



МИНИСТЕРСТВО ОБРАЗОВАНИЯ, НАУКИ И МОЛОДЕЖИ РЕСПУБЛИКИ КРЫМ

**Государственное бюджетное образовательное учреждение высшего образования
Республики Крым
«Крымский инженерно-педагогический университет имени Февзи Якубова»
(ГБОУО РК КИПУ имени Февзи Якубова)**

Кафедра прикладной информатики

СОГЛАСОВАНО

Руководитель образовательной программы
Л.Н. Акимова
«02» октября 2023 г.

УТВЕРЖДАЮ

Заведующий кафедрой
З.С. Сейдаметова
«02» октября 2023 г.

**ФОНД ОЦЕНОЧНЫХ СРЕДСТВ ПО УЧЕБНОЙ ДИСЦИПЛИНЕ
ОУД.01.03 Иностранный язык**

специальность 09.02.07 Информационные системы и программирование

Симферополь – 2023 г.

Фонд оценочных средств по учебной дисциплине «ОУД.01.03 Иностранный язык» для обучающихся специальности 09.02.07 Информационные системы и программирование.

Составитель фонда оценочных средств _____ Л.Р. Велилаева
(подпись)

Фонд оценочных средств рассмотрен и одобрен на заседании кафедры английской филологии
от «29» августа 2023 г., протокол № 1

Заведующий кафедрой _____ Л.Р. Велилаева
(подпись)

Фонд оценочных средств рассмотрен и одобрен на заседании УМК факультета экономики, менеджмента и информационных технологий
от «30» сентября 2023 г., протокол № 1

Председатель УМК _____ К.М. Османов
(подпись)

1. Паспорт фонда оценочных средств

Область применения фонда оценочных средств

Фонд оценочных средств (ФОС) предназначен для контроля и оценки образовательных достижений обучающихся, осваивающих программу учебной дисциплины «ОУД.01.03 Иностранный язык» по специальности 09.02.07 Информационные системы и программирование.

2. Перечень компетенций и результатов обучения с указанием этапов их формирования в процессе освоения образовательной программы

В результате освоения учебной дисциплины «ОУД.01.03 Иностранный язык» обучающийся должен овладеть следующими результатами обучения, вносящими на соответствующих уровнях вклад в формирование компетенций, предусмотренных федеральным государственным образовательным стандартом по специальности 09.02.07 Информационные системы и программирование, утвержденным приказом Министерства образования и науки Российской Федерации от 09.12.2016 № 1547.

Код и наименование компетенции	Планируемые результаты освоения дисциплины		Этапы (раздел, тема)	Текущий контроль (оценочное средство)
	Общие	Дисциплинарные (предметные)		
ОК 01. Выбирать способы решения задач профессиональной деятельности применительно к различным контекстам	<p>В части трудового воспитания:</p> <ul style="list-style-type: none"> - готовность к труду, осознание ценности мастерства, трудолюбие; - готовность к активной деятельности технологической и социальной направленности, способность инициировать, планировать и самостоятельно выполнять такую деятельность; - интерес к различным сферам профессиональной деятельности. <p>Овладение универсальными учебными познавательными действиями:</p> <p>а) базовые логические действия:</p> <ul style="list-style-type: none"> - самостоятельно формулировать и актуализировать проблему, рассматривать ее всесторонне; - устанавливать существенный признак или основания для сравнения, классификации и обобщения; - определять цели деятельности, задавать параметры и критерии их достижения; - выявлять закономерности и противоречия в рассматриваемых явлениях; 	<ul style="list-style-type: none"> - владеть основными видами речевой деятельности в рамках следующего тематического содержания речи: Межличностные отношения в семье, с друзьями и знакомыми. Конфликтные ситуации, их предупреждение и разрешение. Внешность и характер человека и литературного персонажа. Повседневная жизнь. Здоровый образ жизни. Школьное образование. Выбор профессии. Альтернативы в продолжении образования. Роль иностранного языка в современном мире. Молодежь в современном обществе. Досуг молодежи. Природа и экология. Технический прогресс, современные средства информации и коммуникации, интернет-безопасность. Родная страна и страна/страны изучаемого языка. Выдающиеся люди родной страны и страны/страны изучаемого языка: - говорение: уметь вести разные виды диалога (в том числе комбинированный) в стандартных ситуациях неофициального и официального общения объемом до 9 реплик со стороны каждого собеседника в рамках отобранного тематического содержания речи с соблюдением норм речевого этикета, 	раздел 1: тема 1.1, тема 1.2, тема 1.3, тема 1.4, тема 1.5, тема 1.6, тема 1.7, тема 1.8, раздел 2: тема 2.1, тема 2.2, тема 2.3, тема 2.4	письма, ролевые игры, проект, тестовые задания, устный опрос, чтение, перевод, выполнение лексико-грамматических заданий, круглый стол-дебаты, доклад с презентацией

	<ul style="list-style-type: none"> - вносить корректизы в деятельность, оценивать соответствие результатов целям, оценивать риски последствий деятельности; - развивать креативное мышление при решении жизненных проблем; б) базовые исследовательские действия: <ul style="list-style-type: none"> - владеть навыками учебно-исследовательской и проектной деятельности, навыками разрешения проблем; - выявлять причинно-следственные связи и актуализировать задачу, выдвигать гипотезу ее решения, находить аргументы для доказательства своих утверждений, задавать параметры и критерии решения; - анализировать полученные в ходе решения задачи результаты, критически оценивать их достоверность, прогнозировать изменение в новых условиях; - уметь переносить знания в познавательную и практическую области жизнедеятельности; - уметь интегрировать знания из разных предметных областей; - выдвигать новые идеи, предлагать оригинальные подходы и решения; способность их использования в познавательной и социальной практике 	<ul style="list-style-type: none"> принятых в стране/странах изучаемого языка; - создавать устные связные монологические высказывания (описание/характеристика, повествование/сообщение) с изложением своего мнения и краткой аргументацией объемом 14-15 фраз в рамках отобранного тематического содержания речи; передавать основное содержание прочитанного/прослушанного текста с выражением своего отношения; устно представлять в объеме 14-15 фраз результаты выполненной проектной работы; аудирование: воспринимать на слух и понимать звучащие до 2,5 минут аутентичные тексты, содержащие отдельные неизученные языковые явления, не препятствующие решению коммуникативной задачи, с разной глубиной проникновения в содержание текста: с пониманием основного содержания, с пониманием нужной/интересующей/запрашиваемой информации; смысловое чтение: читать про себя и понимать несложные аутентичные тексты разного вида, жанра и стиля объемом 600-800 слов, содержащие отдельные неизученные языковые явления, с различной глубиной проникновения в содержание текста: с пониманием основного содержания, с пониманием нужной/интересующей/запрашиваемой информации, с полным пониманием прочитанного; читать несплошные тексты (таблицы, диаграммы, графики) и понимать представленную в них информацию; письменная речь: заполнять анкеты и формуляры, сообщая о себе основные сведения, в соответствии с нормами, принятыми в стране/странах изучаемого языка; писать электронное сообщение личного характера объемом до 140 слов, соблюдая принятый речевой этикет; создавать письменные высказывания объемом до 180 слов с опорой на план, картинку, таблицу, графики, диаграммы, прочитанный/прослушанный текст; заполнять таблицу, кратко фиксируя содержание 		
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	<p>прочитанного/прослушанного текста или дополняя информацию в таблице; представлять результаты выполненной проектной работы объемом до 180 слов;</p> <p>- владеть фонетическими навыками различать на слух и адекватно, без ошибок, ведущих к сбою коммуникации, произносить слова с правильным ударением и фразы с соблюдением их ритмико-интонационных особенностей, в том числе применять правило отсутствия фразового ударения на служебных словах; владеть правилами чтения и осмысленно читать вслух аутентичные тексты объемом до 150 слов, построенные в основном на изученном языковом материале, с соблюдением правил чтения и интонации; овладение орфографическими навыками в отношении изученного лексического материала; овладение пунктуационными навыками: использовать запятую при перечислении, обращении и при выделении вводных слов; апостроф, точку, вопросительный и восклицательный знаки; не ставить точку после заголовка; правильно оформлять прямую речь, электронное сообщение личного характера;</p> <p>- знать и понимать основные значения изученных лексических единиц (слов, словосочетаний, речевых клише), основных способов словообразования (аффиксация, словосложение, конверсия) и особенностей структуры простых и сложных предложений и различных коммуникативных типов предложений;</p> <p>выявление признаков изученных грамматических и лексических явлений по заданным основаниям;</p> <p>- владеть навыками распознавания и употребления в устной и письменной речи не менее 1500 лексических единиц (слов, словосочетаний, речевых клише), включая 1350 лексических единиц, освоенных на уровне основного общего образования; навыками употребления родственных слов, образованных с помощью аффиксации, словосложения, конверсии;</p>		
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	<ul style="list-style-type: none"> - владеть навыками распознавания и употребления в устной и письменной речи изученных морфологических форм и синтаксических конструкций изучаемого иностранного языка в рамках тематического содержания речи в соответствии с решаемой коммуникативной задачей; - владеть социокультурными знаниями и умениями: знать/понимать речевые различия в ситуациях официального и неофициального общения в рамках тематического содержания речи и использовать лексико-грамматические средства с учетом этих различий; знать/понимать и использовать в устной и письменной речи наиболее употребительную тематическую фоновую лексику и реалии страны/стран изучаемого языка (например, система образования, страницы истории, основные праздники, этикетные особенности общения); иметь базовые знания о социокультурном портрете и культурном наследии родной страны и страны/стран изучаемого языка; представлять родную страну и ее культуру на иностранном языке; проявлять уважение к иной культуре; соблюдать нормы вежливости в межкультурном общении; - владеть компенсаторными умениями, позволяющими в случае сбоя коммуникации, а также в условиях дефицита языковых средств использовать различные приемы переработки информации: при говорении - переспрос; при говорении и письме - описание/перифраз/толкование; при чтении и аудировании - языковую и контекстуальную догадку; - уметь сравнивать, классифицировать, систематизировать и обобщать по существенным признакам изученные языковые явления (лексические и грамматические); - иметь опыт практической деятельности в повседневной жизни: участвовать в учебно-исследовательской, проектной деятельности предметного и межпредметного характера с 		
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		использованием материалов на изучаемом иностранном языке и применением информационно-коммуникационных технологий; соблюдать правила информационной безопасности в ситуациях повседневной жизни и при работе в информационно-телекоммуникационной сети "Интернет" (далее - сеть Интернет); использовать приобретенные умения и навыки в процессе онлайн-обучения иностранному языку; использовать иноязычные словари и справочники, в том числе информационно-справочные системы в электронной форме		
ОК 02. Использовать современные средства поиска, анализа и интерпретации информации, и информационные технологии для выполнения задач профессиональной деятельности	<p>В области ценности научного познания:</p> <ul style="list-style-type: none"> - сформированность мировоззрения, соответствующего современному уровню развития науки и общественной практики, основанного на диалоге культур, способствующего осознанию своего места в поликультурном мире; - совершенствование языковой и читательской культуры как средства взаимодействия между людьми и познаниями мира; - осознание ценности научной деятельности, готовность осуществлять проектную и исследовательскую деятельность индивидуально и в группе. <p>Овладение универсальными учебными познавательными действиями:</p> <p>в) работа с информацией:</p> <ul style="list-style-type: none"> - владеть навыками получения информации из источников разных типов, самостоятельно осуществлять поиск, анализ, систематизацию и интерпретацию информации различных видов и форм представления; - создавать тексты в различных форматах с учетом назначения информации и целевой аудитории, выбирая оптимальную форму представления и визуализации; 	<p>- владеть социокультурными знаниями и умениями:</p> <p>знать/понимать речевые различия в ситуациях официального и неофициального общения в рамках тематического содержания речи и использовать лексико-грамматические средства с учетом этих различий; знать/понимать и использовать в устной и письменной речи наиболее употребительную тематическую фоновую лексику и реалии страны/стран изучаемого языка (например, система образования, страницы истории, основные праздники, этикетные особенности общения); иметь базовые знания о социокультурном портрете и культурном наследии родной страны и страны/стран изучаемого языка; представлять родную страну и ее культуру на иностранном языке; проявлять уважение к иной культуре; соблюдать нормы вежливости в межкультурном общении;</p> <p>- владеть компенсаторными умениями, позволяющими в случае сбоя коммуникации, а также в условиях дефицита языковых средств использовать различные приемы переработки информации: при говорении - переспрос; при говорении и письме - описание/перифраз/толкование; при чтении и аудировании - языковую и контекстуальную догадку;</p> <p>- уметь сравнивать, классифицировать, систематизировать и обобщать по</p>	<p>раздел 1: тема 1.1, тема 1.2, тема 1.3, тема 1.4, тема 1.5, тема 1.6, тема 1.7, тема 1.8, раздел 2: тема 2.1, тема 2.2, тема 2.3, тема 2.4</p>	<p>письма, ролевые игры, проект, тестовые задания, устный опрос, чтение, перевод, выполне- ние лексико- грамма- тических заданий, круглый стол- дебаты, доклад с презента- цией</p>

	<ul style="list-style-type: none"> - оценивать достоверность, легитимность информации, ее соответствие правовым и морально-этическим нормам; - использовать средства информационных и коммуникационных технологий в решении когнитивных, коммуникативных и организационных задач с соблюдением требований эргономики, техники безопасности, гигиены, ресурсосбережения, правовых и этических норм, норм информационной безопасности; - владеть навыками распознавания и защиты информации, информационной безопасности личности 	<p>существенным признакам изученные языковые явления (лексические и грамматические);</p> <ul style="list-style-type: none"> - иметь опыт практической деятельности в повседневной жизни: участвовать в учебно-исследовательской, проектной деятельности предметного и межпредметного характера с использованием материалов на изучаемом иностранном языке и применением информационно-коммуникационных технологий; соблюдать правила информационной безопасности в ситуациях повседневной жизни и при работе в информационно-телекоммуникационной сети "Интернет" (далее - сеть Интернет); использовать приобретенные умения и навыки в процессе онлайн-обучения иностранному языку; использовать иноязычные словари и справочники, в том числе информационно-справочные системы в электронной форме 		
<p>ОК 04. Эффективно взаимодействовать и работать в коллективе и команде</p>	<ul style="list-style-type: none"> - готовность к саморазвитию, самостоятельности и самоопределению: - овладение навыками учебно-исследовательской, проектной и социальной деятельности. Овладение универсальными коммуникативными действиями: б) совместная деятельность: <ul style="list-style-type: none"> - понимать и использовать преимущества командной и индивидуальной работы; - принимать цели совместной деятельности, организовывать и координировать действия по ее достижению: составлять план действий, распределять роли с учетом мнений участников, обсуждать результаты совместной работы; - координировать и выполнять работу в условиях реального, виртуального и комбинированного взаимодействия; - осуществлять позитивное стратегическое поведение в различных ситуациях, проявлять творчество и 	<p>говорение: уметь вести разные виды диалога (в том числе комбинированный) в стандартных ситуациях неофициального и официального общения объемом до 9 реплик со стороны каждого собеседника в рамках отобранного тематического содержания речи с соблюдением норм речевого этикета, принятых в стране/странах изучаемого языка;</p> <p>создавать устные связные монологические высказывания (описание/характеристика, повествование/сообщение) с изложением своего мнения и краткой аргументацией объемом 14-15 фраз в рамках отобранного тематического содержания речи; передавать основное содержание прочитанного/прослушанного текста с выражением своего отношения; устно представлять в объеме 14-15 фраз результаты выполненной проектной работы;</p> <ul style="list-style-type: none"> - иметь опыт практической деятельности в повседневной жизни: участвовать в учебно-исследовательской, проектной деятельности предметного и межпредметного характера с 	<p>раздел 1: тема 1.1, тема 1.2, тема 1.3, тема 1.4, тема 1.5, тема 1.6, тема 1.7, тема 1.8, раздел 2: тема 2.1, тема 2.2, тема 2.3, тема 2.4</p>	<p>ролевые игры, проект, устный опрос, чтение, перевод, выполнение лексико-грамматических заданий, круглый стол-дебаты, доклад с презентацией</p>

	<p>воображение, быть инициативным.</p> <p>Овладение универсальными регулятивными действиями:</p> <p>г) принятие себя и других людей:</p> <ul style="list-style-type: none"> - принимать мотивы и аргументы других людей при анализе результатов деятельности; - признавать свое право и право других людей на ошибки; - развивать способность понимать мир с позиции другого человека 	<p>использованием материалов на изучаемом иностранном языке и применением информационно-коммуникационных технологий; соблюдать правила информационной безопасности в ситуациях повседневной жизни и при работе в сети Интернет; использовать приобретенные умения и навыки в процессе онлайн-обучения иностранному языку; использовать иноязычные словари и справочники, в том числе информационно-справочные системы в электронной форме</p>		
<p>ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках</p>	<p>Наличие мотивации к обучению и личностному развитию.</p> <p>В области ценности научного познания:</p> <ul style="list-style-type: none"> - сформированность мировоззрения, соответствующего современному уровню развития науки и общественной практики, основанного на диалоге культур, способствующего осознанию своего места в поликультурном мире; - совершенствование языковой и читательской культуры как средства взаимодействия между людьми и познаниями мира; - осознание ценности научной деятельности, готовность осуществлять проектную и исследовательскую деятельность индивидуально и в группе. <p>Овладение универсальными учебными познавательными действиями:</p> <p>б) базовые исследовательские действия:</p> <ul style="list-style-type: none"> - овладение навыками учебно-исследовательской и проектной деятельности, навыками разрешения проблем; - способность и готовность к самостоятельному поиску методов решения практических задач, применению различных методов познания; - овладение видами деятельности по получению нового знания, его интерпретации, 	<p>аудирование: воспринимать на слух и понимать звучащие до 2,5 минут аутентичные тексты, содержащие отдельные неизученные языковые явления, не препятствующие решению коммуникативной задачи, с разной глубиной проникновения в содержание текста: с пониманием основного содержания, с пониманием нужной/интересующей/запрашиваемой информации;</p> <ul style="list-style-type: none"> - владеть навыками распознавания и употребления в устной и письменной речи не менее 1500 лексических единиц (слов, словосочетаний, речевых клише), включая 1350 лексических единиц, освоенных на уровне основного общего образования; навыками употребления родственных слов, образованных с помощью аффиксации, словосложения, конверсии; - иметь опыт практической деятельности в повседневной жизни: участвовать в учебно-исследовательской, проектной деятельности предметного и межпредметного характера с использованием материалов на изучаемом иностранном языке и применением информационно-коммуникационных технологий; соблюдать правила информационной безопасности в ситуациях повседневной жизни и при работе в информационно-телекоммуникационной сети "Интернет" (далее - сеть Интернет); использовать приобретенные умения и навыки в процессе онлайн-обучения иностранному языку; использовать иноязычные словари и справочники, в 	<p>раздел 2: тема 2.1, тема 2.2, тема 2.3, тема 2.4</p>	<p>чтение, перевод, выполне- ние лексико- грамма- тических заданий, круглый стол- дебаты, доклад с презента- цией</p>

	<p>преобразованию и применению в различных учебных ситуациях, в том числе при создании учебных и социальных проектов;</p> <ul style="list-style-type: none"> - формирование научного типа мышления, владение научной терминологией, ключевыми понятиями и методами; - осуществление целенаправленного поиска переноса средств и способов действия в профессиональную среду 	<p>также в том числе информационно-справочные системы в электронной форме</p>		
ПК 11.1. Осуществлять сбор, обработку и анализ информации для проектирования баз данных	<p>Наличие мотивации к обучению и личностному развитию.</p> <p>В части трудового воспитания:</p> <ul style="list-style-type: none"> - готовность к труду, осознание ценности мастерства, трудолюбие; - готовность к активной деятельности технологической и социальной направленности, способность инициировать, планировать и самостоятельно выполнять такую деятельность. <p>Овладение универсальными учебными познавательными действиями:</p> <p>а) базовые логические действия:</p> <ul style="list-style-type: none"> - самостоятельно формулировать и актуализировать проблему, рассматривать ее всесторонне; - устанавливать существенный признак или основания для сравнения, классификации и обобщения; - определять цели деятельности, задавать параметры и критерии их достижения; - вносить корректизы в деятельность, оценивать соответствие результатов целям, оценивать риски последствий деятельности; <p>б) базовые исследовательские действия:</p> <ul style="list-style-type: none"> - проявлять способность и готовность к самостоятельному поиску методов решения практических задач, применению различных методов познания; - осуществлять целенаправленный поиск переноса средств и способов 	<ul style="list-style-type: none"> - знать и понимать основные значения изученных лексических единиц (слов, словосочетаний, речевых клише), основных способов словообразования (аффиксация, словосложение, конверсия) и особенностей структуры простых и сложных предложений и различных коммуникативных типов предложений; - выявлять признаки изученных грамматических и лексических явлений по заданным основаниям 	<p>раздел 2: тема 2.1, тема 2.2, тема 2.3, тема 2.4</p>	<p>чтение, перевод, выполнение лексико- грамма- тических заданий, круглый стол- дебаты, доклад с презента- цией</p>

	действия в профессиональную среду		
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Изучение дисциплины заканчивается контрольной работой (1 семестр), зачетом с оценкой (2 семестр).

3. Типовые задания для проведения входного контроля, критерии и шкалы оценивания

3.1. Тестовые задания

English Placement test (English Unlimited)

Choose the best answer for each question.

Stop when the questions become too difficult.

Spend no more than 40 minutes on the test.

1. Where ___ from? - I'm from Russia.

A you are B you C are you

2. We have ___ house in Moscow.

A any B a C an

3. I have two ___ : a boy and a girl.

A sons B daughters C children

4. I work in a ___. I'm a doctor.

A hospital B hotel C supermarket

5. This is my brother. ___ name's Paul.

A Her B His C He's

6. ___ five people in my family.

A They are B There is C There are

7. I get up ___ 7 o'clock in the morning.

A for B at C in

8. I like apples, but I bananas.

A don't Like B Like C do Like

9. Excuse me, ___ speak French?

A do you B you do C you

10. How much are ___ shoes?

A this B these C that

11. Are you ___ English teacher?

A Maria B Marias' C Maria's

12. Bob will meet ___ at the airport.

A us B we C our

13. I'm going to a concert tonight. ___ you like to come?

A Do B Are C Would

14. ___ use your dictionary? - Sure. Here you are.

A Could I B Could you C Do I

15. I like this apartment but the ___ is too expensive for me.

A money B rent C cost

16. Excuse me, how do I ___ to the bus station?

A come B get C arrive

17. Do you sell stamps? - Yes, we do. How ___ do you want?

A any B many C much

18. Sorry I'm so late. - That's ___ .

A OK B great C right

19. I'd like ___ milk in my coffee, please.

A some B any C a

20. ___ a bus stop near my flat.

A It's B Here's C There's

21. Is Ottawa the capital of Canada? I think ____.

A is B yes C so D right

22. We never ___ a television when I was a child.

A have had B hadn't C had D didn't have

23. We paid the restaurant bill ___ credit card.

A to B with C on D by

24. The last time I ___ Joanna was in Paris.

A have seen B saw C see D was seeing

25. If you ___ money from a friend, you should always pay it back promptly.

A borrow B earn C spend D lend

26. Can I make myself a cup of coffee? - Of course. You ___ to ask.

A haven't B mustn't C needn't D don't have

27. I ___ a lot of sport in my free time.

A do B practise C make D exercise

28. ___ anywhere interesting recently?

A Do you go B Have you been C Are you going D Will you go

29. It's Walter's birthday on Friday. He ___ be 30, I think.

A should B can C will D shall

30. Learning the piano isn't as difficult ___ learning the violin.

A like B so C than D as

31. I ___ outside the cinema when suddenly a police car arrived.

A stood B was standing C have stood D am standing

32. Shall we go to The Riceboat for dinner? - It ___ be fully booked. They're sometimes busy on Monday.

A will B may C can D must

33. We've ___ come back from a trip to India. It was amazing.

A already B yet C Just D only

34. I've got to be at work in five minutes. - Don't worry, I ___ you a Lift if you want.

A give B am giving C 'll give D'm going to give

35. My doctor advised me ___ more exercise.

A take B taking C having taken D to take

36. I couldn't ___ up with the noise in the city, so we moved to the countryside.

A put B live C set D take

37. There's no name on this dictionary. - It ___ be mine then. Mine's got my name on the front.

A might not B mustn't C won't D can't

38. Julia ___ married since she was 20.

A is B was C has been D is being

39. Don't worry if I ___ late tonight. I'm going to the gym after work.

A am B will be C would be D was

40. I've got a terrible headache, and it won't go away. - Have you tried ___ some aspirin?

A to take B take C took D taking

41. I __ to be picking Tom up at the station but I've Lost my keys.
 A am supposed B am requested C am intended D am obliged

42. How about going to Colours nightclub? - There's no ____ I'm going there. It's awful!
 A hope B way C time D opportunity

43. By the age of 18, I __ not to go to university.
 A had decided B decided C have decided D was deciding

44. I'm afraid your car __ repaired before next week.
 A hasn't been B wasn't C wouldn't be D can't be

45. The amount of organically grown food on sale has _____ enormously in recent years.
 A raised B lifted C increased D built

46. Can you believe it? A woman has been__ for hacking into the computer of her online virtual husband.
 A accused B suspended C arrested D suspected

47. You may borrow my laptop __ you promise to look after it.
 A unless B in case CAs long as D Although

48. It's a huge painting. It ____ taken ages to complete.
 A must have B can't have C should have D won't have

49. Pierre tends to put __ dealing with problems, rather than dealing with them immediately.
 A down B off C over D away

50. If the taxi hadn't stopped for us, we ____ standing in the rain.
 A were still B would still be C are still D will still be

Ответы и интерпретация результатов

Starter		Elementary		Pre-int.		Intermediate		Upper Int.	
1	C	11	C	21	C	31	B	41	A
2	B	12	A	22	C	32	B	42	B
3	C	13	C	23	D	33	C	43	A
4	A	14	A	24	B	34	C	44	D
5	B	15	B	25	A	35	D	45	C
6	C	16	B	26	D	36	A	46	C
7	B	17	B	27	A	37	D	47	C
8	A	18	A	28	B	38	C	48	A
9	A	19	A	29	C	39	A	49	B
10	B	20	C	30	D	40	D	50	B

Критерии и шкала оценивания тестовых заданий

Шкалы оценивания	Критерии оценивания
«отлично»	90-100 % правильных ответов
«хорошо»	менее 90 % правильных ответов
«удовлетворительно»	менее 70 % правильных ответов
«неудовлетворительно»	менее 50 % правильных ответов

Вопросы для устного собеседования

Introductory questions

What's your name? How do you spell your surname? Where are you from?

Did you learn English at school? For how many years?

Starter

1. What do you do? Do you work or are you a student?
2. Tell me about your family.
3. What do you do in your free time? (Do you play football or any sports?)
4. What do you do every day? What time do you get up / start work?
5. Tell me about the town where you live.

Elementary

6. Tell me about something you can do well. (Can you swim? Can you cook?)
7. How often do you usually see your friends? (What do you do together?)
8. Where do you live? Tell me about your home.
9. What are you going to do at the weekend?
10. Have you been to an English-speaking country? Tell me about your visit. (OR Tell me about an interesting place you have been to)

Pre-intermediate

11. Tell me about something that you did with your friends/family recently. Why did you enjoy it?
12. Tell me about the weather in your country. Which is your favourite season and why do you like it?
13. Imagine that I am a visitor to your country. What advice would you give me?
14. Can you tell me about an object that is special for you? Why is it special?
15. Where do you live - in a house or an apartment? What's it Like?

Intermediate

16. What sort of television programmes do you like?
17. How do you keep in touch with your friends and family (by phone/email)? How do you think communication might change in the future?
18. Tell me about the last film you saw at the cinema (or the last book you read). Would you recommend it?
19. Think about an interesting person you have met. What is he/she like?
20. Have you ever been on a journey where something went wrong?

Upper-intermediate

21. Tell me about something you are good at.
22. Can you tell me about a famous landmark/person in your country? What do you know about it/them?
23. What do you use the internet for? Do you think it will ever replace books and newspapers? Why / why not?
24. If an English person wanted to learn your language, how should they do this and why?
25. Where do you see yourself in five years' time?

Критерии и шкала оценивания устного собеседования

Шкалы оценивания	Критерии оценивания		
	Интерактивная коммуникация	Дискурс	Языковое оформление высказывания
«отлично»	Относительно легко взаимодействует с собеседником, давая ему внести свой вклад в диалог. Способен	Воспроизводит длинные распространенные фразы и предложения с легкостью без задержек	Используемый словарный запас, грамматические структуры, фонетическое

	поддерживать разговор для достижения цели. Паузы носят естественный характер	логичны и разнообразны Использует широкий репертуар слов логической связи и дискурсивных маркеров	оформление высказывания соответствует поставленной задаче, есть незначительные лексико-грамматические ошибки, которые не мешают пониманию высказывания, интонация и произношение в целом не мешает пониманию
«хорошо»	Самостоятельно инициирует диалог. Дополняет сказанное собеседником. Поддерживает разговор до достижения результата. Паузы могут быть для поиска слов	Воспроизводит длинные распространенные фразы и предложения с небольшими задержками. Высказывания по теме логичны и разнообразны. Использует репертуар слов логической связи и дискурсивных маркеров	Используемый словарный запас, грамматические структуры, фонетическое оформление высказывания соответствует поставленной задаче, допускаются лексико-грамматические и фонетические ошибки, не влияющие на понимание
«удовлетворительно»	Может самостоятельно инициировать диалог. Дополняет сказанное партнером. Поддерживает разговор до достижения результата. Паузы могут быть для поиска слов. Высказывания не полные	Воспроизводит длинные распространенные фразы и предложения несмотря на задержку. Высказывания по теме логичны. Использует некоторые слова логической связи и дискурсивных маркеров	Используемый словарный запас, грамматические структуры, фонетическое оформление высказывания в основном соответствует поставленной задаче
«неудовлетворительно»	Нуждается в поддержке для создания диалога, в основном реагирует на высказывания партнера. Дополняет сказанное собеседником одним-двумя словами. Не может поддерживать разговор до достижения результата. Паузы могут быть	Воспроизводит короткие фразы и предложения несмотря на задержку. Высказывания не всегда по теме. Использует некоторые слова логической связи и дискурсивных маркеров	Языковое оформление частично соответствует поставленной задаче, есть фонетические и лексико-грамматические ошибки, мешающие

	некомфортно длинными. Высказывания не полные	пониманию высказывания
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4. Типовые задания для проведения текущего контроля, критерии и шкалы оценивания

Тема 1.1 Повседневная жизнь семьи. Внешность и характер членов семьи

Написание электронного письма «Встреча с работодателем»

A1

You have received an e-mail from the company. They want to meet with you in a cafe next Thursday.

Write an e-mail to Mr Jarris, the manager. In your e-mail write

- 1) how you look (tall/ short, hair, eyes, etc.)
- 2) what you will wear (clothes)
- 3) what personal qualities you have to work in their company (active, clever, etc.)

You need to write 45-60 words.

A2 и выше

You have received an e-mail from the company. They want to meet with you in a cafe next Thursday.

Write an e-mail to Mr Jarris, the manager. In your e-mail thank the company and write

- 1) how you look (tall/ short, hair, eyes, etc.)
- 2) what you will wear (clothes)
- 3) what personal qualities you have to work in their company (active, clever, etc.)

You need to write 80-110 words.

Sample answer

A1

Dear Mr Jarris,

Thank you for your e-mail.

I am short and slim. My hair is blond, my eyes are brown. I have glasses.

I will wear a red T-shirt and bluejeans.

I am active, clever and hard-working. I would like to work in your company.

Kind regards,

Jill Nichols

A2 и выше

Dear Mr Jarris,

Thank you for your e-mail. I would like to work in your company.

I am rather short and slim. I have got blonde shoulder-length hair and dark brown eyes. I usually wear glasses.

I will wear a red T-shirt with a butterfly print on it and light blue widejeans. I will have a bright scarf on, so you will easily recognise me.

I am quite active, clever and hard-working, and I am sure your company will get higher results if I become a part of it.

I will look forward to meeting you on Thursday.

Kind regards,

Jill Nichols

Критерии и шкала оценивания электронного письма

Шкалы оценивания	Критерии оценивания
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«отлично»	Студент сумел заполнить/составить письмо, сообщить общие сведения о себе. Языковые средства были употреблены правильно, отсутствовали ошибки, нарушающие коммуникацию, или они были незначительны (1-4). Используемая лексика соответствовала поставленной задаче
«хорошо»	Студент сумел заполнить/составить письмо, сообщить общие сведения о себе. Языковые средства были употреблены правильно, однако наблюдались некоторые языковые ошибки, не нарушавшие понимание содержания. Используемая лексика соответствовала поставленной задаче
«удовлетворительно»	Студент сумел заполнить/составить письмо, сообщить общие сведения о себе. Обучающийся сумел в основном решить поставленную задачу, но диапазон языковых средств был ограничен. Были допущены значительные ошибки
«неудовлетворительно»	Студент не сумел заполнить/составить письмо. Обучающийся сумел в основном решить поставленную задачу, но диапазон языковых средств был ограничен. Были допущены значительные многочисленные ошибки

Тема 1.2 Молодёжь в современном обществе. Досуг молодёжи: увлечения и интересы

Ролевая игра «Моя команда»

You need to make a team to work together. You can have only four people in your group. Who will you take?

Step 1. Write 8 questions to learn about people around you. You can write questions about hobbies, interests, and professional qualities and skills of people around you.

Step 2. Ask as many people around you as possible. You have got about 25 minutes. Write down short notes about your partners' answers.

Step 3. Choose three people you would take in your team. Tell your class who you will work with and why.

Sample answer.

Step 1. (for all levels)

1) Do you like music?

2) Can you cook?

3) Have you ever thought about becoming a(n)... (cook/ engineer/ photographer, etc.)?

4) Do you like working with computers?

5) Which countries did you visit?

6) How often do you do voluntary work?

7) Do you like working in a laboratory?

8) What transport can you drive?

Step 3.

A1

I take Misha, Pavel and Sonya in my team. Misha and Sonya are good with computers and people. It is helpful in our profession. Pavel and Misha like working in a laboratory and Sonya speaks German and Chinese. We all can work in one team because we can make different things in one project. We all love pop music and we can go to karaoke in our free time.

A2

Misha, Pavel and Sonya are great for my team. Misha and Sonya are helpful because they are interested in computers and people. The boys are fond of doing experiments in a laboratory.

On the other hand, Sonya, like me, speaks foreign languages. We can share the tasks on the projects. In our free time, we might go out together because we all love pop music and singing in karaoke.

B1

The most suitable classmates for my team are Misha, Pavel and Sonya. Misha and Sonya can be responsible for technical tasks because they are keen on computers. The boys love laboratory work, while Sonya and I are good at languages. We all might do various tasks to work effectively. We could get on in our free time as well. Pop music is our favourite, and we might spend free time in a karaoke club, for instance.

Критерии и шкала оценивания ролевой игры

Шкалы оценивания	Критерии оценивания
«отлично»	проявлено на творческом уровне
«хорошо»	проявлено полностью
«удовлетворительно»	проявлено частично
«неудовлетворительно»	не проявлено

Параметры критериев

Подготовительный этап

1. Понимание темы, цели учебно-игрового занятия, изучение основных проблем содержательного материала игры

2. Ознакомление с реальной ситуацией и построение имитационной, ситуационной или условной модели

3. Разработка сценария, правил игры, распределение ролей, формирование игровых групп, подготовка оборудования

4. Инициатива, готовность к сотрудничеству

Игра

5. Объем и качество знаний по проблемам игры, их личностная освоенность (свобода оперирования)

6. Реализация правил игры, соблюдение оптимального соотношения условности и серьезности

7. Уровень импровизации

8. Активность, умение переключаться, управлять своим вниманием

9. Коммуникативность; умение сотрудничать, владение речевым, слушательским и читательским опытом общения

10. Способность к восприятию игровой ситуации, готовность к решению поставленных проблем с позиции роли

Тема 1.3 Условия проживания в городской и сельской местности

Проект «Мой колледж»

A1

You want to tell your friend about your college. Prepare a short presentation, use some photos.

In your presentation write:

1) the name of the college

2) where it is located (city, region)

3) how old it is

4) describe a building (old/modern, big/small etc) and classrooms

5) write your opinion about your college.

You need to write 60-80 words.

A2 и выше

You want to tell your friend about your college. Prepare a short presentation, use some photos.

In your presentation write:

- 1) the name of the college
- 2) where it is located (city, region)
- 3) when it was founded
- 4) describe the building, classrooms and equipment
- 5) write 1 interesting fact about your college
- 6) write your opinion about studying at your college

You need to write 100-120 words.

Sample answer:

A1

(I want to tell you about my college.) This is the Teacher-training college. It is in Kolomna, the Moscow region. My college is in the center of the city. It is more than 50 years old. The building is not new, but it is very beautiful. There are 3 floors in it. The classrooms are big and comfortable. We have computers, video projectors and interactive whiteboards in our classrooms. I like my college a lot and I think it is the best college in the world.

A2 и выше

(I would like to tell you about my college.) This is the Teacher-training college. It is located in a beautiful old city Kolomna, the Moscow region. My college is in the central part of the city. It was built more than 50 years ago. The building is not new but it is very beautiful. There are 3 floors in it. The classrooms are big, bright and comfortable. They are all equipped with computers, video and interactive whiteboards. There are a lot of outstanding people, who studied in our college. Their photos are in the lobby, on the board of honor. I can say that studying in my college is both hard work and pleasure.

Критерии и шкала оценивания проекта

Шкалы оценивания	Критерии оценивания		
	Содержание	Технология выполнения	Презентация
«отлично»	Правильно поняты цель, задачи выполнения проекта. Продемонстрировано понимание содержания выполненной работы. Ошибки отсутствуют. Грамотно и обоснованно в соответствии с рассматриваемой проблемой используются имеющиеся знания и способы действий	Работа спланирована и последовательно реализована самостоятельно	Тема ясно определена и пояснена. Доклад с презентацией хорошо структурированы. Мысли выражены ясно, логично, последовательно. Широко используются средства логической связи
«хорошо»	Правильно поняты цель, задачи выполнения проекта. Продемонстрировано понимание содержания выполненной работы. Грубые ошибки отсутствуют. Грамотно и обоснованно в соответствии с	Работа спланирована и последовательно реализована под контролем и при поддержке преподавателя	Тема определена и пояснена. Проект хорошо структурированы. Мысли выражены последовательно. В целом используются

	рассматриваемой проблемой используются имеющиеся знания и способы действий		средства логической связи
«удовлетворительно»	Правильно поняты цель, задачи выполнения проекта. Продемонстрировано общее понимание содержания выполненной работы. Присутствуют ошибки. Имеющиеся знания и способы действий в целом используются в соответствии с рассматриваемой проблемой	Работа спланирована и реализована под контролем и при поддержке преподавателя	Продемонстрированы навыки оформлены проекта. Иногда используются средства логической связи
«неудовлетворительно»	Цель и задачи выполнения проекта не поняты. В работе присутствуют ошибки	Работа спланирована и реализована под контролем и при поддержке преподавателя, необходимые этапы пройдены несвоевременно	Навыки оформлены проекта не продемонстрированы. Средства логической связи отсутствуют

Тема 1.4 Покупки: одежда, обувь и продукты питания.

Ролевая игра-диалог между покупателем и продавцом.

A1

You are a customer (Student A) and a shop assistant (Student B). You are in a clothes shop.

Card 1A -Customer

Step 1.

Read the plan and write what you can ask and say.

- greet the shop assistant
- ask for a pair of jeans.
- you like black
- if there aren't any black, ask for a pair of blue jeans.
- you are size 40
- agree to have a look at the blue jeans.
- ask if you can try them on.
- ask about the price
- buy the jeans
- thank the shop assistant for help
- say good-bye

Card 2.

Student B- You are the shop assistant.

Step 1. Read the plan and write what you can ask and say.

- start a talk,
- greet the customer and ask if you can help him/her
- ask what colour the customer wants
- you have only blue and grey jeans in a shop

- offer him/ her blue or grey ones
- ask about his/her size
- say if he/she can try them on
- say how much they cost
- thank a customer,
- say goodbye.

Step 2. Play your roles.

A2 и выше

You are a customer (Student A) and a shop assistant (Student B). You are in a clothes shop.

Card 1.

Student A- You are the customer. You want to buy a pair of trainers.

Step 1. Read the plan and make some notes. You have 2-3 minutes to think.

- greet the shop assistant
- ask for a pair of trainers.
- you are size 38 and you like bright colours
- you don't like the colour the shop assistant has showed you, because it is light green, ask is they have anything else
- ask what material it's made of
- ask if you can try them on
- ask about the price
- buy the trainers
- thank a shop assistant for help
- say good-bye

Card 2.

Student B- You are the shop assistant.

Step 1. Read the plan and make some notes. You have 2 minutes to think.

- start a talk
- greet the customer and ask if you can help him/her
- ask what colour and size the customer is interested in
- offer him/her green trainers
- if the customer doesn't like the colour, offer him other colours.
- say if he/she can try them on
- if the customer asks you, tell him/her that they are made of leather
- if the customer asks you, tell him/her that he looks great in them
- say how much they cost
- thank a customer,
- say goodbye

Step 2. Play your roles.

Sample answer.

(C-customer, SA-shop assistant)

A1

SA: Good morning/ hello, can I help you?

C: Yes, please. I want a pair of jeans. I like black.

SA: I'm sorry. We don't have black jeans. We have blue or grey jeans.

C: Blue please.

SA: What size do you wear?/What size?

C: 40, please

SA: Here you are.
 C: Can I try them on?
 SA: Yes, of course.
 C: How much do they cost?/How much are they?
 SA: 1500 roubles, please.
 C: Here you are.
 SA: Thank you.
 C: Thank you very much for help. Good bye.
 SA: Good bye.

A2 и выше

SA: Good morning/ hello, can I help you?
 C: Yes, please. I'd like a pair of trainers.
 SA: What colour would you like to look at?
 C: Well, I like bright colours.
 SA: We have very nice green trainers. Would you like to look at them?
 C: Yes. Sure.
 SA: What size do you wear?
 C: 38, please
 SA: Here you are. Would you like to try them on?
 C: Oh, no, thanks. I don't like this light green colour. Can you show anything else, please?
 (Do you have any other colours?)
 SA: I see. Have a look at these yellow ones, please.
 C: Oh, they look great. What are they made of?
 SA: They are made of leather/ Leather ones.
 C: Can I try them on?
 SA: Yes, of course.
 C: How much do they cost?/How much are they?
 SA: 2000 roubles, please.
 C: I'd like to buy them./I'll take them.
 SA: Good choice. (They look great on you)
 C: Thank you very much for help. Good bye.
 SA: Good bye. We'll be happy to see you again.

Критерии и шкала оценивания ролевой игры

Шкалы оценивания	Критерии оценивания
«отлично»	проявлено на творческом уровне
«хорошо»	проявлено полностью
«удовлетворительно»	проявлено частично
«неудовлетворительно»	не проявлено

Параметры критериев

Подготовительный этап

1. Понимание темы, цели учебно-игрового занятия, изучение основных проблем содержательного материала игры
2. Ознакомление с реальной ситуацией и построение имитационной, ситуационной или условной модели
3. Разработка сценария, правил игры, распределение ролей, формирование игровых групп, подготовка оборудования
4. Инициатива, готовность к сотрудничеству

Игра

5. Объем и качество знаний по проблемам игры, их личностная освоенность (свобода оперирования)
6. Реализация правил игры, соблюдение оптимального соотношения условности и серьезности
7. Уровень импровизации
8. Активность, умение переключаться, управлять своим вниманием
9. Коммуникативность; умение сотрудничать, владение речевым, слушательским и читательским опытом общения
10. Способность к восприятию игровой ситуации, готовность к решению поставленных проблем с позиции роли

Тема 1.5 Здоровый образ жизни и забота о здоровье: сбалансированное питание.
Спорт. Посещение врача

Письмо-инструкция «Профилактика несчастных случаев на работе и порядок их устранения»

A1

Write an instruction for your foreign co-worker "How not to have health problems at work and what to do if you have". Write about:

- where you will work;
- work conditions (wet, dry, cold, hot, rainy, etc);
- what you mustn't do at work because it's dangerous;
- what you can do if you have a temperature/a cut/a burn, etc Use between 60-70 words.

A2 и выше

Write an instruction for a foreign co-worker "How to avoid emergency situations at work and what to do if you have these". Write about:

- your future job;
- working conditions;
- what emergency situations can occur;
- what to do in each extreme case.

Use between 100-120 words.

Sample answer (A1) I work as a baker.

It's often very hot.

You mustn't run, jump, roller-skate, throw or hit something in the bakery.

If you have a burn, you can use a plaster.

If you have a cut, use a plaster, too.

If you have a headache, take a pill.

If you have a temperature, go home because you can fall at work.

Sample answer (для A2 и выше)

I work as a builder on a construction site. It can be hot in summer, rainy in autumn and freezing in winter.

Follow the rules:

Don't run!

Don't jump!

Don't throw heavy things!

Do n't fall!

Don't use sharp tools and instruments without gloves!

You won't have a headache if you drink water and eat regularly!

If you have a cut or a burn, use a plaster.

If you have a backache, go to a doctor.

If you catch a cold or have a temperature, you can faint and hurt something. That's why stay at home or go to a doctor immediately.

If you have pain in your chest or break a leg, call an ambulance. That's dangerous!

Критерии и шкала оценивания письма-инструкции

Шкалы оценивания	Критерии оценивания
«отлично»	Студент сумел заполнить/составить письмо, сообщить общие требуемые сведения. Языковые средства были употреблены правильно, отсутствовали ошибки, нарушающие коммуникацию, или они были незначительны (1-4). Используемая лексика соответствовала поставленной задаче
«хорошо»	Студент сумел заполнить/составить письмо, сообщить общие требуемые сведения. Языковые средства были употреблены правильно, однако наблюдались некоторые языковые ошибки, не нарушающие понимание содержания. Используемая лексика соответствовала поставленной задаче
«удовлетворительно»	Студент сумел заполнить/составить письмо, сообщить общие требуемые сведения. Обучающийся сумел в основном решить поставленную задачу, но диапазон языковых средств был ограничен. Были допущены значительные ошибки
«неудовлетворительно»	Студент не сумел заполнить/составить письмо. Обучающийся сумел в основном решить поставленную задачу, но диапазон языковых средств был ограничен. Были допущены значительные многочисленные ошибки

Тема 1.6 Туризм. Виды отдыха

Тестовые задания

A1

Match the questions (1 -12) with the answers (A-L)

- 1) What's the best way to get there?
A. No, you have to change in Singapore.
- 2) How much is that?
B. Two and a half hours.
- 3) Is it better to fly or go by train?
C. Probably by taxi.
- 4) Where does the bus leave from?
D. It depends - flying's much faster.
- 5) Is the flight direct?
E. Yes, sure.
- 6) What time do we get there?
F. No, it's direct.
- 7) Do I need to change?
G. J27.50.
- 8) Could you stop here, please?
H. About 50 miles.
- 9) How far is it?
I. The central bus station.
- 10) Is this the bus for London?

J. No, you want the blue one over there.

11) How long is the journey?

K. Just after 11.00.

12) How often do the buses go to the city centre?

L. Every ten minutes or so.

Now listen to these announcements. Can you complete the answers to the questions? The train to London Paddington is leaving from platform 13) ___, not platform 14) ___.

The train from London King's Cross is 15) ___ minutes late, and is now arriving at 17.15.

Flight BA1462 to Newcastle is now boarding at gate 16) ___.

All British Airways flights leave from terminal 17) ___.

The flight takes 55 minutes, and arrives at 18) local time.

Read the article and choose the correct option for questions below.

The famous Trans-Siberian railway line goes from Moscow to Vladivostok, but there's another railway line about 650 kilometres north of the Trans-Siberian. This is the Baikal-Amur Mainline (BAM). A special train, the Matvei Mudrov medical train, travels along its 4,000 kilometres. There are usually between twelve and fifteen doctors on the train. The train stops for a day at places along the BAM. The people who live in small towns and villages come to the train for medical attention. There are no doctors or hospitals in their towns or villages. For these patients, their health centre is on the train.

The Matvei Mudrov was named after a Russian doctor in the nineteenth century. Nowadays, the Matvei Mudrov visits each town or village on the BAM twice a year. In the village of Khani (population 742), the patients include a man with two broken ankles and a teenage girl. She had appendicitis a month ago and she was lucky to travel to a town three hours away for an operation. The Matvei Mudrov doesn't have any equipment to do operations. The doctors can diagnose their patients' medical problems and recommend treatment and medicines. The train has a laboratory for blood and urine tests and a number of medical testing machines. The patients like the doctors on the train. They say they are honest and good at their jobs.

Next stop is a town called Berkakit. About 4,000 people live here. There is a queue to see the doctors. Mikhail Zdanovich is waiting for his turn. He's 61 years old and he came to Berkakit in 1976. At the time, only about a hundred young people lived in Berkakit. It was a new town. Zdanovich met a woman who worked at the town bakery. They married and stayed in the town. When Zdanovich walks into the doctor's office she says 'Oh, Mikhail, I recognised your voice.' He has a problem in his shoulder. The doctor writes a letter to say that he can't work, he must have an operation. He leaves, happy, and then he returns a few minutes later. He brings freshly cooked pies and some goat's milk.

For the people who live in this remote part of Russia, the *Matvei Mudrov* is more than a medical train. It's a social connection to the community of their country.

19. What is the BAM?

- a) a part of the Trans-Siberian railway
- b) a railway line that crosses part of Russia
- c) a train for doctors to travel on

20. What main service does the Matvei Mudrov train offer?

- a) diagnosing people's health problems
- b) doing operations in emergencies
- c) visiting the doctors in small towns

21. Where does the Matvei Mudrov train stop?

- a) in the towns that have health centres
- b) in the villages and towns along the BAM railway line

c) in villages with under 1,000 people

22. According to the article ...

a) the BAM is 650 kilometres long.

b) the BAM is 4,000 kilometres long.

c) the BAM only has one train service.

23. What happens when the Matvei Mudrov train stops in a village?

a) People come to the train to see the doctors.

b) The doctors visit people at home.

c) The doctors visit the local health centre.

24. According to the article ...

a) Matvei Mudrov was the name of a doctor.

b) the BAM was built as a medical railway.

c) the train was the idea of a Russian doctor.

25. In Khani ...

a) a girl needs an operation.

b) one patient has broken bones.

c) there are two patients.

26. What's the patients' opinion of the train's doctors?

a) bad

b) not good or bad

c) good

27. In Berkakit ...

a) the doctor sees a patient she knows.

b) the doctor treats a man's shoulder.

c) the doctor visits the town bakery.

28. Mikhail Zdanovich ...

a) can go back to work after seeing the doctor.

b) isn't satisfied with the doctor's opinion.

c) offers food to the doctor after the visit.

A2

Read the text. Put the events below in order.

Heat, cold, mountains, deserts, illness, and animals. All of these were possible dangers when Nick Bourne decided to run from one end of Africa to the other - a Journey that many people thought was impossible.

Bourne began his run in northern Egypt in October 1997. His adventure nearly ended 500 miles later while he was waiting to cross the Sudanese border - the Egyptian military stopped him and refused to let him leave the country.

Eventually, he flew to Cape Town and started again on 21 January 1998. Every day he got up at 3.30 a.m., ate a breakfast of cereal, and started running. After 20 miles he stopped for a rest and had a pasta lunch, before running another 20 miles. He drank up to 15 litres of liquid a day.

He had some incredible experiences. He was crossing the Kalahari Desert in temperatures of 62°C when he came face to face with a giant cobra. In Zambia his heartbeat went up from 135 a minute to over 190, and his doctor found that he had malaria. He saw lions and ran through a herd of elephants, and a swarm of bees attacked him while he was running through Tanzania. He celebrated his 28th birthday with a chocolate cake in the shadow of Kilimanjaro.

After eleven months and 6,021 miles he arrived at the Pyramids and finished perhaps the most amazing run ever.

20 miles = 32 kilometres

- A. He saw a snake.
- B. He decided to start from South Africa.
- C. He started for the first time.
- D. He arrived at the Pyramids.
- E. He started for the second time.
- F. A swarm of bees attacked him.
- G. He became ill.
- H. He crossed the border into Egypt.
- I. He celebrated his birthday.
- J. He flew to Cape Town.

Complete the questions in this dialogue.

A I got back from my holiday last week.

B Where 11) _____?

A Peru.

B Really? What 12) _____?

A It was fantastic, really great.

B How long 13) _____?

A Three weeks altogether - I wanted to stay longer!

B 14) _____ expensive?

A Well, the flight was, but it was cheap when we got there.

B 15) _____

A My sister and her boyfriend.

B 16) _____ any problems?

A Nothing serious. I lost my watch.

B How 17) _____ happen?

A We were staying in a cheap hotel and I left it in the bathroom.

B 18) _____ go back?

A Yes, I'd love to. Maybe next year...

You are going to listen to a podcast recorded by a traveljournalist about Manga cafes in Japan. Decide what you can do in Manga Cafes. Write Y for yes, N for No

- 19. stay overnight
- 20. read comic books
- 21. buy comic books
- 22. meet Manga artists
- 23. watch videos
- 24. eat
- 25. wear your shoes in the room
- 26. drink
- 27. have a shower
- 28. stand in your room

B1

Complete sentences 1 to 10. Use these words.

down of off on onto to

1. We checked _____ the flight in good time.
2. But we were delayed due _____ engine trouble.
3. We got the plane two hours late.

4. And we eventually took off at 2.00 p.m.: five hours late.
5. But then we were diverted _____ Delhi.
6. There was a severe lack _____ information.
7. When we landed, we all got _____ the plane.
8. They made sure that no one was _____ board because 9 _____ the danger of fire.
10. We eventually touched _____ in London seven hours late.

Read the text. Are the sentences true (T) or false (F)?

The Hub

Sometimes, you fly not to your destination, but to a 'hub'. In other words, you fly to an airport to catch a plane to fly to another airport. You are in transit. You sit in a big room where all the seats are facing in the same direction, like the seats in a theatre. But there is no show. There is nothing.

You begin to feel ill. You do not know what time it is. In many airports, each terminal is the same as every other terminal. The corridors are the same as each other. But gate 36 may be hundreds of metres from gate 35, in any direction; it's easy to make a mistake.

I was once at Zurich airport. The weather was bad and the plane was delayed. I was drinking coffee at a bar and reading a book. Outside, the weather had got worse. Time passed. When the flight was called, I picked up my bags and moved towards the gate. I went down a corridor, down some steps, along a bit, down a bit. Then just as I got to the gate, I realized I had left my book in the bar.

I tried to remember the route I had taken so I could do it in reverse. I was successful. The book was still there.

Then I started running back. I ran down staircases, along corridors. I ran past a shop selling magazines. At some point, I knew that I had taken the wrong turn. At another point, I panicked.

11. You land at a 'hub' to catch another plane.
12. It is easy to go to the wrong gate.
13. The man realized he had forgotten his book when he got on the plane.
14. When he went back, he couldn't find the book.
15. He got lost in the airport.

Listen to the track. Choose the correct answers for the following questions.

16. The writer's point of view seems to indicate that he or she
 - a works for the Indian government
 - b doesn't believe the tourist trade can grow in the rainy season
 - c thinks that the rainy season in India is a great travel opportunity
17. Who does a billion people refer to at the beginning?
 - a) the population of India
 - b) the farm workers in India
 - c) people in countries affected by the monsoon

18. Sajjan Garh Palace is now a
 - a) summer home for royalty
 - b) luxury hotel for monsoon visitors
 - c) wildlife sanctuary
19. Which is NOT true about Alexander Frater's book?
 - a) He writes about living in Mumbai for the whole monsoon.
 - b) He discusses how people visit India to be "healed" by monsoons.
 - c) He speaks to people in India about their views on the monsoon.

20. The phrase washed streets and fresh leaves refers to the monsoon as a
 - a) cleansing and renewing force
 - b) blessing for farmland and farm workers

c) time for honor and tradition

Read the following sentences. Listen to the track again and check whether they are true (T) or false (F).

21. The number of tourists to India drops significantly during the monsoon.
22. The government is trying to increase tourist numbers during the monsoon.
23. Visiting India during the rainy season is more expensive than other times of the year.
24. Most festivals are held before the monsoon begins.
25. The Rath Yatra festival is famous for its boat races.
26. Many hotels have open areas for guests to enjoy the rain.

Answer Key

A1	A2	B1
1) C	1. C	1. onto
2) G	2. B	2.to
3) D	3. J	3.on
4) I	4. E	4.off
5) A	5. A	5.to
6) K	6. G	6.of
7) F	7. F	7.off
8) E	8. I	8.on
9) H	9.H	9.of
10) J	10. D	10. down
11) B	11.did you go	11.T
12. L	12. was it like	12. T
13. 5/five	13. was it/was the trip	13. F
14. 7/seven	14. was it	14. F
15. 35/ thirty-five	15. who did you go with/who	15. T
16. A34	16. did you travel with	16. c
17. 4/four	17. did it	17. b
18. 2.30	18. did you have	18. c
19. b	19. would you like to	19. a
20. a	20. Y	20. a
21. b	21. Y	21. T
22. b	22. Y	22. T
23. a	23. Y	23. F
24. a	24. Y	24. F
25. b	25. N	25. F
26. c	26. Y	26. T
27. a	27. N	
28. c	28. N	

Критерии и шкала оценивания тестовых заданий

Шкалы оценивания	Критерии оценивания
«отлично»	90-100 % правильных ответов
«хорошо»	менее 90 % правильных ответов
«удовлетворительно»	менее 70 % правильных ответов
«неудовлетворительно»	менее 50 % правильных ответов

Тема 1.7 Страна/страны изучаемого языка

Тестовые задания

A1

Task 1. Choose the correct answer.

1. How many independent states are there on the British Isles?

A. 2

B. 3
C. 5
D. 1

2. What is the symbol of England?
A. a thistle
B. a rose
C. a shamrock and a red hand
D. a daffodil

3. What is the symbol of Scotland?
A. a thistle
B. a rose
C. a daffodil
D. a shamrock

4. What is the symbol of Wales?
A. a thistle
B. a rose
C. a daffodil
D. a shamrock

5. What is the symbol of Northern Ireland?
A. a thistle
B. a rose
C. a shamrock and a red hand
D. a daffodil

6. Where is Shakespeare's birthplace?
A. in London
B. in Stratford-on-Avon
C. in Glasgow
D. in Cardiff

7. Which is the most popular sport in Britain?
A. Football
B. Rugby
C. Tennis
D. Baseball

8. When is St. Valentine's Day celebrated?
A. January 1
B. October 31
C. February 14
D. July 4

9. The British Isles are separated from the European Continent by ...
A. the North Sea and the Irish Sea
B. the North Sea and the English Channel
C. the English Channel and the Atlantic Ocean
D. the Irish Sea

10. When did London become the capital of England?
A. in the 11th century
B. in the 13th century
C. in the 15th century
D. in the 14th century

Task 2. Read the texts and guess what place of interest it is.

1) This building was built in the 18th century. It is open to visitors several days a week. The changing of the Guard is a very interesting ceremony to watch. Now it is the home of the Queen.

2) This building is a very interesting place in the capital of the UK. It was a fortress, a royal palace and later a prison. Now it is a museum. There are a lot of interesting collections in it.

3) This building stands on the river Thames. The official name of it is the Palace of Westminster. It is the place of the British Parliament. Its members make laws there. The famous clock Big Ben stands near them.

4) This is the symbol of the capital. It is a famous clock. It was renamed the Elizabeth Tower in 2012 in honour of the Queen's Diamond Jubilee.

5) This building is the greatest work of the architect Sir Christopher Wren. It is a famous church. It is very beautiful. It was built in 1708.

6) It is the main square of London. There is a column to Admiral Nelson in the centre of it. A lot of tourists come here every day.

ANSWER KEY

Task 1: 1 C; 2 B; 3 A; 4 C; 5 C; 6 B; 7 A; 8 C; 9 B; 10 A.

Task 2: 1. Buckingham Palace; 2. The Tower; 3. The Houses of Parliament; 4. Big Ben; 5. St. Paul's Cathedral; 6. Trafalgar Square

A2

Task 1. Put the article the in front of the geographical names on the map where it is necessary.



Task 2. Read the text below and fill the spaces in the table with the information from the text.

The Yeoman Warders were formed by King Henry VIII. In 1509 the King decided to leave twelve of his old and sick Yeomen of the Guard in the Tower of London to protect it. Their main duty was to look after the Tower prisoners, and safeguard the British crownjewels.

Nowadays there are still twelve Yeomen Warders at work every day. (All in all, there are 35 of them). They are still nicknamed "Beefeaters" but their duties have certainly changed. They act as tour guides and raven-keepers. They carefully look after the famous ravens, feed them and cut their wings. There is a legend that the Tower will fall if the ravens fly away. The Beefeater's most famous duty is to take part in the night ceremony of passing the Tower Keys. For everyday duties Yeomen Warders wear a red and dark blue uniform with a round hat, while on holidays they wear a state dress uniform which is red and gold, the same as the Yeomen of the Guard, but without a cross belt. In these uniforms the Beefeaters can be called one of the most interesting sights of London.

Formed in/by

How many?

Nickname

Previous service

Duties of the past

Present-day duties

The most famous duty

Everyday uniform

State dress uniform

ANSWER KEY

Task 1.



Countries

England
Scotland
Wales
Ben Nevis
The Thames;
Loch Ness

Cities

Edinburgh
Cardiff
Belfast
The Severn

Mountains

The Pennines
The Grampians
the Cambrians

Oceans, seas, rivers, lakes

The Atlantic Ocean
The North Sea

Task 2.

Formed in/by	In 1509. King Henry VIII
How many?	Thirty-five
Nickname	Beefeaters
Previous service	To protect the Tower
Duties of the past	To look after the Tower prisoners and safeguard the British crownjewels
Present-day duties	Tour guides and raven-keepers
The most famous duty	To take part in the night ceremony of passing the Tower Keys
Everyday uniform	A red and dark blue uniform with a round hat
State dress uniform	A red and gold uniform without a cross belt

B1

Task 1. Choose the right answer.

1. The Union Flag is known as

A. The Union Tom B. The Famous Albert C. The Union Jack D. The United Mike

2. The Union Jack is made up of the flags of three united Kingdom's countries - England, Northern Ireland and

A. Wales B. Belfast C. Edinburgh D. Scotland

3. The current Union Flag was created in

A. 1606 B. 1701 C. 1801 D. 1506

4. The coat of arms of the UK was adopted in

A. 1801 B. 1837 C. 1637

5. What does the coat of arms consist of?

A. shield, crest, mythological animals B. double-headed lion, shield C. black eagle with red feet, beak and tongue

6. How many parts does the shield have?

A. four B. two C. three

7. What mythological animals are there on the coat of arms?

A. the lion and the bear B. the silver lion and golden horse C. the golden lion and the silver unicorn

Task 2. Read questions 1 - 6 and find answers to them in texts A - G. One text is odd. Where can a visitor to London

1. see beautiful English lawns and enjoy flowers?

2. open a bank's account or withdraw money from it?

3. see a masterpiece of the famous English architect of the 17th century?

4. buy souvenirs or visit the largest London department stores?

5. see graves of outstanding people of Great Britain?

6. go to see the place where bills are introduced and debates are held?

A. The historical center of London is now a relatively small area still known as the City, which covers only about 1 sq mile. Most of the financial activities are crowded along Threadneedle Street, near the intersection known as the Bank, which includes the huge Bank of England complex, the Royal Exchange, and the Stock Exchange. The permanent residential population of the City is now less than 6000, but about 350,000 commute here daily to work.

B. Located just west of Soho and Covent Garden in the West End is a more residential area. The relatively dense development of this area is broken up by a series of Royal Parks, areas once owned by the Crown, including Hyde Park, Kensington Gardens, and Regent's Park.

C. The most prominent landmark of the City is Saint Paul's Cathedral, designed by the English architect Christopher Wren to replace the original church, which was destroyed during the Great Fire of London in 1666.

D. Some of the City's traditional functions have disappeared. The newspaper industry was concentrated in the Fleet Street area for centuries, but during the 1980s the Times and other papers moved to highly automated quarters at the Docklands in the East End. The old wholesale fish market, Billingsgate, located for centuries on the river between the Tower and London Bridge, also moved to the Docklands.

E. The City of Westminster, about two miles upstream from the city of London, emerged as England's political and religious centre of power after the 11th century. At the heart of Westminster is Westminster Abbey, begun by Edward the Confessor in the 11th century and rebuilt in the 13th century. It has always been closely associated with the monarchy and is used for such state occasions as coronations and royal funerals. It is also a giant mausoleum, and more than 3000 notable people are buried there. Statues and monuments line the magnificent nave.

F. Virtually across the street are the Houses of Parliament, officially called the New Palace of Westminster. Farther west is the monarch's permanent residence in London, Buckingham Palace.

G. To the west and north of Trafalgar Square is the West End, which is usually regarded as the centre of town because it is London's shopping and entertainment hub. The busiest shopping area is Oxford Street, where such large department stores as Selfridges, John Lewis, and Marks and Spencer are located. Other well-known shopping areas include Knightsbridge, the location of Harrods department store; and Piccadilly, where Fortnum and Mason specializes in fine food.

Answer Key

Task 1. 1.C; 2.D; 3.C; 4.B; 5.A; 6.A; 7.C.

Task 2. 1 B; 2 A; 3 C; 4 G; 5 E; 6 F.

Критерии и шкала оценивания тестовых заданий

Шкалы оценивания	Критерии оценивания
«отлично»	90-100 % правильных ответов
«хорошо»	менее 90 % правильных ответов
«удовлетворительно»	менее 70 % правильных ответов
«неудовлетворительно»	менее 50 % правильных ответов

Тема 1.8 Россия

A1

Устный опрос

Answer the following questions about the geographical position of Russia, its nature and climate.

1. Where is Russia situated?
2. How large is Russia compared to other countries?
3. What countries does it border on?
4. What are Russia's main regions?
5. What seas and oceans is Russia washed by?
6. What are the most important rivers in Russia?
7. What is the deepest lake in Russia?
8. What types of climates are there on the territory of Russia? Which is the prevailing one?

9. Is Russia rich in natural resources?

ANSWER KEY

1. Russia is situated in the eastern part of Europe and the northern part of Asia.

2. It covers almost twice the territory of either the United States or China.

3. Russia borders on 12 countries on land. In the south Russia borders on China, Mongolia, Korea, Kazakhstan, Georgia and Azerbaijan. In the west it borders on Norway, Finland, the Baltic States, Belorussia, and the Ukraine. It also has a sea border with the USA.

4. The main areas of Russia are the European part, Siberia and the Far East. The Ural Mountains separate Europe from Asia.

5. Russia is washed by 12 seas and 2 oceans. Russia is connected with the Atlantic Ocean through the Baltic Sea in the west and the Black Sea in the south. The Arctic Ocean and its seas including the White, Barents, Kara, Laptev, and East-Siberian Seas wash Russia in the north. The Pacific Ocean and its seas the Bering, Okhotsk and Japanese Seas wash Russia in the east.

6. Russia's greatest rivers are the Don and the Volga in its European part, and the Ob and the Yenisey in West Siberia. The largest river in Asian part of Russia is the Lena. The Volga flows into the Caspian Sea. The main Siberian rivers, the Ob, the Yenisei and the Lena, flow from south to north. The Ob is the longest river in Russia, but the Volga is the most important one. Many Russian towns are located on the Volga River: Vladimir, Tver, Yaroslavl, Kazan, and Nizhny Novgorod. Altogether there are over two million rivers in our country.

7. Lake Baikal is the largest freshwater lake in the world, one of the Seven Natural Wonders of the World, the pearl of Siberia. It's 636 kilometers long and 80 kilometers wide and is surrounded by forests and mountain peaks; the waters of the lake are transparent to a depth of 40 metres in summer. The lake has more than 2000 rare plants and animals - bears, elk, lynx, sables, freshwater seal, trout, salmon and sturgeon.

8. The climate of Russia differs from one part to another, from arctic in the north to subtropical in the south. But the prevailing one is temperate. Winters are cold and windy with a lot of snow. Summers are hot and dry.

9. Russia is rich in mineral resources such as coal, oil, natural gas, iron ore, copper, zinc and others. Natural resources determine the development of the Russian economy.

A2

Task 1. Read the texts and say what place it is.

1. A museum of art and culture situated in Saint Petersburg. It is one of the largest and oldest museums of the world. There are 3 million works of art in this museum and the largest collection of paintings in the world.

2. A television and radio tower in Moscow. This construction has 45 levels. Standing 540 meters tall, it is the highest building in Europe.

3. The deepest and one of the clearest lakes in the world, which is 25 million years old. It contains 20 per cent of the world's fresh water.

4. The highest mountain in the Caucasus and the highest mountain in Europe. Its height is 5642 metres.

5. A summer residence of the Russian monarchs located not far from St. Petersburg. It is a brilliant palace and park ensemble with 150 fountains. It is sometimes called the Russian Versailles.

6. The heart of Russia and the central square of Moscow, one of the most beautiful and famous places in the world. It used to be Moscow's main market place, now it is used for festivals and public ceremonies.

7. A historic theatre in Moscow, with one of the oldest and greatest opera and ballet companies in the world. It was opened in 1825.

8. The official residence of the President of Russia, the symbol of our capital.

Task 2. Fill in the gaps A - F with the correct words 1 - 8. There are two odd words.

1) clear, 2) colour, 3) dark, 4) enjoy, 5) exist, 6) popular, 7) see, 8) snow

Lake Baikal is the world's oldest and deepest freshwater lake. It is surrounded by rocky mountains, the tops of which are covered with A _____. Its water is so B _____ that any object can be seen well at the depth of 40 meters. It contains more water than the Great lakes in North America. The C _____ of Baikal's water is close to that of the sea. It is similar to dark blue or blue green. In winter this lake is almost completely covered in ice. By the end of winter, the ice is I metre thick. Two-thirds of its 1,700 species of plants and animals don't D _____ anywhere else in the world.

The Baikal is one of the most beautiful lakes of the planet and one of the few that is still growing. Lake Baikal is a E _____ tourist attraction. Million of people come to F _____ their vacations there.

ANSWER KEY

Task 1. The State Hermitage; 2. Ostankino Tower; 3. Lake Baikal; 4. Mount Elbrus; 5. Peterhof; 6. Red Square; 7. The Bolshoi Theatre; 8 The Kremlin.

Task 2. A8, B1, C2, D5, E6, F4.

B1

Match the titles 1 — 8 with the texts A — G. There is one odd title.

1. Local legends
2. Special in many ways
3. Tourist attraction
4. Diverse wildlife
5. Protection of the ecosystem
6. Extinct species
7. Scientific expeditions
8. Harsh climate

A. The world's deepest lake, the Baikal, is in Siberia. It is also the largest freshwater lake in Eurasia and the oldest lake on the Earth. At least 1,500 unique species live there - they cannot be found anywhere else on the planet! The water in the lake is so clear that if you drop a coin, it can be clearly seen a hundred feet below the water.

B. People who live in the Baikal region believe that it's a unique and mysterious place. According to them, the water from Lake Baikal can cure different illnesses, gives you strength and clears your mind. They also say that the lake was formed millions of years ago when a huge, hot rock fell to earth. It melted the ice around and that was how Lake Baikal appeared. The story about the meteorite has, however, never been proved by scientists.

C. The lake has also become famous for its unique fish and birds that are not found in other waters. The lake is home to more than 1000 animal species. Among them there are the world's only freshwater seals. There's no evidence of how the seals got to the lake, but they obviously enjoy their life there. Huge brown bears often come to the lake out of the forest to hunt and fish.

D. Though Lake Baikal is located in a very remote place, and is difficult to reach in autumn and winter, it attracts thousands of visitors every year. A chance to see this unique place is worth the long journey! On the banks of Lake Baikal, you can stay in a modern, comfortable hotel, take part in hiking tours and enjoy the untouched natural beauty. People who have visited Lake Baikal once want to return to the place again and again.

E. However, the growing popularity of the lake and the industrial development of the region have caused ecological problems. The safety of this unique natural ecosystem has been discussed

at an international level. Now Lake Baikal is on the list of heritage sites protected by UNESCO. A federal state law about the conservation of the lake was also supported in Russia.

F. The lake attracts not only tourists but also many wildlife researchers, biologists and even archaeologists. The world-famous explorer and scientist, Jacques Cousteau, and his team spent lots of time studying the deep waters of Lake Baikal. They also shot a film about their research that was broadcast by major TV channels all over the world.

G. Everyone considers the Siberian climate very severe, which is perfectly true for the Baikal region. The winters there are really freezing - the average temperature is as low as -25 degrees Celsius. Due to its location in the middle of the continent, the place is characterized by a sharp contrast between winter and summer temperatures. The summers are generally cool, with a few hot days. The sun shines brightly above the lake till late autumn.

ANSWER KEY

1B, 2A, 3D, 4C, 5E, 7F, 8G

Критерии и шкала оценивания устного опроса

Шкалы оценивания	Критерии оценивания		
	Содержание	Организация высказывания	Языковое оформление высказывания
«отлично»	Коммуникативная задача выполнена полностью	Высказывание логично, имеет завершенный характер, средства логической связи используются правильно	Используемый словарный запас, грамматические структуры, фонетическое оформление высказывания соответствуют поставленной задаче, есть незначительные лексико-грамматические ошибки, которые не мешают пониманию высказывания
«хорошо»	Коммуникативная задача выполнена в основном	Высказывание логично, имеет завершенный характер, средства логической связи используются в целом правильно	Используемый словарный запас, грамматические структуры, фонетическое оформление высказывания соответствуют поставленной задаче, допускаются лексико-грамматические и фонетические ошибки, которые в целом не мешают пониманию высказывания
«удовлетворительно»	Коммуникативная задача выполнена не полностью	Высказывание в основном логично, имеет завершенный характер, допускается недостаточное	Используемый словарный запас, грамматические структуры, фонетическое оформление

		использование средств логической связи	высказывания в основном соответствуют поставленной задаче
«неудовлетворительно»	Коммуникативная задача не выполнена	Высказывание не логично или не имеет завершенного характера, средства логической связи не используются	Понимание высказывания затруднительно из-за многочисленных ошибок, или ответ носит характер набора слова

Тема 2.1 Современный мир профессий. Проблемы выбора профессий. Роль иностранного языка в специальности

Раздел 1. Чтение и тестирование.

A1

Прочитайте текст. Определите, какие из приведённых утверждений A7-A14 соответствуют содержанию текста (1—True), какие не соответствуют (2—False) и о чём в тексте не сказано, то есть на основания текста нельзя дать ни положительного, ни отрицательного ответа (3—Not stated).

Second Career

Jeff Statham: This is my car that I've had for years now, made in Canada. I worked in the automotive industry for about the last 12 or 13 years, a plant in Whitby. We produced the seats for the cars built here in Oshawa. Continuous layoffs - and eventually I got hit by them - and now I'm here. I'm currently in the Second Careers program here at Durham College. I'm in the law and security administration program and my ultimate goal is to become a police officer. It's been great. I love the program.

Ted Dionne (Instructor, Durham College): It gives someone like Jeff an opportunity to do something that he may have wanted to do. He probably had it in the back of his mind that he wanted to do something different visualizing what you want to do in the future ...

Jeff Statham: I've wanted to go back to school for years but with shifts it's hard to do. Money is not always there to do it so this Second Careers covers my schooling and it's a perfect opportunity for me.

Jeanette Barrett (Second Career rep): The Second Career provides financial support to go back to school to do up to a 2-year program. Our Second Career advisor keeps in touch with them.

Jeff Statham: I've never really had report cards at work worthy of putting on the fridge, but at the end of my first semester I ended up on the dean's list, so now my mother finally has a report card on her fridge.

John Milloy (Minister of Training, Colleges & Universities): For workers like Jeff, Second Career is ideal. We have a network of service providers throughout the province called Employment Ontario and they serve as an entry point for anyone who is looking for a job in the province. We work with them to find the best course of action.

Jeff Statham: We have two kids at home that we have to make sure get their homework done, so I'll make sure I'll get my homework done as well. Just being in school now I feel a hundred times better, so I'm really looking forward to whatever the future holds.

A 7 Jeff Statham has lost his job in the car industry.

1) True 2) False 3) Not stated

A 8 Jeff Statham has been studying to get a new profession.

1) True 2) False 3) Not stated

A 9 Jeff Statham finds the Second Career program difficult to cope with.

1) True 2) False 3) Not stated

A 10 The Second Career program gives a chance to take up a profession of a dream.

1) True 2) False 3) Not stated

A 11 Jeff Statham wanted to work at school.

1) True 2) False 3) Not stated

A 12 Jeff Statham can only cover the schooling program in the Second Career.

1) True 2) False 3) Not stated

A 13 One should have a financial support from his company todo in the Second Career.

1) True 2) False 3) Not stated

A 14 Jeff Statham has turned out to be an A student.

1) True 2) False 3) Not stated

KEYS: A7 - 1; A8 - 1; A9 - 3; A10- 1; A11- 2; A12 - 2; A13 - 2; A14 - 3.

Критерии и шкала оценивания контроля техники чтения

Шкалы оценивания	Критерии оценивания
«отлично»	Речь воспринимается легко, необоснованные паузы отсутствуют, фразовое ударение и интонационные контуры, произношение слов практически без нарушений нормы, допускается не более 2 фонетических ошибок
«хорошо»	Речь воспринимается достаточно легко, однако присутствуют необоснованные паузы, фразовое ударение и интонационные контуры, произношение слов практически без нарушений нормы, допускается от 3 до 5 фонетических ошибок, в том числе 1-2 ошибки, искажающие смысл
«удовлетворительно»	Речь воспринимается достаточно легко, однако присутствуют необоснованные паузы, есть ошибки в фразовых ударениях и интонационных контурах, допускается от 5 до 7 фонетических ошибок, в том числе 3 ошибки, искажающие смысл
«неудовлетворительно»	Речь не воспринимается из-за необоснованных пауз, неправильных фразовых ударений и искаженных интонационных контуров. Допускается 8 и более фонетических ошибок

Критерии и шкала оценивания тестовых заданий

Шкалы оценивания	Критерии оценивания
«отлично»	90-100 % правильных ответов
«хорошо»	менее 90 % правильных ответов
«удовлетворительно»	менее 70 % правильных ответов
«неудовлетворительно»	менее 50 % правильных ответов

Раздел 2. Лексико-грамматический раздел.

B1

Задание.

Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами, обозначенные номерами B4-B12 так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию B4-B18.

Requirements for Animal Trainers

Although in most cases animal trainers need B4. ____ (HAVE) a high school diploma or general equivalency diploma (GED) equivalent, some animal trainers must have a B5 ____

(BACHELOR) degree and additional skills. Marine mammal trainers, for example, generally B6 ____ (NEED) a bachelor's degree in biology, marine biology, animal science, psychology, or a B7 ____ (RELATE) field. Animal trainers must be patient and sensitive. Experience with problem-solving and animal obedience B8 ____ (REQUIRE). Several organizations offer B9 (TRAIN) programs and voluntary certification for those who B10 ____ (WANT) to enter this field. Demand for animal trainers will grow much B11 ____ (FAST) than average for all occupations through 2018 as pet owners utilize B12 ____ (THEY) services. Demand for marine mammal trainers, however, should grow slowly.

One New York graduate who wished to work in a top B13 ____ (ADVERTISE) agency Googled the names of the creative directors of these agencies and then spent just six dollars on a set of Google ads that were triggered when the B14 ____ (DIRECT) searched for their own names. The B15 ____ (ADVERTISE) said "Hey, (directors name), Googling yourself is B16 ____ (REAL) a lot of fun. Hiring me is fun, too" Of the five B17 ____ (CREATE) directors he targeted, four gave him an interview and two offered him a B18 ____ (POSE) in their office.

Keys: B4 - to have; B5 - bachelors; B6 - need; B7 - related; B8 - is required; B9 - training; B10 - want; B11 - faster; B12 - there. B13 - advertising; B14 - directors; B15 - advertisement; B16 - really; B17 - creative; B18 - position.

Критерии и шкала оценивания лексико-грамматического теста

Шкалы оценивания	Критерии оценивания
«отлично»	90-100 % правильных ответов
«хорошо»	менее 90 % правильных ответов
«удовлетворительно»	менее 70 % правильных ответов
«неудовлетворительно»	менее 50 % правильных ответов

Раздел 3. Перевод.

B2

Задание.

Переведите данные предложения на русский язык.

1. Alfred was very ambitious and wanted to become a successful and rich businessman.
2. Her career plan was to start in a small company and then work for a larger company as she had more experience.

3. The job needs having an interest in sales and marketing.
4. The finance department of the company has come up with a budget for the new project.
5. In banking as in every other business good management is very important.
6. The administration and personnel department of the company is very well organized.
7. Toshiba is increasing production of its popular line of laptop computers.
8. The Research and Development department of our company has brought out a new project.

9. Jerry shows respect to his superiors at work.

10. Only twelve people attended the meeting.

11. The company organizes many social functions, such as parties every year.

12. The company has a small team of experienced sales people.

13. The more qualifications you have, the easier it is to find a job.

Возможные варианты:

1. Альфред был очень целеустремленным и хотел стать успешным и богатым бизнесменом.

2. Ее карьерный план состоял в том, чтобы начать в небольшой компании, а затем работать в более крупной компании, поскольку у нее было больше опыта.
3. Работа требует наличия интереса к продажам и маркетингу.
4. Финансовый отдел компании составил бюджет для нового проекта.
5. В банковском деле, как и в любом другом бизнесе, очень важно хорошее управление.
6. Администрация и отдел кадров компании очень хорошо организованы.
7. Toshiba наращивает производство своей популярной линейки портативных компьютеров.
8. Отдел исследований и разработок нашей компании представил новый проект.
9. Джерри проявляет уважение к своему начальству на работе.
10. На собрании присутствовало всего двенадцать человек.
11. Компания ежегодно организует множество общественных мероприятий, таких как вечеринки.
12. В компании работает небольшая команда опытных продавцов.
13. Чем больше у вас квалификаций, тем легче найти работу.

Критерии и шкала оценивания заданий по переводу

Шкалы оценивания	Критерии оценивания
«отлично»	Перевод выполнен в полном объеме в соответствии с общими критериями адекватности и эквивалентности. Полное соответствие стилистическим нормам и узусу языка перевода. Допущены 2 ошибки в лексико-грамматических трансформациях при переводе
«хорошо»	Перевод выполнен в целом в соответствии с общими критериями адекватности и эквивалентности. Допущены 3-4 ошибки, снижающие качество текста перевода из-за отклонения от стилистических, лексико-грамматических норм языка перевода, или когда 10% текста не переведено за отведенное время
«удовлетворительно»	При переводе допущены 5-6 ошибок, значительно снижающие качество текста перевода из-за отклонения от стилистических, лексико-грамматических норм языка перевода, или когда 20% текста не переведено за отведенное время
«неудовлетворительно»	Перевод не соответствует критериям адекватности и эквивалентности, или более 30 % текста не переведено за отведенное время

Тема 2.2 Информатика

Перевод самостоятельно найденного студентом профессионально ориентированного текста согласно уровню владения языком

Критерии и шкала оценивания заданий по переводу

Шкалы оценивания	Критерии оценивания
«отлично»	Перевод выполнен в полном объеме в соответствии с общими критериями адекватности и эквивалентности. Полное соответствие стилистическим нормам и узусу языка перевода. Допущены 2 ошибки в лексико-грамматических трансформациях при переводе
«хорошо»	Перевод выполнен в целом в соответствии с общими критериями адекватности и эквивалентности. Допущены 3-4 ошибки, снижающие качество текста перевода из-за отклонения от стилистических, лексико-грамматических норм языка перевода, или когда 10% текста не переведено за отведенное время

	стилистических, лексико-грамматических норм языка перевода, или когда 10% текста не переведено за отведенное время
«удовлетворительно»	При переводе допущены 5-6 ошибок, значительно снижающие качество текста перевода из-за отклонения от стилистических, лексико-грамматических норм языка перевода, или когда 20% текста не переведено за отведенное время
«неудовлетворительно»	Перевод не соответствует критериям адекватности и эквивалентности, или более 30 % текста не переведено за отведенное время

Тема 2.3 Технический прогресс: перспективы и последствия

Круглый стол-дебаты «Преимущества и недостатки современных технологий»

A1

Step 1 Write a list of modern technologies and devices

Group 1. You need to make a list of 4-5 advantages in using modern technologies for your studying.

Group 2. You need to make a list of 4-5 disadvantages in using modern technologies for your studying.

A2 и выше

Group 1. You need to make a list of 6-8 advantages in using modern technologies for your work and studying.

Group 2. You need to make a list of 6-8 disadvantages in using modern technologies for your work and studying.

Step 2

Find a person from a group of opponents. Discuss advantages and disadvantages you have in your lists. Say if you agree or disagree.

Sample answer:

Step 1

A1

Group 1

I can find a lot of information in the Internet.

I can use online-dictionaries. They help me with my homework.

I can use my computer to make presentations.

We can use our group chat in Telegram/WhatsApp.

We can stay at home and we can have some online lessons.

Group 2

It is difficult to find important information in the Internet.

The internet is too slow and I spend a lot of time on my homework.

Computers are expensive and they often work slow.

We have a lot of messages in our Telegram/WhatsApp chat.

We cannot have online lessons; they are very long.

A2 и выше

Group 1

I spend very little time on my homework because I can find a lot of useful information in the Internet.

I can use online-dictionaries or some online-translators to help me with my homework.

I can use my computer/laptop to create presentations and files for my classes and homework.

I can use some apps to improve my English.

When I take notes in class, my writing is terrible. Now I have an app to take my notes quickly.

Group Chats are great! I always forget what my homework is and when to do it. Group chats help me to remember.

The brain must react quickly to the amount of new interesting information.

Group 2

When I want to find some information, I click on links to visit other sites, I find a lot of info but I need to doublecheck it.

Students think that they don't need to study foreign languages because they have online-dictionaries and online-translators.

Computers and modern applications are too expensive.

Students spend too much time on their laptops/mobiles, they are always too busy.

Students become more dependent on things such as calculators and mobiles.

Step 2

A1

S1 - I can find a lot of information in the internet

S2 - Yes, you can. But it is difficult to find it in the internet.

S1 - I agree/I disagree

S1 - I can use online-dictionaries. They help me with my homework.

S2 - I agree. The internet is too slow and I spend a lot of time on my homework.

S2 - I agree/I disagree

A2 и выше

S1 - I spend very little time on my homework because I can find a lot of useful information in the Internet.

S2 - I don't agree. You need to doublecheck all the information you find or you look for.

S1 - Yes, I do agree with you.

Критерии и шкала оценивания заданий круглого стола-дебатов

Шкалы оценивания	Критерии оценивания	
	Интерактивная коммуникация	Языковое оформление высказывания
«отлично»	В целом следит за тем, что говорится, хотя иногда может просить повторить или уточнить, если обсуждение быстрое или продолжительное. Объясняет, почему что-то является проблемой, обсуждает, что делать дальше, а также может сравнивать и противопоставить альтернативы. Дает краткие комментарии по поводу мнений других людей	Используемый словарный запас, грамматические структуры, фонетическое оформление высказывания соответствуют поставленной задаче, есть незначительные лексико-грамматические ошибки, которые не мешают пониманию высказывания, интонация и произношение в целом не мешает пониманию. Используются разнообразные средства логической связи
«хорошо»	Большую часть дискуссии следит за тем, что говорится, и при необходимости может попросить повторить часть того, что кто-то сказал, чтобы подтвердить	Используемый словарный запас, грамматические структуры, фонетическое оформление высказывания соответствуют поставленной задаче, допускаются

	взаимопонимание. Дает понять свое мнение и реакцию относительно возможных решений или вопроса о том, что делать дальше, приводя краткие причины и объяснения. Предлагает другим высказать свое мнение, как действовать дальше	лексико-грамматические и фонетические ошибки, не влияющие на понимание. Используются средства логической связи
«удовлетворительно»	Понимает достаточно, чтобы участвовать в обсуждении простых рутинных задач без излишних усилий, очень часто требуя повторения, когда не понимает. Может обсуждать, что делать дальше, вносить предложения и отвечать на них, а также спрашивать и давать указания	Используемый словарный запас, грамматические структуры, фонетическое оформление высказывания в основном соответствуют поставленной задаче. Используются базовые средства логической связи
«неудовлетворительно»	Понимает вопросы и инструкции, адресованные ему, тщательно и медленно, следует простым и указаниям. Общается на тему простых рутинных задач, использует простые фразы, чтобы просить и предоставлять вещи, получать простую информацию и обсуждать, что делать дальше	Языковое оформление частично соответствует поставленной задаче, есть фонетические и лексико-грамматические ошибки, мешающие пониманию высказывания. Редко используются базовые средства логической связи

Тема 2.4 Выдающиеся люди родной страны и страны / стран изучаемого языка, их вклад в науку и мировую культуру

Доклад с презентацией «Знаменитые личности в моей профессии»

A1

A famous online magazine invited you to give your opinion by writing an article on the following subject:

The top of my profession

Write an article about a famous person.

In your article write:

- what his/her name is/was
- where he/she is/was from
- what he/she is famous for
- why you think he/she is an interesting person

You need to write 60-80 words

A2 и выше

A famous online magazine invited you to give your opinion by writing an article on the following subject:

The top of my profession

Write an article about a famous person.

In your article write:

- what his/her name is/was
- where he/she is/was from

- what he/she is famous for
- why you think he/she is an interesting person

You need to write 80-100 words

Sample answer

A1

Jamie Oliver is the most famous chef in the world. He is from Great Britain. He has a lot of restaurants. He writes books, takes part in TV programs and TV shows. He cooks simple food and teaches people how to cook simple dishes at home.

I think he is a very interesting person; I often use his recipes when I want to cook something tasty at home.

A2 и выше

Jamie Oliver is a genius. He is one of the most famous Britain's cooks. His TV programmes are shown all over the world. His books are translated into different foreign languages. He devotes his time not only to cooking. He is a family man, he works on a number of projects and helps poor people. I think he is very creative and imaginative, he has so many ideas. He encourages people to spend more time in the kitchen and enjoy it.

Критерии и шкала оценивания доклада с презентацией

Шкалы оценивания	Критерии оценивания		
	Содержание	Технология выполнения	Презентация
«отлично»	Правильно поняты цель, задачи выполнения доклада с презентацией. Продемонстрировано понимание содержания выполненной работы. Ошибки отсутствуют. Грамотно и обоснованно в соответствии с рассматриваемой проблемой используются имеющиеся знания и способы действий	Работа спланирована и последовательно реализована самостоятельно	Тема ясно определена и пояснена. Доклад с презентацией хорошо структурированы. Мысли выражены ясно, логично, последовательно. Широко используются средства логической связи
«хорошо»	Правильно поняты цель, задачи выполнения доклада с презентацией. Продемонстрировано понимание содержания выполненной работы. Грубые ошибки отсутствуют. Грамотно и обоснованно в соответствии с рассматриваемой проблемой используются имеющиеся знания и способы действий	Работа спланирована и последовательно реализована под контролем и при поддержке преподавателя	Тема определена и пояснена. Доклад с презентацией хорошо структурированы. Мысли выражены последовательно. В целом используются средства логической связи
«удовлетворительно»	Правильно поняты цель, задачи выполнения доклада	Работа спланирована и	Продемонстрированы навыки оформления

	с презентацией. Продемонстрировано общее понимание содержания выполненной работы. Присутствуют ошибки. Имеющиеся знания и способы действий в целом используются в соответствии с рассматриваемой проблемой	реализована под контролем и при поддержке преподавателя	доклада с презентацией. Иногда используются средства логической связи
«неудовлетворительно»	Цель и задачи выполнения доклада с презентацией не поняты. В работе присутствуют ошибки	Работа спланирована и реализована под контролем и при поддержке преподавателя, необходимые этапы пройдены несвоевременно	Навыки оформлены доклада с презентацией не продемонстрированы. Средства логической связи отсутствуют

5. Типовые задания для проведения промежуточной аттестации, критерии и шкалы оценивания

5.1. Контрольная работа

A1

Task 1. Read the text and mark the sentences true (T), false (F) or doesn't say (DS).

British artists living abroad

Article by James Noble

Sally Campbell is a 32-year-old actress from London, but right now, she's living in Paris in a flat that overlooks the Seine. Sally's mother is French, which means Sally can speak the language perfectly. Sally is very talented. She likes acting in films, but she can also sing and dance brilliantly and she currently has a leading part in a French musical. She can also play the piano very well. In her spare time, Sally likes to relax at home by watching romantic films. She has no plans to return to Britain.

Tom Hammond is from Glasgow, but he lives in New York. He's 18 and he's a music student. Tom can play the piano and the guitar very well. He also writes songs with his friend John. Tom writes the music and John writes the lyrics. When they're happy with a new song, they usually perform it to students at the college. They love to have an audience and would really like to be in a band. When he isn't composing, Tom downloads his favourite music from the Internet.

Hannah Brown is a writer. She's from Manchester, but she lives in Italy. Hannah is 25 and likes writing romantic novels. Her ambition, of course, is to be a published writer, so she writes every day for at least four hours. Her favourite time to write is early in the morning, but she sometimes works late at night too. In the afternoons, Hannah works as a waitress in a cafe. She doesn't really enjoy this part of her life, but she needs the money to stay in Italy.

Example: Sally is English. T

1. Sally writes music for films.
2. She can't sing very well.
3. Her uncle teaches her to play a musical instrument.
4. Tom plays two musical instruments very well.

5. Tom's friend plays football.
6. Tom and John play their songs at university.
7. Hannah speaks Italian perfectly.
8. She doesn't like writing in the evening.
9. Hannah sometimes works late.
10. All three people live in Europe.

Task 2 Write Sally, Tom, or Hannah

Example: Tom lives in America.

1. ___ studies music.
2. ___ is not happy about her work.
3. ___ acts in films.
4. ___ has a friend who writes songs.
5. ___ wants to stay in another country.

Task 3. Choose the correct answer, A, B, or C.

Example

My cousin's mum is my

A) aunt B) uncle C) nephew

1. ... there three stereos in the living room?

No, there

A) Are I aren't B) Are / are C) Are / not D) Are / *

2. You watch films at the

A) theatre B) cinema C) church

3. Her grandmother is 85 but she runs every morning. She's really

A) lazy B) outgoing C) active

4. You can get to the museum ... tram.

A) by B) on C) in

5. There are a lot of books on the ... in my bedroom.

A) desk B) fridge C) mirror

6. ... your parents have a pet?

A) Are B) Do C) Does

7. John a bath every day.

A) don't get B) isn't find C) doesn't take

8. I never... up early at the weekend.

A) make B) get C) stand

9. We meet... Friday .. the museum.

A) on., at B) at...in C) in .. near

10. We ... snowboarding in the mountains every January.

A) take B) do C) go

Task 4.

You have got a letter from your English-speaking friend Max. He asks you to write about your family and plans for the future. Write a short e-mail. In your e-mail write

- who your parents are
- where they work
- how they get to work
- what profession you want to have
- why you would like to have this profession.

Write about 60-80 words.

Key**Task 1**

1. F 2. T 3. DS 4. T 5. DS 6. F 7. DS 8. DS 9. T 10. F

Task 2

1. Tom 2. Hannah 3. Sally 4. Tom 5. Sally

Task 3

1A 2B 3C 4A 5 A 6B 7 C 8B 9 A 10 C

Task 4

Dear Max,

My mother's name is Lilia. She is very beautiful and clever. She works as an engineer. My father's name is Vitaly. He's tall and strong. He works in the shop.

We live in a flat in the city. My parents go to work by bus or trolley-bus.

I want to be a cook. I want to work in a good restaurant. I love cooking and my father cooks well.

What profession do you want to have?

Best wishes,

Tamara

A2

Task 1. Read the text and mark the sentences true (T), false (F) or doesn't say (DS).

Looking for love

Looking for Love is an agency that finds partners for single people of any age. Read about Lisa. My name's Lisa. I'm 25 years old and I'm from Manchester. I'm single and I'm Looking for Love. I'm a journalist on a local newspaper, which means I write stories about local issues and sometimes I interview politicians. I Like my job, but I'd Like to work on a national newspaper one day. That's because I want to have the opportunity to work abroad.

I have a small group of friends who I've known for years. I even went to school with some of them! I'm not really extrovert but I do like going out and having fun. We usually go out to parties, nightclubs, and restaurants. I also like cooking and I make great pasta! My ideal night in is a good meal, a glass of wine, and a DVD. I like thrillers much more than I like romantic comedies!

I'm not very sporty, but I like to keep fit. I stopped smoking Last year and now I go running twice a week and I sometimes go to the gym at weekends. I eat lots of fruit and vegetables and I try not to have red meat or too much coffee. At work, I drink water or tea.

I prefer men who are interested in serious issues because I like talking about politics and what's happening in the world. However, I also like men with a good sense of humour. These characteristics are more important to me than physical appearance.

Please contact Looking for Lovif you think you're the kind of person I'm looking for!

Example Lisa is married. F

1. Lisa often has to interview politicians in other countries.
2. Lisa met all her friends a long time ago.
3. Lisa is very funny.
4. Lisa doesn't like romantic books.
5. Lisa goes jogging every week.
6. Lisa often has tea with milk.
7. Lisa prefers attractive men.

Task 2. Read the article again. Choose the correct answers.

Example: Looking for Love is ___ for young people. A

A) an organization B) a website C) a magazine

1. Lisa wants to work

A) for a famous person B) for a different website C) in a different country

2. She knows some of her friends

A) from school B) from college C) from her first work

3. She doesn't usually go to ____ with her friends.

A) restaurants B) museums C) nightclubs

4. She enjoys watching

A) horrors B) thrillers C) cartoons

5. She ____ at the weekend.

A) goes to the gym B) goes running C) cooks

6. She used to ____

A) make pasta B) drink coffee C) smoke

7. She is interested in men who are ____

A) active B) outgoing C) serious

Task 3. Which notice (A-H) says this (1 -5)? For questions 1 -5, mark the correct letter A-H on the answer sheet.

EXAMPLE ANSWER

0 You can buy photographs in this shop that were taken by someone who lives nearby.

E

1	You can learn how to paint here.	A	Passport photographs are ready in 5 minute.
2	If you go shopping here this week, you'll pay much less than usual.	B	Monika's art class will be in room 31 today
3	This place is not open every day	C	City Museum Talk on 16 th century artists Wednesday, 6.20 pm J2
4	You won't have to wait long before you get your pictures	D	The Art Centre library is Now closed on Friday
5	Someone has just painted a door in this building	E	Winton Stores Postcards by our village photographer on sale inside
		F	Homestore all paint half-price – for one month only
		G	Wet Paint! Please use other entrance
		H	Burley Art Club Sale of paintings starts Monday

Task 4. Listen to Susan describing a holiday. Tick (V) A, B, or C to complete the sentences.

1. Susan went on holiday in ____.

A) September B) October C) November

2. The hotel was ____.

A) cheap B) uncomfortable C) expensive

3. The bus was ____ than the train.

A) slower B) more expensive C) more comfortable

4. The weather was ____.

A) windy and dry B) rainy and windy C) sunny but wet

5. On the island, they didn't go to ____.

A) a restaurant B) a beach C) a shop

Task 5.

You have received a letter from your English-speaking friend Max. He asks you to write about your family and plans for the future. Write a short e-mail. In your e-mail write

- about your parents and their jobs
- their routine at work
- what profession are you going to take and why.

Write about 80-100 words

Answer Key

Task 1.

1F 2T 3DS 4F 5 T 6 DS 7 F

Task 2.

1C 2A 3B 4B 5A 6C 7C 8A

Task 3.

1B 2H 3D 4A 5G

Task 4.

1A 2C 3A 4B 5B

Task 5

Sample answer

Dear Max,

Well, my family is rather small: my parents and me. My mother Lily works as an engineer at a factory.

She's good at drawing. My father Vitaly works as a shop assistant.

I'm not going to choose any of their professions because I'm not good at mathematics. I'm interested in cooking and I'll go to cooking classes. I'd like to have my own restaurant. I sometimes create new things in the kitchen.

What about you?

Best wishes,

Tamara

Listening script for (task 4)

Last September my boyfriend and I went on holiday to Thailand. It was a disaster. The flight arrived in Bangkok nine hours late. There we were at eleven o'clock at night, and we didn't have anywhere to stay and we didn't know how to get into the city centre. So, we stayed at the airport hotel, which was very comfortable but really expensive.

The next day, we wanted to take a train south to the islands. But we couldn't because we couldn't book any seats. The trains were full. So, in the end, we went by bus and by boat. It was cheaper but it took a lot longer. And when we got to the island we wanted to get to, we couldn't believe it! Where was the sun? It was raining really heavily. And the weather was windy and wet for days. It was awful. We went to restaurants and we went shopping, but we didn't spend any time on the beach. We couldn't sunbathe or go swimming, so we just argued for a week...

B1

Read the article and tick (✓) A, B, or C.

We interviewed three people about how family and friends have affected their personalities.

Maria Stanovich

I've always had a strong relationship with my family. An important influence on my personality was my grandmother, Hannah. She was born in 1930 into a poor family with seven children - they had to take very good care of each other in order to survive. Growing up in such difficult conditions had a positive effect on her, teaching her to share everything, be honest, helpful,

hard-working, and affectionate. My grandmother taught me all these things, making me realize that family is more important than material possessions.

Katie Dupont

The people around you have the greatest influence on your life - they affect the way you behave and think. As soon as Rob and I met, we connected. When Rob was young, his father died in a motorcycle accident. Being brought up as an only child by a single parent made him independent and ambitious. He left home at 16, and since then has lived in different places and had various jobs. He's taught me that it's important to find time for friends and family and to do what makes you happy. He always has fun, trying new things, keeping his mind and body healthy, and he still works hard to achieve his goals. I greatly admire Rob and I hope that one day I can look at life in the way that he does.

Jed Mitchell

I spent many hours as a child listening to my uncle Wilson's stories. He was the youngest of 11 children whose family lived in a fishing town in Scotland. Life was hard and with so many mouths to feed, the children began working from an early age. At just 14, my uncle began his first job as a fisherman. That was the beginning of his adventures - he travelled and worked in Alaska, South East Asia, India, and Africa. He educated himself, learnt to be a chef, an engineer, a farmer, and a photographer. Uncle Wilson taught me that life is special and that you should take every opportunity that you can to fill it with adventure.

Example: Katie believes that your family and friends don't influence you.

A) True B) False C) Doesn't say

1. Maria has a close relationship with her family.

A) True B) False C) Doesn't say

2. Maria's grandmother had seven children.

A) True B) False C) Doesn't say

3. Maria's grandmother is still alive.

A) True B) False C) Doesn't say

4. Growing up in a big family made Maria's grandmother less selfish.

A) True B) False C) Doesn't say

5. Katie met Rob at work.

A) True B) False C) Doesn't say

6. Katie knew she and Rob would be good friends because they immediately got on well.

A) True B) False C) Doesn't say

7. Katie thinks Rob lives his life in a positive way.

A) True B) False C) Doesn't say

8. Jed's uncle's first job was as a chef.

A) True B) False C) Doesn't say

9. Jed thinks people shouldn't waste any chances in life.

A) True B) False C) Doesn't say

10. Jed would like to travel like his uncle did.

A) True B) False C) Doesn't say

Task 2.

Write the correct form of the adjectives.

Example: The people in Ireland are some of the friendliest (friendly) in the world.

1. I think this design is (interesting) than that one.

2. When we all checked in, Sarah's luggage was _____ (heavy).

3. Is transport here _____ (expensive) as in your country?

4. The trains in Japan are _____ (modern) I've ever travelled on.

5. That was probably _____ (bad) meal we've ever had in a restaurant!
6. She looks much _____ (good) with long hair.
7. My new office is _____ (tiny) as my last one.

Task 3.

Complete the dialogues with the verbs. Use the present perfect simple or the past simple.

Example: I've been to Beijing, but I've never been (not / go) to Shanghai.

John How long 1 _____ (you / know) each other?

Keira Well, we 2 _____ (meet) in 1998 and we've been good friends since.

Doctor What seems to be the problem?

Mike I 3 _____ (fall) over playing basketball. I think I 4 _____ (break) my finger.

Sean Hello, could I speak to Mr Jackson, please?

Alison I'm sorry, he 5 _____ (just I go) into a meeting.

Jennie 6 _____ (you / take) out any money from the cash machine this morning?

Alex No, because I had £30 in my wallet.

Will 7 / _____ (you / ever/ lend) anyone your car?

Tom Yes, I lent it to my brother and I would never do it again!

Task 4.

Read the article and tick (✓) A, B, or C.

How I got my dreamjob

Are you still looking for your dream job? Don't give up. Here's how three people achieved their goals.

Mario Mendes, 29 -

I'm doing something I really enjoy. I'm part of a team that develops new technologies. I work with intelligent, interesting people and occasionally get to travel abroad. I won't pretend it was easy getting my dreamjob, but it was worth the effort. My advice? Decide exactly what your dream Job is and what it involves. Learn about the job. Make contact with companies that could offer your chosen career. Make sure they know your strengths. You may just get that dreamjob. Andy Collins, 46 -

As a student, I earned \$295 a week in cash working in a beach cafe. At the time, it was my dream Job! Later I became a chef. It was hard work, I was often in a hot kitchen for twelve hours a day, six days a week. But you have to know the meaning of hard work if you want to achieve your goals.

I now own five restaurants around the U.S. My best advice is to find out what your skills and talents are. Talent is something you're born with. Skills are something you've learned to do. People like doing things that come naturally to them, so work and enjoy!

Sarah Cooper, 38 -

I'd been working as a secretary for three years when I decided to change my career. My work was often boring and always busy. I started studying to become a teacher. It certainly wasn't easy; I continued working full-time to pay for my training at night school. I was exhausted most of the time, but after two years, I finally got my qualifications and resigned. I'm now a primary school teacher and it's as good as I imagined. So don't wait! Write a list of the things that are stopping you from getting your dream job. Make a plan to deal with each thing. There's always an answer.

Example: Mario is _____.

A very interesting B self-employed C very happy with his job ✓

1. Mario sometimes _____.

A enjoys his job B travels abroad C works in a team

2. Mario thinks he got his dream job because _____.

A he's intelligent B it was easy C he did a lot of preparation

3. When Andy was young, his dreamjob was to _____.
 A become a chef B have his own restaurant C work in a cafe by the beach

4. When he was a chef, Andy _____.
 A earned \$295 a week B didn't enjoy his job C didn't get much time off

5. Andy says it's important to know _____.
 A your goals B what you're good at C what you enjoy doing

6. It took Sarah _____ years to train to be a teacher.
 A five B three C two

7. Sarah's job as a secretary wasn't very _____.
 A hard B exciting C easy

8. Sarah studied _____.
 A full-time B at evening classes C during the day

9. Sarah advises people to _____.
 A plan how they can achieve their goals
 B become primary school teachers
 C continue working while they train

10. Who has become a successful businessman / woman?
 A Andy B Mario C Mario and Andy

Task 5.

You have received a letter from your English-speaking friend Max. He asks you to write about your family and plans for the future. Write a short e-mail. In your e-mail write

- about your parents and their jobs
- their routine at work
- what profession are you going to take and why.

Write about 100-120 words

Key

Task 1. 1A 2C 3C 4A 5C 6A 7A 8B 9A 10C

Task 2. 1 more interesting 2 the heaviest 3 as expensive 4 the most modern 5 the worst
 6 better 7 as tiny

Task 3. 1 have you known 2 met 3 fell 4'vebroken 5'sjustgone 6 Did you take 7 Have you ever lent

Task 4. 1B 2C 3C 4C 5B 6C 7B 8B 9A 10 A

Task 5. Sample answer

Dear Max,

Thanks for your letter. My family is quite common. My mum Lilia works as an engineer at a factory. She's calm and never loses her temper. I suppose it helps her to deal with my father Vitaly, who is rather active. He's a shop assistant and makes good money. They both leave home early in the morning, do their everyday work which I find boring, and come home to spend time with me) To tell you the truth. I'm not going to become either a shop assistant or an engineer. You remember I'm good at cooking, so I'm thinking about starting my own restaurant one day. But first I need to take a course in cooking.

Have you decided what to do in the future?

Best wishes,

Tamara

Критерии и шкала оценивания контрольной работы

Шкалы оценивания	Процент выполнения контрольной работы
«отлично»	85 % и более

«хорошо»	70-84 %
«удовлетворительно»	50-69 %
«неудовлетворительно»	менее 49 %

5.2. Зачет с оценкой

A1.

ЧАСТЬ 1 - ГРАММАТИКА, ЛЕКСИКА

1. I'm ... New York.
A) in B) for C) at D) of
2. Is your surname Anderson?
A) Yes, you are.
B) Yes, it is.
C) Yes, I am.
D) Yes, my is.
3. A Mercedes is... German car.
A) a
B) an
C) the
D) *
4. Ann is ... wife.
A) John's B) John is C) John's is D) John
5. She ... a uniform.
A) wear B) to wear C) wearing D) wears
6. Anna likes Joanna, but Maria doesn't like
A) her B) them C) your D) their
7. What time is it?
3:45
A) It is quarter past three.
B) It is fifteen past four.
C) It is quarter to four.
D) It is fifteen to three.
8. She ... a bus to university.
A) always takes
B) always take
C) takes always
D) take always
9. This doll is a present for my I hope she likes it.
A) husband
B) nephew
C) niece
D) uncle
10. ... sells things.
A) A postman B) A nurse C) A doctor D) A shopkeeper
11. I like Tom ... I don't like his wife.
A) and
B) but
C) because
D) so

12. ... did you buy your new jacket?

At supermarket.

- A) What
- B) When
- C) Where
- D) How

13. My brother is ... a book.

- A) riding B) reading C) speaking D) playing

14. Madison doesn't like working. She is

- A) happy B) poor C) rich D) lazy

15. I'll look in my ... and see if I'm free on Wednesday.

- A) diary B) dictionary C) briefcase D) calendar

16. Do you want to ... biscuit?

- A) eat B) see C) play D) read

17. Where ... they born?

They... born

- A) were / were / in 1995

- B) was / were / in Italy

- C) were / were / in Denmark

- D) was / were / in 1995

18. New York is Paris.

- A) dirty B) dirtier than C) the dirtiest D) dirtier

19. I... him three months ago.

- A) see B) sees C) saw D) seen

20. He takes photos only ... spring.

- A) in B) at C) on D) by

Key

1A 2B 3A 4A 5D 6A 7C 8A 9C 10D 11B 12C 13B 14D 15A 16A 17C 18B 19C 20A

ЧАСТЬ 2 - ЧТЕНИЕ

Задание 21

Read the letter and do the tasks on the text

Dear Ann,

Thank you for asking to come and visit you and your family next month. It is a great idea.

I'm really interested in visiting new places. I like museums and old churches very much. I also like visiting art galleries - there are so many fascinating things to see there. I know there is one in your town. Can we visit it? You say that there isn't a sport center in your town but is there a swimming pool? I enjoy swimming a lot and I love diving. Is there also a place to eat fish and chips? Fish and chip shops are great!

The only problem is that I don't know what to take with me: warm shoes, a jumper, boots? What's the weather like in your area? In my town it rains a lot and that's why I always carry an umbrella with me. And what about other things? For example, a camera?

Please send me a leaflet about your town and a street map.

One last question - how old is your sister, Gina? I want to bring her a present. Would she like the new Celine Dion CD?

See you soon!

Josephine

Read the sentences and choose T (TRUE) or F (FALSE)

1. Josephine likes going places.
2. Josephine is interested in visiting old churches
3. There is a big sports center in Ann's town
4. Josephine wants to buy Ann a Celine Dion CD
5. Josephine's hobbies are swimming and diving

Read the questions and answer Y (YES) or N (NO)

6. Does Josephine want to visit Ann next week?
7. Does Josephine know what to take on her trip?
8. Is there an art gallery in Ann's town?
9. Does Josephine like fish and chips?
10. Does Josephine want to get a street map of Ann's town?

Ответы: 21 T 22 T 23 F 24 F 25 T 26 N 27 N 28 Y 29 Y 30 Y

ЧАСТЬ 3 - ПЕРЕВОД (30 минут)

Al Переведите рецепт.

Tiramisu

INGREDIENTS

200 gr mascarpone cheese

50 gr dark chocolate

2 tbsp coffee

6-7 lady fingers

bsp cacao

eggs

1-5 tbsp powdered sugar

Cooking:

1. Separate egg yolks, add sugar and mascarpone, beat until light and creamy

2. Put coffee and cacao in the batter

3. Then quickly dip the fingers in the cold coffee top with 2 tbsp of cacao-mascarpone mixture

4. Then one lady finger, and 2 tbsp of coffee-mascarpone mixture, finish it with dust of chocolate. Repeat it until it is a few layers. Put the dish in the fridge for about an hour

Key

Тирамису

Ингредиенты

200 граммов маскарпоне

50 граммов темного шоколада

1 чайная ложка кофе

6-7 печений Савоярди / Дамские пальчики

1 столовая ложка какао

2 яйца

1-5 ст. л. сахарной пудры

Приготовление еды:

1. Отделить яичные желтки, добавить сахар и маскарпоне, взбить до легкой и кремообразной консистенции

2. Добавьте в тесто кофе и какао.

3. Затем быстро окуните печенья в холодный кофе, покройте сверху 2 столовыми ложками смеси какао и маскарпоне.

4. Затем выкладывайте печенья и по 2 столовые ложки смеси кофе и маскарпоне, посыпьте шоколадной крошкой. Повторяйте это, пока не будет несколько слоев. Поставьте блюдо в холодильник приблизительно на час.

A2

Paper 1 Reading and Writing (1 hour)

Reading Part 1 Questions 1-5

Which notice (A-H) says this (1-5)? For questions 1-5, mark the correct letter A-H on the answer sheet.

EXAMPLE

0 You can sleep here.

ANSWER

F

1	You must not play football here	A	BRIDGE CLOSED TO TRAFFIC BECAUSE OF HIGH WIND
2	You may be late	B	DELAYS POSSIBLE
3	You should not leave your car here	C	OLYMPIC SPORTS CENTRE - use your student card here
4	You can study here soon	D	DO NOT PARK IN FRONT OF THE GARAGE
5	You cannot drive here today	E	CAR PARK 2.00 for 2 hours
		F	GUESTHOUSE
		G	NO BALL GAMES ON GRASS
		H	COMPUTER COURSE STARTS ON MONDAY

Part 2. Questions 6-10

Read the sentences (6-10) about cooking. Choose the best word (A, B or C) for each space. For questions 6-10, mark A, B or C on the answer sheet.

EXAMPLE

0 Claudia was going to cook a for her parents.

ANSWER

B

A) food B) meal C) plate

6. She some fruit and vegetables from the market.

A) bought B) kept C) grew

7. She cut up some meat and onions and fried them in a pan on the

A) cooker B) cupboard C) fridge

8. There was a big of salad to eat afterwards.

A) bottle B) bowl C) spoon

9. When everything was they all sat down at the table.

A) real B) round C) ready

10. After dinner Claudia's parents her to wash up.

A) practiced B) agreed C) helped

Part 3. Questions 11-15

Complete the five conversations. For questions 11-15, mark A, B or C on the answer sheet.

EXAMPLE

ANSWER

A

- Where do you come from?	A) New York. B) School.
---------------------------	----------------------------

	C) Home.
11. How far is it to Manchester?	A) About two months. B) It's quite Long. C) Almost 30 kilometers.
12. Could you give me the butter?	A) Here you are. B) Thank you. C) I don't know.
13. John hates shopping.	A) I love it. B) It's six pounds. C) The shop's open.
14. I've already done my homework.	A) When did you do it? B) Please do it. C) Have you done it yet?
15. What's the date today?	A) It's Thursday. B) The third, I think. C) I'm 22 today.

Questions 16-20

Complete the conversation. What does Howard say to the hotel receptionist?

For questions 16-20, mark the correct letter A-H on the answer sheet.

EXAMPLE

ANSWER

Receptionist: Good morning. Can I help you?

Howard: 0 D

Receptionist: Will that be a single room? Howard: 16	A) I want to pay tomorrow morning. B) Is that with breakfast? C) That's aLL night. D) I'd Like a room, please. E) No, I'd Like a double, please. F) Just tonight, I think. How much will that be, please? G) No, thank you. I only have one small suitcase H) By cheque if that's possible.
Receptionist: How long do you want to stay, sir? Howard: 17	
Receptionist: For one night, that will be J54 per person. Howard: 18 Receptionist: Yes, it is. How would you like to. pay, sir? Howard: 19	

Part 4 Questions 21 -27

Read the article about a British Airways manager and then answer the questions.

For questions 21 -27, mark A, B or C on the answer sheet.

WORKING FOR AN AIRLINE

Nicola Peet left school at eighteen, went to college and then worked at a local airport. After nine months, she went to work for Saudi Arabian Airlines and then she joined British Airways as an air hostess. Four years later, she got her present job as a manager.

This is what she told us about her job:

"My office is at Heathrow Airport, but I spend 60 % of my time in the air. I teach air hostesses and help them with any problems. I also go to lots of meetings.

My hours are usually from 8 a.m. to 4 p.m. but sometimes I work from 1 p.m. to 9 p.m. At work, the first thing I do is check plane times on my computer and then I speak with some of the air hostesses.

Sometimes I go on long flights to check how the air hostesses are doing. That's my favourite part

of the job, but I like office work, too. Travelling can be hard work. When I get back from a long journey, all I can do is eat something and then go to bed! I don't earn much money, but I'm happy

with British Airways and want to stay there and continue to travel."

0	Example Nicola's first job was	Answer C	
		A)	at a college
		B)	with Saudi Arabian Airlines
		C)	at a local airport

21. When Nicola first started working for British Airways, she was

- A) a manager.
- B) an air hostess.
- C) a pilot.

22. Nicola does most of her work

- A) in the office.
- B) in aeroplanes.
- C) in meetings.

23. Most days, Nicola starts work at

- A) 8 a.m.
- B) 1 p.m.
- C) 4 p.m.

24. At the beginning of each day, Nicola

- A) goes to a meeting.
- B) talks to air hostesses.
- C) works with her computer.

25. What does Nicola like best?

- A) flying
- B) working in the office
- C) helping people

26. The first thing Nicola does after a long journey is

- A) go to bed.
- B) have a meal.
- C) go to the office.

27. Nicola would like to

- A) stay in the same job.

B) stop travelling.
C) earn more money.

Part 5. Questions 28-35

Read the article about a working holiday. Choose the best word (A, B or C) for each space 28-35.

For questions 28-35, mark A, B or C on the answer sheet.

The Ruwenzori Mountains

Mary Daniels is a student in England. This year she 0 a very interesting summer holiday. She travelled 28 fifteen other people to the Ruwenzori Mountains in Africa. They went there to help make a road 29 a forest between two big towns. "It was very difficult 30 there was no water to drink and no shops where we 31 buy food", said Mary. "It was also very cold and wet in the mountains. It is 32 of the wettest places in the world.

Mary stayed in the mountains 33 six weeks. It was hard work, but she says it was the 34 thing she has ever 35. She is hoping to return next year to do some more work there.

EXAMPLE

ANSWER

0 A) had

B) have

C) has

A

28.	A to	B with	C by
29.	A through	B on	C among
30.	A so	B because	C why
31.	A could	B must	C may
32.	A one	B some	C any
33.	A for	B during	C since
34.	A good	B best	C better
35.	A did	B do	C done

Writing Part 6

Questions 36-40

Read the descriptions (36-40) of some clothes. What is the word for each description?

The first letter is already there. There is one space for each other letter in the word.

For questions 36-40, write the words on the answer sheet.

EXAMPLE

ANSWER

0 You put this on your head.

H A T

36. These are often made of leather and you wear them on your feet. s__

s __

37. This is a jacket and trousers in the same colour. s__

38. This will keep you dry in wet weather. r__

r __

39. When the weather is too hot for long trousers, men and women often wear these with a T-shirt. s__

s __

40. You can put this on over a T-shirt if you feel cold. s__

s __

KEY

1	G	11	C	21	B	31	A
2	B	12	A	22	B	32	A
3	D	13	A	23	A	33	A
4	H	14	A	24	C	34	B
5	A	15	B	25	A	35	C

6	A	16	E	26	B	36	shoes
7	A	17	F	27	A	37	suit
8	B	18	B	28	B	38	raincoat
9	C	19	H	29	A	39	shorts
10	C	20	G	30	B	40	sweater

ЧАСТЬ 2 ПЕРЕВОД

A2. Переведите информацию о вебкамерах, совместимых с iPhone. (933 п.з.) Вы можете пользоваться словарем.

EpocCam Alternatives

If you're not satisfied with EpocCam, there are a few other apps that allow you to use your iPhone as a webcam.

1. iCam

iCam is a paid app that can turn an iPhone into a webcam. The mobile app is just one part of the equation; like EpocCam, you'll also need the iCamSource component on your computer. Once you have both apps installed, you can stream live video and audio from any iOS device.

iCam also works as a security camera; it can send you instant alerts if it detects motion or sound. All motion events are automatically backed up to the cloud. In addition to the original iCam, the company also offers iCam Pro with some additional features.

2. iVCam

iVCam is specifically designed for iPhone owners who have a Windows PC---you cannot use iVCam to stream your iPhone's video output to a Mac.

The app works via WLAN or USB and allows you to connect multiple phones to one computer at the same time. You can stream video in 1080p, 720p, 480p, or 360p resolution. This multi-connection aspect means the software is ideal for anyone who wants to use their old iPhone as a CCTV device, a baby monitor, or a pet cam.

Sample answer

Альтернативы ЭпокКэм (EpocCam)

Если вас не устраивает EpocCam, есть несколько других приложений, позволяющих использовать iPhone в качестве веб камеры.

1. айкам (iCam)

iCam — это платное приложение, которое может превратить iPhone в веб-камеру. Мобильное приложение — это только одна часть уравнения; как и в случае с EpocCam, вам также понадобится компонент iCamSource на вашем компьютере. После установки обоих приложений вы можете транслировать живое видео и аудио с любого устройства iOS.

iCam также работает как камера безопасности; оно может отправлять вам мгновенные оповещения, если обнаруживает движение или звук. Все движения автоматически сохраняются в облаке. Помимо оригинального iCam, компания также предлагает iCam Pro с некоторыми дополнительными функциями.

2. айвикам (iVCam)

iVCam специально разработан для владельцев iPhone, у которых есть ПК с Windows — вы не можете использовать iVCam для потоковой передачи видео с вашего iPhone на Mac.

Приложение работает через WLAN или USB и позволяет одновременно подключать несколько телефонов к одному компьютеру. Вы можете транслировать видео в разрешении 1080p, 720p, 480p или 360p. Этот аспект множественного подключения означает, что программное обеспечение идеально подходит для всех, кто хочет использовать свой старый iPhone в качестве устройства видеонаблюдения, радионяни или камеры для домашних животных.

B1

Paper 1. Reading and Writing (1 hour)

Reading

Part 1.

Questions 1-5

Look at the text in each question.

What does it say?

Mark the correct letter A, B or C on your answer sheet.

Example:

0 _____

Please ring bell once and wait for door to open automatically

A) Someone will open the door when you ring the bell.

B) The door will open after you ring the bell.

C) You can open the door after ringing the bell.

Answer: 0 B

1. Claire

Tom needs to get the concert tickets. If you don't want to go, can you tell him? If he doesn't hear from you, he'll buy you one.

A) Tom wants Claire to get a concert ticket for him.

B) Tom can't go to the concert and wants Claire to use his ticket.

C) Tom will get Claire a ticket unless she tells him not to.

2. TRIP CANCELLED ON THURSDAY. GO TO OFFICE FOR REFUND

A) You can get the money you paid for Thursday's trip from the office.

B) If you haven't paid for Thursday's trip, you should go to the office.

C) The trip which was cancelled will now take place on Thursday.

3 Mum

The computer store can deliver your new computer tomorrow or you can collect it.

They close at 5.30 today so can you tell them which you prefer?

Luke

A) Luke is offering to collect the computer from the shop for his mother.

B) Luke's mother needs to collect her computer from the shop by 5.30 today.

C) Luke's mother should decide today if she can fetch her computer from the shop.

4. Take bicycles for repair to side entrance of shop.

Front entrance for sales only.

A) Use either entrance if you want to buy a bicycle.

B) Use the side entrance if your bicycle needs mending.

C) Use the side entrance if the front entrance is closed.

5. Bella thinks

A) she has found Stefan's hat.

B) Stefan has taken her hat.

C) Stefan has lost his homework.

Stefan

I can't find my hat. It's a bit like yours so maybe you picked it up by mistake when we were doing our homework together last night.

Bella

Part 2.

Questions 6-10

The people below all want to watch a TV programme.

In the second column there are descriptions of four TV programmes. Decide which programme would be the most suitable for the following people. For questions 6-10, mark the correct letter (A— H) on your answer sheet.

6. Ivan and Anna like to keep up to date with what's happening in the world and enjoy seeing interviews with politicians and other people. They prefer to watch programmes which last about 30 minutes.	A. Find out about the life of jazz musician, Bert Randall, in this hour-long documentary which shows him performing live concerts during his life. There are interviews with members of his family and people he worked with.
7. Fatima likes watching comedy programmes which last about half an hour. She enjoys watching a series where she can follow what the characters are doing from one episode to another	B. This is the weekly chance to try to get a better score than the celebrities in the studio, who range from pop musicians to politicians. As usual Billie Flannagan spends a half hour asking the two teams the questions. They need to be experts in a wide range of topics from music to animals to international news.
8. Rosa enjoys pop music and films and wants to watch interviews with popular celebrities. She likes programmes which are a mixture of interviews and live music	C. Find out about the latest news, both international and local, with Aaron Willis every day between 6.00 and 6.30 in the evening. His interviews with those in the news, whether they are politicians or Journalists, always get to the point of a story.
9. Grace is interested in travelling and she likes watching documentaries about different parts of the world. She especially enjoys programmes which show animals and birds.	D) Every Saturday evening between 8.30 and 9.30, Kevin Connery presents an hour of fun and entertainment. As usual in the new series, there is music and chat with well-known stars from the world of film, music or comedy. Each guest is interviewed and then one of them performs their latest song live.
10. William is keen on general knowledge and likes watching quizzes to see how many questions he can answer. He prefers those which have questions on lots of different subjects.	E. There are three half-hour episodes of the popular soap South Street on our TVs every week. There's lots going on this week when Cathy returns from her trip round the world to find Felicity has moved into her flat and all Cathy's things have disappeared. She is not pleased and shows her feelings.
	F. Robert Burroughs first visited the Amazon rainforest 40 years ago. Since then, he has travelled all around the world showing us amazing scenery, animals and different ways of living. Now he returns with a series about the Amazon and we see again the amazing wildlife of this beautiful area.
	G. On the Way is a short comedy film made 30 years ago. The actors were unknown at the time but they have since become famous. The main character, Zak, decides to travel to India but he takes a variety of animals with him on the Journey. They soon become a problem.
	H. Joel and Charlie return for another series of The Shop. They work in a supermarket where

	things seem to go wrong every day. This series should be as funny as the last, with a new manager in the shop and some unexpected events in each 30-minute programme.
--	---

Part 3.

Questions 11-20

Look at the sentences below about a hotel.

Read the text to decide if each sentence is correct or incorrect.

If it is correct, mark A on your answer sheet. If it is not correct, mark B on your answer sheet.

11. During the 1980s, few tourists used to go to the Arctic in summer.
12. People came in large numbers to Jukkasjarvi to see the Arctic Hall.
13. The artist encouraged people to sleep in the Arctic Hall.
14. Each winter, guests come and sleep in the hotel before it is finished.
15. Progress when building the hotel is influenced by the weather.
16. The temperature inside the hotel changes according to the temperature outside.
17. Some clothes are provided by the hotel.
18. Guests should buy boots which fit as tightly as possible.
19. Items ordered through the ICEHOTEL shop will be delivered to your home.
20. It is possible to take a train from the airport to the ICEHOTEL.

THE ICEHOTEL

For many years the Arctic was a popular destination in the summer season to see the land of the midnight sun but in winter the few inhabitants had the snow and ice to themselves. By the end of the 1980s it was decided that the dark and cold winter should be seen as an advantage. In the winter of 1990, the French artist Jannot Derit was invited to have the opening of an exhibition in a specially built igloo (a building made of snow) in the little town of Jukkasjarvi on the frozen Torne River. The building, named Arctic Hall, attracted many interested visitors to the area. One night a group of foreign guests decided it would be a good idea to sleep in the Arctic Hall. The following morning the brave group were very pleased with their experience and the idea of an ice hotel was born. Today it is world famous.

As soon as winter begins, a team of snow builders, architects and artists from all over the world come to Jukkasjarvi and they make the hotel for that year. As one part is completed, it opens to visitors and overnight guests, while the other parts are still being built. The first part is completed in December and each week after that a new part opens, until January 7th when the hotel is completed. As the ICEHOTEL is built under the open sky, using the natural materials of the winter season, the finishing date depends on nature and therefore there are sometimes changes to the plan. In the spring, as the weather gets warmer, the hotel melts.

Inside the hotel, the temperature is never colder than -5 °C to -8 °C, however cold it may be outside. Winter outer clothes such as warm overalls, hats and gloves are included in the cost of guests' stay at the hotel. In addition to this, it is a good idea for guests to bring sweaters and a scarf as well as plenty of woolen socks and to choose footwear that is larger than normal to allow space for thick socks.

If you are planning to come to the hotel, you can buy warm sweaters, woolen socks and much more on the ICEHOTEL website. You can order these and the equipment you will need at the same time as you book your visit. The items will be delivered to your room when you check in. The hotel is in the village of Jukkasjarvi, 200 km above the Arctic Circle but only 15 km from

Part 2.

Question 6

You went away for the weekend with your English friend Alex and his family.

Write an email to Alex. In your email, you should

- thank him
- say what you enjoyed most
- invite Alex to do something

Write 35-45 words on your answer sheet.

KEYS

Reading

Part 1.

1 C 2 A 3 C 4 B 5 B

Part 2.

6 C 7 H 8 D 9 F 10 B

Part 3.

11 B 12 A 13 B 14 A 15 A 16 B 17 A 18 B 19 B 20 B

Part 4.

21 B 22 D 23 A 24 C 25 C 26 D 27 A 28 B 29 A 30 D

Writing

Part 1. 1 go 2 since 3 doesn't 4 cuts 5 expensive than

Part 2.

Dear Alex,

Thank you for the weekend. Your parents are great and your brother Jim is cool! I really loved roller skating in the park with you and him. Why don't you come to me to go trekking in the mountains? Rick

ПЕРЕВОД

Bl. Переведите инструкцию к мессенджеру Slack. (1194 п.з.) У Вас есть 30 минут, Вы можете пользоваться словарем. Надписи на картинках переводить не нужно.

How to use Slack: your quick start guide

Welcome to Slack - a messaging app for business. Slack transforms the way that organisations communicate by bringing people together to work as one unified team. To get started, download the desktop app and take a look at the video and guide below for a quick tour.

Sidebar

From the sidebar, you can access your conversations in Slack. You'll see a list of channels that you've joined and your direct messages, notifications for specific conversations and the option to compose new messages.

You can use the compose button to write and send a message to any conversation. Messages automatically save as drafts in the Drafts section of your sidebar until you're ready to send them.

Channels

Channels are fundamental to working in Slack - they bring the right people and information together in one place, and make it possible to organise work around a common purpose.

From the channel header, you can access details about the channel that you're in. Click on the channel name to see details such as the channel topic and description, plus any added files. Use the other tabs to see who's in the channel and view other conversation settings.

Message field

When working in Slack, you have a variety of messaging options available from the message field to help you communicate and connect with your team. Add files to your messages to share important information alongside your team's discussions.

Sample answer

Как использовать Slack: краткое руководство

Добро пожаловать в Slack — приложение для обмена сообщениями для бизнеса. Slack меняет способы общения в организациях, объединяя людей для совместной работы. Чтобы начать работу, загрузите приложение для компьютера и посмотрите видео и руководство ниже для краткого ознакомления.

Боковая панель

На боковой панели вы можете получить доступ к своим разговорам в Slack. Вы увидите список каналов, к которым вы присоединились, и ваши личные сообщения, уведомления для определенных разговоров и возможность создавать новые сообщения.

Вы можете использовать кнопку «Создать», чтобы написать и отправить сообщение в любую беседу. Сообщения автоматически сохраняются как черновики в разделе «Черновики» на боковой панели до тех пор, пока вы не будете готовы их отправить.

Каналы

Каналы имеют основополагающее значение для работы в Slack — они объединяют нужных людей и информацию в одном месте и позволяют организовать работу вокруг общей цели.

В заголовке канала вы можете получить доступ к сведениям о канале, в котором вы находитесь. Нажмите на название канала, чтобы просмотреть такие сведения, как тема и описание канала, а также любые добавленные файлы. Используйте другие вкладки, чтобы узнать, кто находится на канале, и просмотреть другие настройки беседы.

Поле сообщения

При работе в Slack у вас есть множество вариантов обмена сообщениями, доступных в поле сообщения, которые помогут вам общаться и поддерживать связь с вашей командой. Добавляйте файлы в свои сообщения, чтобы делиться важной информацией в обсуждениях вашей команды.

Критерии и шкала оценивания зачета с оценкой

Шкалы оценивания	Процент выполнения заданий в рамках сдачи зачета с оценкой
«отлично»	90 % и более
«хорошо»	70-89 %
«удовлетворительно»	50-69 %
«неудовлетворительно»	менее 49 %