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**«Российский государственный геологоразведочный университет имени  
Серго Орджоникидзе»  
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« \_\_\_\_ » \_\_\_\_\_ 20\_\_ г

**ФОНД ОЦЕНОЧНЫХ СРЕДСТВ  
ПО УЧЕБНОЙ ДИСЦИПЛИНЕ**

***СОО.01.06 ИНОСТРАННЫЙ ЯЗЫК***

**образовательной программы по специальности СПО  
21.02.13 Геологическая съемка, поиски и разведка месторождений полезных  
ископаемых**

2023 год

Фонд оценочных средств разработан с учетом требований к освоению содержания учебной дисциплины «Иностранный язык» по специальности среднего профессионального образования (далее СПО):

**21.02.13 Геологическая съемка, поиски и разведка месторождений полезных ископаемых**

Организация-разработчик:

Старооскольский филиал федерального государственного бюджетного образовательного учреждения высшего образования «Российский государственный геологоразведочный университет имени Серго Орджоникидзе»

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**РАССМОТРЕН И ОДОБРЕН**

на заседании предметно-цикловой комиссии  
гуманитарных и социальных дисциплин

Протокол № \_\_\_\_\_ от «\_\_\_» \_\_\_\_\_ 2023 г.

Председатель ПЦК: \_\_\_\_\_ В. А. Золотарева

**РЕКОМЕНДОВАН**

учебно-методическим отделом СОФ МГРИ

«\_\_\_» \_\_\_\_\_ 2023 г.

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## 1. ПАСПОРТ ФОНДА ОЦЕНОЧНЫХ СРЕДСТВ

### 1.1. Область применения фонда оценочных средств

Фонд оценочных средств предназначен для контроля и оценки образовательных достижений обучающихся, освоивших программу учебной дисциплины «Иностранный язык» и включает материалы текущего, рубежного контроля и промежуточной аттестации.

Процесс изучения дисциплины «Иностранный язык» направлен на формирование следующих **общих и профессиональных компетенций**:

ОК 01	Выбирать способы решения задач профессиональной деятельности применительно к различным контекстам.
ОК 02	Использовать современные средства поиска, анализа и интерпретации информации, и информационные технологии для выполнения задач профессиональной деятельности
ОК 04	Эффективно взаимодействовать и работать в коллективе и команде.
ОК 09	Пользоваться профессиональной документацией на государственном и иностранном языках.
ПК 4.4.	Оформлять документацию и производить расчеты, связанные с горнопроходческими и буровыми работами.

## 2. КОНТРОЛЬ И ОЦЕНКА РЕЗУЛЬТАТОВ ОСВОЕНИЯ УЧЕБНОЙ ДИСЦИПЛИНЫ

Контроль и оценка результатов освоения учебной дисциплины осуществляется преподавателем в процессе проведения практических занятий, тестирования, выполнения обучающимися индивидуальных заданий.

Код и наименование формируемых компетенций	Результаты освоения дисциплины	
	Общие	Дисциплинарные
ОК 01. Выбирать способы решения задач профессиональной деятельности применительно к различным контекстам	<p>В части трудового воспитания:</p> <ul style="list-style-type: none"> <li>- готовность к труду, осознание ценности мастерства, трудолюбие;</li> <li>- готовность к активной деятельности технологической и социальной направленности, способность инициировать, планировать и самостоятельно выполнять такую деятельность;</li> <li>- интерес к различным сферам профессиональной деятельности, Овладение универсальными учебными познавательными действиями:</li> </ul> <p>а) базовые логические действия:</p> <ul style="list-style-type: none"> <li>- самостоятельно формулировать и актуализировать проблему, рассматривать ее всесторонне;</li> <li>- устанавливать существенный признак или основания для сравнения, классификации и обобщения;</li> <li>- определять цели деятельности, задавать параметры и критерии их достижения;</li> <li>- выявлять закономерности и противоречия в рассматриваемых явлениях;</li> <li>- вносить коррективы в деятельность, оценивать соответствие результатов целям, оценивать риски последствий деятельности;</li> </ul>	<ul style="list-style-type: none"> <li>- 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/стран изучаемого языка;</li> <li>- 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;</li> <li>- 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;</li> </ul>

	<ul style="list-style-type: none"> <li>- развивать креативное мышление при решении жизненных проблем</li> <li>б) базовые исследовательские действия: <ul style="list-style-type: none"> <li>- владеть навыками учебно-исследовательской и проектной деятельности, навыками разрешения проблем;</li> <li>- выявлять причинно-следственные связи и актуализировать задачу, выдвигать гипотезу ее решения, находить аргументы для доказательства своих утверждений, задавать параметры и критерии решения;</li> <li>- анализировать полученные в ходе решения задачи результаты, критически оценивать их достоверность, прогнозировать изменение в новых условиях;</li> <li>-- уметь переносить знания в познавательную и практическую области жизнедеятельности;</li> <li>- уметь интегрировать знания из разных предметных областей;</li> <li>- выдвигать новые идеи, предлагать оригинальные подходы и решения; и способность их использования в познавательной и социальной практике</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>-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;</li> <li>- 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;</li> <li>письменная речь: заполнять анкеты и формуляры, сообщая о себе основные сведения, в соответствии с нормами, принятыми в стране/странах изучаемого языка;</li> <li>-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 прочитанного/прослушанного текста или дополняя информацию в таблице; представлять результаты выполненной проектной работы объемом до 180 слов;</li> <li>- 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</li> </ul>
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		<p>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;</p> <p>не ставить точку после заголовка; правильно оформлять прямую речь, электронное сообщение личного характера;</p> <p>- знать и понимание основных значений 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> <p>- 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;</p> <p>- 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</p>
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		<p>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> <ul style="list-style-type: none"> <li>- 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;</li> <li>- уметь сравнивать, классифицировать, систематизировать и обобщать по существенным признакам изученные языковые явления (лексические и грамматические);</li> <li>-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</li> </ul>
<p>ОК 02. Использовать современные средства поиска, анализа и интерпретации информации, и информационные</p>	<p>В области ценности научного познания: - сформированность мировоззрения, соответствующего современному уровню развития науки и общественной практики, основанного на диалоге культур, способствующего осознанию своего места в поликультурном мире;</p>	<ul style="list-style-type: none"> <li>- 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</li> </ul>



<p>технологии для выполнения задач профессиональной деятельности</p>	<ul style="list-style-type: none"> <li>- совершенствование языковой и читательской культуры как средства взаимодействия между людьми и познания мира;</li> <li>- осознание ценности научной деятельности, готовность осуществлять проектную и исследовательскую деятельность индивидуально и в группе.</li> </ul> <p>Овладение универсальными учебными познавательными действиями:</p> <p>в) работа с информацией:</p> <ul style="list-style-type: none"> <li>- владеть навыками получения информации из источников разных типов, самостоятельно осуществлять поиск, анализ, систематизацию и интерпретацию информации различных видов и форм представления;</li> <li>- создавать тексты в различных форматах с учетом назначения информации и целевой аудитории, выбирая оптимальную форму представления и визуализации;</li> <li>- оценивать достоверность, легитимность информации, ее соответствие правовым и морально-этическим нормам;</li> <li>- 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;</li> <li>- владеть навыками распознавания и защиты информации, информационной безопасности</li> </ul>	<p>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> <ul style="list-style-type: none"> <li>- владеть компенсаторными умениями, позволяющими в случае сбоев 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;</li> <li>- уметь сравнивать, классифицировать, систематизировать и обобщать по существенным признакам изученные языковые явления (лексические и грамматические);</li> <li>- 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.</li> </ul>
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	личности	
ОК 04. Эффективно взаимодействовать и работать в коллективе и команде	<p>готовность к саморазвитию, самостоятельности и самоопределению;</p> <p>-овладение навыками учебно-исследовательской, проектной и социальной деятельности;</p> <p>Овладение универсальными коммуникативными действиями:</p> <p>б) совместная деятельность:</p> <ul style="list-style-type: none"> <li>- понимать и использовать преимущества командной и индивидуальной работы;</li> <li>- принимать цели совместной деятельности, организовывать и координировать действия по ее достижению: составлять план действий, распределять роли с учетом мнений участников обсуждать результаты совместной работы;</li> <li>- координировать и выполнять работу в условиях реального, виртуального и комбинированного взаимодействия;</li> <li>- осуществлять позитивное стратегическое поведение в различных ситуациях, проявлять творчество и воображение, быть инициативным.</li> </ul> <p>Овладение универсальными регулятивными действиями:</p> <p>г) принятие себя и других людей:</p> <ul style="list-style-type: none"> <li>- принимать мотивы и аргументы других людей при анализе результатов деятельности;</li> <li>- признавать свое право и право других людей на ошибки;</li> </ul>	<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; 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> <p>-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;</p> <p>-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>

	- развивать способность понимать мир с позиции другого человека.	
ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках	<p>наличие мотивации к обучению и личностному развитию;</p> <p>В области ценности научного познания:</p> <ul style="list-style-type: none"> <li>- сформированность мировоззрения, соответствующего современному уровню развития науки и общественной практики, основанного на диалоге культур, способствующего осознанию своего места в поликультурном мире;</li> <li>- совершенствование языковой и читательской культуры как средства взаимодействия между людьми и познания мира;</li> <li>- осознание ценности научной деятельности, готовность осуществлять проектную и исследовательскую деятельность индивидуально и в группе</li> </ul> <p>Овладение универсальными учебными познавательными действиями:</p> <p>б) базовые исследовательские действия:</p> <ul style="list-style-type: none"> <li>- владеть навыками учебно-исследовательской и проектной деятельности, навыками разрешения проблем;</li> <li>- способность и готовность к самостоятельному поиску методов решения практических задач, применению различных методов познания;</li> <li>- овладение видами деятельности по</li> </ul>	<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> <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> <p>-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>

	<p>получению нового знания, его интерпретации, преобразованию и применению в различных учебных ситуациях, в том числе при создании учебных и социальных проектов;</p> <ul style="list-style-type: none"> <li>- формирование научного типа мышления, владение научной терминологией, ключевыми понятиями и методами;</li> <li>-осуществлять целенаправленный поиск переноса средств и способов действия в профессиональную среду</li> </ul>	
ПК 4.4	Оформлять документацию и производить расчеты, связанные с горнопроходческими и буровыми работами.	

**Контроль и оценка освоения учебной дисциплины по разделам (темам)**

<b>Раздел / тема учебной дисциплины</b>	<b>Форма текущего контроля</b>	<b>Коды формируемых ОК ПК</b>
Тема № 1.1 Повседневная жизнь семьи. Внешность и характер членов семьи	Тестирование, устный опрос	ОК 1,2,4,9 ПК 4.4
Тема № 1.2-1.3 Молодёжь в современном обществе. Досуг молодёжи: увлечения и интересы. Условия проживания в городской и сельской местности	Тестирование, устный опрос	ОК 1,2
Тема № 1.4 Покупки: одежда, обувь и продукты питания	Тестирование, устный опрос	ОК 1,2,4,9 ПК 4.4
Тема № 1.5 Здоровый образ жизни и забота о здоровье: сбалансированное питание. Спорт	Тестирование, устный опрос	ОК 1,2
Тема № 1.6 Туризм. Виды отдыха.	Тестирование, устный опрос	ОК 1,2,4,9 ПК 4.4
Тема № 1.7 Страна/страны изучаемого языка	Тестирование, устный опрос	ОК 1,2
Тема № 1.8 Россия	Тестирование, устный опрос	ОК 1,2,4,9 ПК 4.4
Тема 2.1 Современный мир профессий. Проблемы выбора профессии. Роль иностранного языка в вашей профессии	Тестирование, устный опрос	ОК 1,2,4,9 ПК 4.4
Тема 2.2 Проблемы современной цивилизации	Тестирование, устный опрос	ОК 1,2,4,9 ПК 4.4
Тема 2.3 Технический прогресс: перспективы и последствия. Современные средства связи	Тестирование, устный опрос	ОК 1,2,4,9 ПК 4.4
Тема 2.4 Выдающиеся люди родной страны и страны/стран изучаемого языка, их вклад в науку и мировую культуру	Тестирование, устный опрос	ОК 1,2,4,9 ПК 4.4

### 3. МАТЕРИАЛЫ ДЛЯ ПРОВЕДЕНИЯ ТЕКУЩЕГО, РУБЕЖНОГО, ПРОМЕЖУТОЧНОГО КОНТРОЛЯ

#### 3.1 Для входного контроля

##### Тестирование

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. Where are my glasses? - They're \_\_\_ the table.  
A at B on C in
12. My sister \_\_\_ tennis very well.  
A plays B play C playing
13. I usually go to work \_\_\_ train.  
A on B with C by
14. I don't see my parents very often \_\_\_ they live in South Africa.  
A so B but C because
15. Rosie stayed \_\_\_ home yesterday afternoon.  
A in B at C to
16. Last night I \_\_\_ to the cinema.  
A went B did go C was
17. The \_\_\_ is quite expensive but the food there is excellent.  
A film B restaurant C book
18. Do you want to listen to music or \_\_\_ TV?  
A see B look C watch
19. I was in Scotland. \_\_\_ were you at the weekend?  
A When B Where C What
20. Yes, it was fun. \_\_\_ you have a good time at the party?  
A Did B Were C Had
21. Are you \_\_\_ English teacher?  
A Maria B Marias' C Maria's
22. Bob will meet \_\_\_ at the airport.  
A us B we C our
23. I'm going to a concert tonight. \_\_\_ you like to come?  
A Do B Are C Would
24. \_\_\_ use your dictionary? - Sure. Here you are.  
A Could I B Could you C Do I
25. I like this apartment but the \_\_\_ is too expensive for me.  
A money B rent C cost
26. Excuse me, how do I \_\_\_ to the bus station?

- A come B get C arrive  
27. Do you sell stamps? - Yes, we do. How \_\_\_ do you want?
- A any B many C much  
28. Sorry I'm so late. - That's \_\_\_.
- A OK B great C right  
29. I'd like \_\_\_ milk in my coffee, please.
- A some B any C a  
30. \_\_\_ a bus stop near my flat.
- A It's B Here's C There's  
31. Is this a good time to talk? - Sorry, no. I \_\_\_ dinner.
- A cook B am cooking C cooking  
32. I think cycling is more dangerous \_\_\_ driving.
- A As B like C than  
33. We \_\_\_ going to the theatre next Saturday.
- A will B do C are  
34. \_\_\_ meet for coffee some time soon.
- A Let's B Do you C Shall they  
35. Kamal has got a holiday home near \_\_\_ sea.
- A a B the C some  
36. If you've got a headache, you \_\_\_ go home.
- A should B did C had  
37. \_\_\_ ever been to New York?
- A Have you B Are you C Did you  
38. I only get about five hours' sleep a night. - That's not \_\_\_.
- A enough B lot C too much  
39. Did Amina finish the report? - No. She \_\_\_ it tomorrow.
- A finishes B is going to finish C finished  
40. Paula \_\_\_ loves working with children.
- A very B really C much  
41. Is Ottawa the capital of Canada? I think \_\_\_.
- A is B yes C so D right  
42. We never \_\_\_ a television when I was a child.
- A have had B hadn't C had D didn't have  
43. We paid the restaurant bill \_\_\_ credit card.
- A to B with C on D by  
44. The last time I \_\_\_ Joanna was in Paris.
- A have seen B saw C see D was seeing  
45. If you \_\_\_ money from a friend, you should always pay it back promptly.
- A borrow B earn C spend D lend  
46. 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  
47. I \_\_\_ a lot of sport in my free time.
- A do B practise C make D exercise  
48. \_\_\_ anywhere interesting recently?
- A Do you go B Have you been C Are you going D Will you go  
49. It's Walter's birthday on Friday. He \_\_\_ be 30, I think.
- A should B can C will D shall  
50. Learning the piano isn't as difficult \_\_\_ learning the violin.
- A like B so C than D as  
51. If the weather \_\_\_ bad tomorrow, we can go to a museum.
- A will be B was C is D would be  
52. About a billion cans of Coca-Cola \_\_\_ drunk around the world every day.
- A is B are C was D were  
53. My mum's not very well. - Oh, \_\_\_
- A it doesn't matter B I do apologise C sorry to hear that D not bad, thanks.

54. Hans isn't here. He \_\_\_ to see his grandmother. He'll be back tomorrow.  
A has gone B had been C has been D had gone
55. Would you mind changing my appointment? \_\_\_ time on Friday is fine.  
A Next B All the C Every D Any
56. When I was a child, I \_\_\_ climb the wall and jump into our neighbours' garden.  
A would B did C have D used
57. Have you finished \_\_\_ the wall yet?  
A paint B to paint C painting D painted
58. Lena used to find work boring \_\_\_ she became a nurse.  
A unless B until C if D since
59. Can you help me? I've tried \_\_\_ hotel in the city and can't find a room.  
A many B any C every D all
60. If I \_\_\_ closer to my office, I could walk to work.  
A lived B would live C had lived D live
61. I \_\_\_ outside the cinema when suddenly a police car arrived.  
A stood B was standing C have stood D am standing
62. 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
63. We've \_\_\_ come back from a trip to India. It was amazing.  
A already B yet C just D only
64. 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
65. My doctor advised me \_\_\_ more exercise.  
A take B taking C having taken D to take
66. I couldn't \_\_\_ up with the noise in the city, so we moved to the countryside.  
A put B live C set D take
67. 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
68. Julia \_\_\_ married since she was 20.  
A is B was C has been D is being
69. 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
70. 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
71. Boxing is a sport \_\_\_ requires a lot of speed and fitness.  
A it B that C what D where
72. Jon \_\_\_ working on this project for a couple of months so he hasn't made much progress yet.  
A is only B has only been C was only D had only been
73. I was wondering \_\_\_ I could ask you some questions. - Sure, go ahead.  
A what B if C that D how
74. What clothes should I pack for a trip to Boston? - Well, it depends \_\_\_ the time of year that you go.  
A on B with C up D to
75. Do you ever ask your neighbours to do favours \_\_\_ you?  
A for B to C with D about
76. Some married couples seem to get more \_\_\_ over time.  
A alike B same C like D equal
77. I don't know how much this card costs. The price label's \_\_\_ off.  
A gone B taken C done D come
78. I've finished this salad and I'm still hungry. I \_\_\_ ordered something more filling.  
A must have B would have C should have \_\_\_ D may have
79. Ben got the job because he \_\_\_ a very good impression at his interview.  
A made B did C put D took
80. Salsa music always \_\_\_ me of my trip to Cuba.  
A remembers B realises C recognizes D reminds
81. 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  
 82. How about going to Colours nightclub? - There's no \_\_\_ I'm going there. It's awful!  
 A hope B way C time D opportunity  
 83. By the age of 18, I \_\_\_ not to go to university.  
 A had decided B decided C have decided D was deciding  
 84. I'm afraid your car \_\_\_ repaired before next week.  
 A hasn't been B wasn't C wouldn't be D can't be  
 85. The amount of organically grown food on sale has \_\_\_ enormously in recent years.  
 A raised B lifted C increased D built  
 86. 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  
 87. You may borrow my laptop \_\_\_ you promise to look after it.  
 A unless B in case C As long as D Although  
 88. It's a huge painting. It \_\_\_ taken ages to complete.  
 A must have B can't have C should have D won't have  
 89. Pierre tends to put \_\_\_ dealing with problems, rather than dealing with them immediately.  
 A down B off C over D away  
 90. 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  
 91. My mother's Italian, so \_\_\_ the language has been quite easy for me.  
 A to learn B learn C having learned D learning  
 92. \_\_\_ I had the talent, I still wouldn't want to be a movie star.  
 A In case B Even if C Provided that D However much  
 93. The factory workers threatened \_\_\_ on strike if they didn't get a pay rise.  
 A going B to go C that they go D to have gone  
 94. I was about to go to sleep when it \_\_\_ to me where the missing keys might be.  
 A remembered B happened C appeared D occurred  
 95. There's going to be a new department at work. They've asked me to \_\_\_ it up.  
 A take B set C put D bring  
 96. If the film is a \_\_\_ success, the director will get most of the credit.  
 A big B high C large D good  
 97. By the end of today's seminar I will \_\_\_ to each of you individually.  
 A speak B have spoken C be speaking D have been speaking  
 98. This is a photo of my little sister \_\_\_ ice cream on the beach.  
 A eat B eating C was eating D having eaten  
 99. Our students take their responsibilities very \_\_\_\_.  
 A considerably B thoroughly C seriously D strongly  
 100. Pia was \_\_\_ delighted with the birthday present.  
 A very B completely C fairly D absolutely

Ответы и интерпретация результатов

	Starter		Elementary		Pre-int.		Intermediate		Upper Int.
1	C	21	C	41	C	61	B	81	A
2	B	22	A	42	C	62	B	82	B
3	C	23	C	43	D	63	C	83	A

4	A	24	A	44	B	64	C	84	D
5	B	25	B	45	A	65	D	85	C
6	C	26	B	46	D	66	A	86	C
7	B	27	B	47	A	67	D	87	C
8	A	28	A	48	B	68	C	88	A
9	A	29	A	49	C	69	A	89	B
10	B	30	C	50	D	70	D	90	B
11	B	31	B	51	C	71	B	91	D
12	A	32	C	52	B	72	B	92	B
13	C	33	C	53	C	73	B	93	B
14	C	34	A	54	A	74	A	94	D
15	B	35	B	55	D	75	C	95	B
16	A	36	A	56	A	76	A	96	A
17	B	37	A	57	C	77	A	97	B
18	C	38	A	58	C	78	D	98	B
19	B	39	B	59	B	79	A	99	C
20	A	40	B	60	A	80	D	100	D

### 3.2. Для текущего контроля

#### Тема 1.1 Повседневная жизнь семьи. Внешность и характер членов семьи.

1. 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

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.

**Ключ.**

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 blue jeans.

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

Kind regards,

Jill Nichols

A2

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 wide jeans. 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

**Тема 1.3 Условия проживания в городской и сельской местности.**

1. 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

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.

**Ключ.**

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

(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.

#### **Тема 1.4 Покупки: одежда, обувь и продукты питания.**

1. 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 this/her size
- say if he/she can try them on
- say how much they cost
- thank a customer,
- say good bye.

Step 2. Play your roles.

A2

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 good bye

Step 2. Play your roles.

**Ключ.**

(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

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.

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

1. 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

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.

**Ключ.**

(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.

(A2)

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!

Don'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!

**Тема 1.6 Туризм. Виды отдыха**

1. Тестирование

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. Howmuchisthat?	B. Two and a half hours.
3. Is it better to fly or go by train?	C. Probablybytaxi.
4. Where does the bus leave from?	D. It depends - flying's much faster.
5. Istheflightdirect?	E. Yes, sure.
6. What time do we get there?	F. No, it'sdirect.
7. Do I need to change?	G. £27.50.
8. Could you stop here, please?	H. About 50 miles.
9. Howfarisit?	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. Justafter 11.00.

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

L. Every ten minutes or so.

2. 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 *MatveiMudrov* 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 *MatveiMudrov* was named after a Russian doctor in the nineteenth century. Nowadays, the *MatveiMudrov* 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 *MatveiMudrov* 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 *MatveiMudrov* 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 *MatveiMudrov* train offer?

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

21 Where does the *MatveiMudrov* 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 *MatveiMudrov* 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) *MatveiMudrov* 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

2. 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.

2. 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.

**Ключ.**

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 did you travel with	15. T
16) A34	16. did it	16. c
17) 4/four	17. did you have	17. b
18) 2.30	18. would you like to	18. c
19) b	19. Y	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	

**Тема 1.7 Страна/страны изучаемого языка**

**A1**

**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

**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.

**Ключ.**

**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

**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 17<sup>th</sup> 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 sqm. 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 11<sup>th</sup> century. At the heart of Westminster is Westminster Abbey, begun by

Edward the Confessor in the 11<sup>th</sup> century and rebuilt in the 13<sup>th</sup> 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.

**Ключ.**

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

## **Тема 1.8 Россия**

### **A1**

#### **1. 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?

**Ключ.**

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 seaborder 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 Yenisey 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 1 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. Millions of people come to F \_\_\_\_\_ their vacations there.

## Ключ.

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

### 1. 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.

#### **Ключ.**

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

#### **Тема 2.2 Проблемы современной цивилизации (для естественно-научного профиля)**

#### **A1**

##### **1. Complete the texts about the weather. Use the words in the box.**

rain storm thunder freezing lightning winds

Many European counties are in chaos this morning because of heavy snowstorms, strong \_\_\_\_\_(1) and \_\_\_\_\_(2) temperatures. In Germany the temperature is -24 C.

Look! There is a great \_\_\_\_\_ (3) here. It means we can't go out. We can see \_\_\_\_\_ (4) over the sea and hear the \_\_\_\_\_ (5). It's very loud. It's cold too. I hope this \_\_\_\_\_ (6) doesn't break anything!

The keys:

1. winds 2. freezing 3. rain 4. lightning 5. thunder 6. storm

#### **A2**

##### **Задание 1.**

Прочитайте текст и выполните задания:

##### **Pollution Solutions**

*Adapted from the "Pollution Solutions" article by L. Prescott, which appeared in Ranger Rick magazine*

##### **Air Care**

Worldwide, the stinky problem of pollution has grown. More and more factories, cars, and trucks add their bad breath to the air. But the battle against air pollution is also growing. Many U.S. cities still have dirty air. So, most states are making tougher laws against air pollution. And scientists are looking for ways to make factories and cars run cleaner.

##### **Cleaner Rain?**

Chemicals called sulfates puff out of coal-burning factories around the world. When the sulfates mix with clouds, acid rain falls and harms lakes, rivers and plants - and the creatures that need them. Also, the wind blows the air around. So, sulfates from one place can fall as acid rain many miles away. The good news is that many countries are working hard to end acid rain. Scientists are figuring out ways to make coal burn more cleanly. And in many parts of North America, the number of sulfates in the air has dropped. So less acid rain is falling!

##### **Dirty Water?**

Nearly half of the lakes in North America are polluted. Often, companies dump chemical wastes into water. But scientists are finding a solution to this problem, too. Some rivers have been made much cleaner. And there are big plans to clean up the Great Lakes, the Chesapeake Bay, the Mississippi River, and other bodies of water.

### **Good Energy News**

When we burn coal and oil for energy, we cause pollution. But little by little we're getting more energy from the sun and the wind. This energy is clean and renewable (that means we'll never run out of it). Energy from the sun now helps heat and light more than 100,000 homes in the United States. More good news: many electric companies have discovered that saving energy is better than making more energy. So, they can send experts to homes in the U.S. to look for energy "leaks"-places where energy is being wasted. Everyone needs to have his/her home checked for leaks.

### **Poisons In Food**

Farmers often spray chemicals on crops to protect them against pests. These chemicals are called pesticides. Scientists have found that pesticides often end up in our food. Pesticides can cause health problems - especially for kids. But here's the good news: the U.S. government is helping farmers find ways to protect crops without using many pesticides.

### **Cleaner Cars**

Cars are the world's biggest air polluters. But scientists are trying to invent cars that pollute less. Farmers in Illinois are trying a fuel in their tractors made from soybeans. And there are electric minivans being used in at least six U.S. cities.

### **Trash**

In 1993, each person in the United States threw away about four pounds (1.8 kg) of trash daily. Put it all together and you'd fill 45,000 trash trucks every day! About 1/3 of this waste comes from packaging. But here's a bit of good news. Some companies have begun to use less packaging. And a lot of U.S. cities have started recycling projects. In these ways we've begun making less trash. Everyone should look at what they throw away and try to throw away less.

So, dear world, you may be covered with dirt and gasping for air. But many people are working hard to fix you, and many kids are rooting for you, too. By the time these kids have grown up, you may do your clean old self again!

### **1. True or False?**

1. Many U.S. cities have dirty air. **T/F**
2. Most of the states in America don't have laws against air pollution. **T/F**
3. Scientists are looking for ways to make factories and cars run cleaner. **T/F**
4. Sulfates come out of coal-burning factories only in America. **T/F**
5. Nobody cares about acid rain. **T/F**
6. All of the lakes and rivers in America are polluted. **T/F**
7. Energy is renewable. **T/F**
8. Pesticides can often be found in food. **T/F**
9. Cars don't cause air pollution. **T/F**
10. In 1993, each person in The United States threw away 45 pounds of trash a day. **T/F**
11. Everyone should throw away less trash. **T/F**

### **B1**

#### **Задание 2.**

**Заполни пропуски данными словами. Одно слово лишнее:** pollution, rubbish, cans, environment, packaging, protects, is thrown, in danger, prohibited, pollute, bins, clearing up.

People get a lot of food from the sea. Nevertheless, we have made the sea a very dirty place. If we are not careful **1)**..... will kill many of the animals and plants in the sea. A lot of rubbish **2)**..... into the sea. Sea animals, fish and birds are **3)**..... Some animals try to eat the **4)**....., they die. Oil from the ships, chemicals and waste **5)**..... the sea and kill whales and dolphins, fish and sea birds.

Luckily, many people realize now that we must look after the sea and **6)**..... it. They say polluting the sea should be strictly **7)**..... Groups of people who care about the **8)**..... spend their free time clearing up litter from the beaches. People collect **9)**....., bottles and **10)** .....and put them into different **11)** ..... for further recycling.

### **Ключ.**



**Задание 1.**

1. T 2. F 3. T 4. F 5. F 6. F 7. F 8. T 9. F 10. F 11. T

**Задание 2.**

1) pollution 2) is thrown 3) in danger 4) rubbish 5) pollutes 6) protect 7) prohibited 8) environment 9) cans 10) bins 11) packaging,

**Тема 2.3. Технический прогресс: перспективы и последствия.**

1. 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

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 you work and studying.

**Ключ.**

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

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 double check 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.

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

1. 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

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

**Ключ.**

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

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.

Методика оценивания знаний, умений, навыков и опыта деятельности,  
характеризующих этапы формирования компетенций

Оценка «отлично»: студент показал всестороннее знание лексико-грамматического материала, предусмотренного программой, без труда находит русские эквиваленты предложенным английским терминам; внятно и корректно переводит предлагаемые предложения. (90 -100%)
---

Оценка «хорошо»: студент показал знания лексико-грамматического материала, допуская некоторые ошибки в работе, находит русские эквиваленты предложенным; в целом правильно переводит предложенные предложения. (89-70%)
---

Оценка «удовлетворительно»: студент показал знание основного лексико-грамматического материала, но не всегда находит русские эквиваленты предложенным терминам, не всегда внятно переводит предлагаемые предложения.( 68-50 %)

Оценка «неудовлетворительно»: студент не усвоил основной предусмотренный программой лексико-грамматический материал и допустил принципиальные ошибки при построении и переводе фраз (49 - 0 баллов)

### 3.2 Материалы для проведения промежуточного контроля

1 сем

Вариант 1

1. Замените подлежащее соответствующим местоимением:

1. Tom is at work now. 2. My mother and her sister are in Moscow now. it  
3. This cat is very nice. 4. His books are in the bag. 5. Mary can swim very well.

2. Замените выделенные слова соответствующим местоимением:

1. We see David every day. 2. We invited Bob and Alan to the party. 3. I like this film. 4. I wrote these letters in English. 5. She came to my brother and me in the morning.

3. Выберите правильную форму в скобках:

1. (My / Mine) name is Terry, (her / hers) is Julia.  
2. This is (my / mine) telephone number. What's (your / yours)?  
3. (Our / Ours) technical school is 70 years old.

4. Составь предложения из данных слов:

1. entrance, and, above, there, 4, are, doors, wonderful, 3, them, columns;  
2. is, largest, world, the, country, in, Russia, the;  
3. very, a, friends, of, I, good, have, lot.

5. Задай 5 вопросов разных типов к данному предложению:

His friends were in the cinema last week.

6. Заполните пропуски соответствующими формами глагола "to be":

1. There ... a splendid concert on TV tomorrow.  
2. There ... some people in the library now.  
3. There ... many people at the meeting yesterday.  
4. There ... a pen, two books and a pencil on the desk. You can take them.  
5. Look, there ... nice photos on the wall.

7. Дополни таблицу недостающей информацией:

счастливый			
	bad		
		colder	
			the nicest
		more interesting	

8. Замените единственное число существительных на множественное:

boy, city, box, man, wife, tomato, pen, sheep, cow, bench.

9. Заполните пропуски подходящими по смыслу предлогами:

Mary is a housewife. She cleans, washes, does sopping and cooks ... her family. Mary usually goes shopping ... the morning. She cleans the house ... Saturdays. She likes working ... the garden ... her husband and their children.

10. Переведите на английский язык:

1. Мы каждый день убираем наш класс.  
2. Они сейчас убирают этот класс.  
3. Они убирают этот класс 20 минут.  
4. Посмотри! Он убрал наш класс.

Вариант 2

1. Подберите русские эквиваленты английским словам:

- |                   |                        |
|-------------------|------------------------|
| 1. reliable       | a) романтичный         |
| 2. energetic      | b) надёжный            |
| 3. experienced    | c) ответственный       |
| 4. practical      | d) общительный         |
| 5. well-organized | e) энергичный          |
| 6. friendly       | f) умный               |
| 7. responsible    | g) опытный             |
| 8. independent    | h) умелый (практичный) |
| 9. intelligent    | i) профессиональный    |
| 10. professional  | j) организованный      |
| 11. communicative | k) независимый         |
| 12. romantic      | l) дружелюбный         |

2. Сопоставьте слова из левой колонки с описанием из правой колонки:

1. Make-up designer	A. a person who installs or maintains electrical equipment, esp. professionally.
2. Interpreter	B. One who has the care or charge of a library.
3. Chef	C. a person who makes artistic designs or plans for construction
4. Librarian	D. a person who interprets, esp. one who translates speech orally
5. Shoemaker	E. a cook, esp. the chief cook in a restaurant
6. Electrician	F. a person skilled in woodwork, esp. of a structural kind
7. Carpenter	G. a maker of boots and shoes

3. Найдите в тексте английские эквиваленты русским выражениям и выпишите их.

When you leave school you understand that the time to choose your future profession, your future life has become. It's not an easy to make the right choice of a job. I have known for long time that leaving school is the beginning of my independent life, the beginning of a far more serious examination of my abilities and character.

What do I want to be when I leave school? It's very important question for me. A few years ago it was difficult for me to give a definite answer. As the years passed I changed my mind a lot of times about what science or field of industry to specialize in. It's difficult to make up my mind and choose one of the hundreds jobs to which I might be better suited. A couple of years ago I wanted to become a doctor, you know I wanted to help people who had problems with health. Then I wanted to become a policeman, then a spaceman, I even wanted to become a professional football player. But all of them now are in the past; they were like children's dreams and nothing more.

1. Время выбирать
2. Сделать правильный выбор
3. Независимая жизнь
4. Проверка способностей
5. Важный вопрос
6. Специализироваться в чем-либо
7. Трудно решится
8. Детские мечты

### Вариант 3

1. Подберите русские эквиваленты английским словам.

- |                |                              |
|----------------|------------------------------|
| 1. adaptable   | a) полезный                  |
| 2. hardworking | b) общительный               |
| 3. modest      | c) легко приспосабливающийся |
| 4. punctual    | d) честный                   |
| 5. flexible    | e) чувствительный            |
| 6. honest      | f) усердный (трудолюбивый)   |
| 7. patient     | g) амбициозный               |
| 8. sociable    | h) скромный                  |
| 9. loyal       | i) терпеливый                |
| 10. ambitious  | j) пунктуальный              |
| 11. sensitive  | k) верный                    |
| 12. helpful    | l) уступчивый                |

2. Сопоставьте слова из левой колонки с описанием из правой колонки:

1. Mechanic	A. a member of the legal profession
2. Chemist	B. examine or treat (an animal)
3. Accountant	C. a person who decorates, esp. one who paints or papers houses professionally
4. Vet	D. a skilled worker, esp. one who makes or uses or repairs machinery
5. Lawyer	E. a person who cuts and styles hair, esp. professionally
6. Hairdresser	F. a professional keeper or inspector of accounts
7. Decorator	G. a person practicing or trained in chemistry

3. Найдите в тексте английские эквиваленты русским выражениям и выпишите их.

Now I have already decided what to do. I'd like to be an aviator. I know that it's very difficult. I should know perfectly everything about the planes, airports, weather and other things. You know that the weather is very important thing for the flights too. I must be well educated and well informed. So that's why at first I am going to go to the Aviation University in Moscow, then when I finish studying I'll go to my country to try to get a job in the air companies. You know may be something will be not OK, because I don't know what will happen tomorrow, but I know that I'll do everything to realize my plane and my dreams.

I also want to say that the profession should be chosen according to the character and hobbies of the person. That's why parents mustn't make their children choose the thing they like (parents like). Children must do it themselves. Because they must love the thing they do, believe that people need them and their job will bring them more pleasure.

1. Следует знать
2. Быть хорошо образованным
3. Получить работу
4. Реализовать план
5. В зависимости от характера
6. Любить то, что они делают
7. Родители не должны заставлять
8. Приносить им больше удовольствия

2 сем

Задания к дифференцированному зачету  
Вариант 1

1. Прочитать текст и найти английские эквиваленты.

MY FAMILY AND ME

Our family is neither big nor small. It consists of my father, my mother, my brother, and me. My father, a tall man with dark short hair, is 40 years old. He works as a manager at the firm. He likes his work and spends a lot of time there. My mother, a tall and thin woman with big blue eyes and fair hair, is younger than my father, she is 38. My mother is a teacher at the secondary school. She teaches her students foreign languages: German and English. She also spends much time at school, but she finds time to cook, sew, knit, and even to help my brother and me with our homework. My brother is only 10, and he is a schoolboy.

I am 14. I am a student of the college. My college is far from our house, and it takes me half an hour to get there by bus. We are studying different subjects there, but my favourite ones are History and English. As to my appearance, I am slim and slender. My hair is fair, my eyes are blue. I look like my mother. I like to dress in a modern style. Music is my hobby. I am fond of dancing at the disco. I like to buy and read English books too. Twice a week, I go to the swimming pool.

We live in Rostov-on-Don, the biggest city not only in the North Caucasus, but in the entire South of Russia. It is located on the right high bank of the Don river. We have a three-room flat in a new block of houses. There is a nice green park near our house, where we spend a lot of our free time. There are many different shops not far from our house. My brother and I often go shopping.

Our family is nice, and everybody is easy to get along with. We take care of each other. We spend much time together. Recently, we have bought a car, and now we often go down to the country to have a rest on weekends. In the evening, all members of our family watch TV, discuss everyday problems. Sometimes we go to the theatre or to the concert.

ни большая, ни маленькая; она состоит из; работает менеджером; много времени; светлые волосы; моложе, чем; иностранные языки; находит время готовить, шить, вязать; мне требуется полчаса; на автобусе; любимые предметы; что касается моей внешности; изящная;

похожа на маму; люблю танцевать; дважды в неделю; Северный Кавказ; весь юг России; квартал домов; ходить за покупками; легко ладят; ездим за город; очень жаль; этого же цвета; в углу; кроме того; достаточно большая

2. Найдите синонимы в тексте.

large, to like, much, slim, to assist

a pupil, various, whole, to be situated, beautiful

3. Найдите антонимы в тексте.

big, short, fair, to dislike, little,

older, here, north, left, low

4. Дополните предложения по тексту.

1) Our family is n... big nor small. 2) He works a... a manager at the firm. 3) My mother is a tall woman w... blue eyes and f... hair. 4) She is y... than he. 5) She finds time to ... me with my homework.

6) It takes me h... an hour to get to the college. 7) I look 1... my mother. 8) I am f... of dancing. 9) I go to the swimming pool t... a week. 10) Everybody is easy to get a... with.

#### Вариант 2

1. Прочитать текст и найти английские эквиваленты.

#### THE RUSSIAN FEDERATION

The Russian Federation (Russia) is the world's largest country in area. It extends from the Arctic Ocean to the Black Sea, and from the Baltic Sea to the Pacific Ocean. It is located in Europe and Asia. Its total area is over 17 million square kilometers. Russia borders many countries, such as Finland, the Ukraine, the Baltic States, China, Mongolia, and others.

The surface of Russia is various. We can see lowlands and highlands, forests and wide grasslands on its territory. The Russian Federation is situated on two plains. The longest mountain chains are the Urals, which separate Europe and Asia, the Caucasus, the Altai. There are many rivers and lakes in our country. Major rivers include the Volga in Europe, the Yenisei, the Ob, the Lena in Asia. Lake Baikal in Siberia is the world's deepest lake.

There are different climatic zones on the vast area of our country. In the north, it is very cold, even in summer. The central part of the country has a mild climate. In the south, it is warm, even in winter. The climate of Siberia is continental: summers are hot and dry, winters are very cold.

Russia has abundant natural resources, which, besides large areas of forests, vast fertile soils, and a great water supply, include large deposits of gas, coal, iron ore, and etc. Three quarters of the minerals wealth are concentrated in Siberia and the Far East.

The population of Russia is over 150 million people. Most of Russia's people (over 80 per cent) are ethnic Russians, but more than 100 minority nationalities also live in our country. The European part of the country is densely populated. Most of the people (about 70 per cent) prefer to live in cities, towns, and their outskirts. The official language of the country is Russian.

The head of the state is the President, who is the command-er-in-chief of the armed forces. The President appoints the ministers, but they must be approved by the Federal Assembly. The head of the government is the Prime Minister.

The Russian flag was adopted in 1991. It has three horizontal stripes which symbolize: white — the earth, blue — the sky, red — the freedom. Besides, the Russian flag, there is another national symbol of Russia — a two-headed eagle.

самая большая страна, простирается, общая площадь, свыше, около, граничит с, такие как, низменности, нагорье, расположена на, самые длинные горные цепи, которые отделяют, на севере, на юге, даже летом, большие залежи,

железная руда, три четверти, по происхождению, густо заселена, окраина, глава государства, главнокомандующий вооруженными силами, должны быть одобрены, глава правительства, был принят, которые символизируют, двуглавый орел

2. Найдите синонимы в тексте.

the biggest, territory, whole, different, a lot of,

plentiful, to contain, towns, liberty, to ruin

3. Найдите антонимы в тексте.

lowlands, narrow, in the south, hot, small,

majority, vertical, black, weaker, above

4. Дополните предложения по тексту.

1. Russia b... many different countries. 2. On the vast Russian area, you can see wide g... 3. The Urals mountain s... Europe and Asia. 4. Some parts of Russia have a m... climate. 5. There are large d... of natural resources on the territory of Russia.

6. Most of m... wealth is in Siberia and Far East. 7. They live on the o... of the city. 8. Moscow was founded in 1147 as a f... 9. Moscow is one of the m... industrial cities. 10. The g... of the country works in Moscow.

**1сем.**

**Вар1**

1

1she

2they

3he

4they

5it

2

1her

2him

3them

4it

5us

3

1your

2mine

3our

4

1The water in the lake is very clean.

2Stary Oskol is famous for its factories and plants.

3London is the capital of Great Britain

6

1was

2is

3will be

4are

5is

7

1hot hotter the hottest

2good better the best

3long longer the longest

4clean cleaner the cleanest

5beautiful more beautiful the most beautiful

8

toys, babies, books, women, knives, potatoes, pencils, deer, cats, matches.

9

at/ in/ with/ from/ by

10

- 1 We clean our classroom every day.
2. They're cleaning this classroom now.
3. They have been cleaning this classroom for 20 minutes.
4. Look! He is cleaning our classroom.

**Bap 2**

1

1c

2e

3g

4b

5j

6l

7c

8k

9f

10i

11d

12a

2

1c

2d

3e

4b

5g

6a

7f

3

1. *Time to choose*
2. *Make the right choice*
3. *Independent life*
4. *examination of my abilities*
5. *important question*
6. *Specialize in anything*
7. *to make up my mind*
8. *children's dreams*

**Bap 2**

1

1a

2f

3h

4j

5c

6d

7i

8b

9k

10g

11e

12l

2

1d

2g

3f

4b



5a  
6e  
7c

- 3.
1. *should know*
2. *Be well educated*
3. *Get a job*
4. *to realize my plane*
5. *according to the character*
6. *love the thing they*
7. *parents mustn't make*
8. *bring them more pleasure*

## **2cem.**

### **Bap 1**

1. *neither big nor small; it consists of; works as a Manager; a lot of time; blonde hair; younger than; foreign languages; finds time to cook, sew, knit; it takes me; by bus; favorite items; as for my appearance; slender*

*looks like my mother; love dancing; twice a week; North Caucasus; the whole South of Russia; block of flats; go shopping; easy to get along with; go to the country; it is a pity; the same color; in the corner; in addition; quite large*

2.  
*big love many slender help*

*children different all is located nice*

3.  
*little long blond like large*

*younger there south right high*

- 4.
1. *nor*
2. *as*
3. *with fair*
4. *younger*
5. *help*

6. *half*
7. *like*
8. *fond*
9. *twice*
10. *along*

### **Bap 2**

1. *the largest country, stretches, total area, over, about, borders, such as, lowlands, highlands, located on, the longest mountain ranges that separates, in the North, in the South, even in summer, large deposits,*

*iron ore, three-quarters, by origin, densely populated, outskirts, head of state, commander iv chief, to be approved, the head of the government, was adopted, which symbolize, the two-headed eagle*

2.  
*largest area total various many*

*vast have cities freedom destroy*

3.  
*highlands wide in the south cold big*

*minority horizontal white stronger under*

- 4.
1. *borders*
2. *grasslands*
3. *separate*
4. *mild*
5. *deposits*
  
6. *mineral*
7. *outskirts*
8. *fortress*
9. *most*
10. *government*

Методика оценивания знаний, умений, навыков и опыта деятельности,  
характеризующих этапы формирования компетенций

Оценка «отлично»: студент показал всестороннее знание лексико-грамматического материала, предусмотренного программой, без труда находит русские эквиваленты предложенным английским терминам; внятно и корректно переводит предлагаемые предложения. (90 -100%)
Оценка «хорошо»: студент показал знания лексико-грамматического материала, допуская некоторые ошибки в работе, находит русские эквиваленты предложенным; в целом правильно переводит предложенные предложения. (89-70%)
Оценка «удовлетворительно»: студент показал знание основного лексико-грамматического материала, но не всегда находит русские эквиваленты предложенным терминам, не всегда внятно переводит предлагаемые предложения.( 68-50 %)
Оценка «неудовлетворительно»: студент не усвоил основной предусмотренный программой лексико-грамматический материал и допустил принципиальные ошибки при построении и переводе фраз (49 - 0 баллов)