irregular forms are there in the table in Ex. 2a?

Study skills

Learning grammar structures
Comparing an English grammar structure to its equivalents in your language will help you to learn it more easily.

c Are the rules for comparatives and superlatives similar in your language?

3 Fill in the correct form of the adjective/adverb in brackets in the comparative/superlative degree.

- This painting is by far (expensive) one in the gallery.
- I like this painting (much) than that one; the colours are (warm).
- Tim is definitely (talented) artist in my school.
- I like to watch art lessons on TV but I wish they would do the drawings (slowly).
- Which of these pictures do you think is (good)?
- If you studied your subject a bit (carefully), your artwork would improve a lot.
- I think this painting must have been (difficult) to paint than that one.
- Ryan draws much (accurately) than I do.
- That's (bad) performance I've ever seen.
- There are a lot of people in the gallery. In fact, I think this is (busy) I've ever seen it!

5b

Listening & Speaking

Music likes/dislikes

1 Listen and match the music extracts (1-4) to the types of music below.

- classical • opera • jazz • folk • rock
- heavy metal • pop • country • rap
- hip-hop • soul • electro • reggae



Which types of music do you prefer?
Discuss your likes/dislikes with your partner.

▶ A: I love/I really like/I'm crazy about/I'm really into ... (classical music, etc.). I find it relaxing/exciting, etc.

B: Me too./I really hate/I don't like/I'm not crazy about/I'm not really into/I prefer It makes me ...

2 Complete with the words in brackets. Check with your partner.

- 1 to that noise. Can you anything? (listen/hear)
- 2 I really like the theme to that soap opera. It's got a really nice (tune/melody)
- 3 'Why do you keep that song?' 'Well, I'm it at the concert next week.' (singing/humming)
- 4 Do you remember the words of the first of the second of that song? (line/verse)
- 5 I can't go to weight with you today because I've got music (practice/training)
- 6 the music or I will come and it! (turn down/turn off)

Everyday English

Asking about/Stating preferences

3 Find out about your partner's preferences. Ask him/her about a song, a film, a TV programme, a special dish, etc. Act out exchanges, as in the example.

Asking about preferences

- Do you like ...?
- What do you think of ...?
- Doesn't this ... (sound great, etc.)?/Isn't this ... (fantastic/funky, etc.)?
- What ... do you like/prefer?
- What's your favourite ...?

Positive

- It's pretty good, isn't it?
- I (absolutely) love it!
- Wow, yes, it does/yes it is/it's fantastic/cool! etc.
- It's great. It's totally my kind of (thing/music, etc.).
- Well, it's OK/not bad.

Negative

- To be honest, I'm not too keen on it. I prefer...
- Actually, it's not really my kind of (thing/music, etc.).
- I don't (really) like it, to tell you the truth.

▶ A: Do you like 'Believe' by Dima Bilan?

B: It's pretty good, isn't it?

4 a Listen and repeat.

- 1 What sort of music do you like?
- 2 I was wondering if you wanted to come with me.
- 3 To be honest, I'm not too keen on rock music.
- 4 Do you fancy going to that?
- 5 Sure, count me in!

b The sentences are from a dialogue between two friends. What is the dialogue about?

Listen, read and check.