

Документ подписан простой электронной подписью  
Информация о владельце:  
ФИО: Петровская Анна Викторовна  
Должность: Директор  
Дата подписания: 10.07.2026 13:07:30  
Уникальный программный ключ:  
798bda6555f1cbe833768f6f1710bd17a9970c716d1b6a655a1610e8c5f189



**РЭУ.РФ**  
РОССИЙСКИЙ ЭКОНОМИЧЕСКИЙ УНИВЕРСИТЕТ  
ИМЕНИ Г.В. ПЛЕХАНОВА

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ  
Федеральное государственное бюджетное образовательное учреждение высшего образования

«Российский экономический университет имени Г.В. Плеханова»

Краснодарский филиал РЭУ им. Г.В. Плеханова

Отдел среднего профессионального образования

УТВЕРЖДАЮ

Начальник отдела СПО

  
/С.А. Марковская/  
подпись Инициалы и Фамилия

«14» января 2026 г.

## КОМПЛЕКТ КОНТРОЛЬНО-ИЗМЕРИТЕЛЬНЫХ МАТЕРИАЛОВ ПО ДИСЦИПЛИНЕ

ОУП.04 Иностранный язык

(код и наименование дисциплины)

образовательной программы среднего профессионального образования - подготовки  
специалистов среднего звена

По специальности: 43.02.15 Поварское и кондитерское дело  
(код и наименование специальности)

Квалификация: специалист по поварскому и кондитерскому делу

Образовательная база подготовки: Основное общее образование  
основное общее образование, среднее общее образование

Форма обучения: очная  
очная, заочная

Комплект контрольно-измерительных  
материалов разработан на основе  
Федерального государственного стандарта  
среднего общего образования и Федерального  
государственного образовательного стандарта  
среднего профессионального образования по  
специальности

43.02.15 Поварское и кондитерское дело  
(код и наименование специальности)

для квалификации  
специалист по поварскому и кондитерскому  
делу

наименование квалификации

Уровень подготовки – базовый, программы общеобразовательной дисциплины «ОУП. 04  
Иностранный язык»

Разработчик:

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(место работы, занимаемая должность, фамилия, инициалы)

Одобрено на заседании предметно-цикловой комиссии цикла общеобразовательных дисциплин  
наименование специальности

Протокол № 6 от «14» января 2026 года

Председатель предметно-цикловой  
комиссии

  
подпись

И.Ю.Лукинова/  
Инициалы и Фамилия

**Паспорт комплекта контрольно-измерительных материалов по дисциплине  
ОУП. 04 Иностранный язык**

| №<br>п/п                                   | Контролируемые<br>разделы, темы<br>дисциплины                                                          | Результаты освоения<br>дисциплины<br>(предметные,<br>метапредметные,<br>личностные, общие и<br>профессиональные<br>компетенции) | Контрольно-измерительные<br>материалы                                                                                                                                                                                                                                                                               |                                                                                                           |
|--------------------------------------------|--------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
|                                            |                                                                                                        |                                                                                                                                 | Вид измерительного<br>материала                                                                                                                                                                                                                                                                                     | Количество<br>материалов                                                                                  |
| Раздел 1. Иностранный язык для общих целей |                                                                                                        |                                                                                                                                 |                                                                                                                                                                                                                                                                                                                     |                                                                                                           |
| 1                                          | Тема № 1.1<br>Повседневная жизнь<br>семьи. Внешность и<br>характер членов<br>семьи                     | ПР601, ПР602, ПР603,<br>ПР605, ПР608, , ЛР02,<br>ЛР03, МР01, МР03, ОК<br>01, ОК 02, ОК 04                                       | Заполнение формы-<br>резюме,<br>Письмо (другу)<br>Презентация (монолог с<br>визуально основой),<br>постер, ролевая игра<br>Заметка о колледже,<br>Ролевая игра “Продавец-<br>покупатель”<br>Письмо-инструкция<br>«Профилактика<br>несчастных случаев на<br>работе и порядок их<br>устранения»<br>Тест Устный опрос. | 30*<br><i>*(количество<br/>вопросов в<br/>тесте, если<br/>варианта<br/>два, то<br/>умножаем<br/>на 2)</i> |
| 2                                          | Тема № 1.2<br>Молодёжь в<br>современном<br>обществе. Досуг<br>молодёжи:<br>увлечения и<br>интересы     | ПР601, ПР602, ПР603,<br>ПР605, ЛР02, ЛР03,<br>МР01, МР03ОК 02,<br>ОК 01, ОК 02, ОК 04                                           |                                                                                                                                                                                                                                                                                                                     | 1                                                                                                         |
| 3                                          | Тема № 1.3<br>Условия<br>проживания в<br>городской и<br>сельской местности                             | ПР601, ПР602, ПР603,<br>ПР604, ПР605, ПР608,<br>ПР09, ЛР02, ЛР03,<br>ЛР04, МР01, МР03,<br>ОК 01, ОК 02, ОК 04                   |                                                                                                                                                                                                                                                                                                                     | 1                                                                                                         |
| 4                                          | Тема № 1.4<br>Покупки: одежда,<br>обувь и продукты<br>питания                                          | ПР601, ПР602, ПР603,<br>ПР604, ПР605, ЛР02,<br>ЛР03, ЛР06, ЛР09,<br>МР01, МР03,<br>ОК 01, ОК 02, ОК 04                          |                                                                                                                                                                                                                                                                                                                     | 1                                                                                                         |
| 5                                          | Тема № 1.5<br>Здоровый образ<br>жизни и забота о<br>здоровье:<br>сбалансированное<br>питание.<br>Спорт | ПР601, ПР602, ПР603,<br>ПР605, ПР608, ЛР02,<br>ЛР03, МР01, МР02,<br>МР03,<br>ОК 01, ОК 02, ОК 04                                |                                                                                                                                                                                                                                                                                                                     | 1                                                                                                         |
| 6                                          | Тема № 1.6                                                                                             | ПР601, ПР602, ПР603,                                                                                                            |                                                                                                                                                                                                                                                                                                                     | 30*                                                                                                       |

|                                                  |                                                                                                                   |                                                                                                  |                                                                                                                            |     |
|--------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|-----|
|                                                  | Туризм. Виды отдыха                                                                                               | ПР605, ПР608, ЛР02, ЛР03, МР01, МР03<br>ОК 01, ОК 02, ОК 04                                      |                                                                                                                            |     |
| 7                                                | Тема № 1.7<br>Страна/страны изучаемого языка                                                                      | ПР601, ПР602, ПР603, ПР605, ПР608, ЛР02, ЛР03, МР01, МР03<br>ОК 01, ОК 02, ОК 04                 |                                                                                                                            | 1   |
| 8                                                | Тема № 1.8<br>Россия                                                                                              | ПР601, ПР602, ПР603, ПР605, ПР608, ЛР02, ЛР03, МР01, МР03<br>ОК 01, ОК 02, ОК 04                 |                                                                                                                            | 1   |
| Раздел 2. Иностранный язык для специальных целей |                                                                                                                   |                                                                                                  |                                                                                                                            |     |
| 9                                                | Тема 2.1<br>Современный мир профессий.<br>Проблемы выбора профессии.<br>Роль иностранного языка в вашей профессии | ПР601, ПР602, ПР603, ПР605, ПР608, ЛР02, ЛР03, МР01, МР03<br>ОК 01, ОК 02, ОК 04, ОК 09          | Тест<br>Проект.<br>Ролевая игра «Посещение музея»/ «Посещение театра»/«Экскурсия по городу. Осмотр достопримечательностей» | 30* |
| 10                                               | Тема 2.2<br>Проблемы современной цивилизации                                                                      | ПР601, ПР602, ПР603, ПР605, ПР608, ЛР02, ЛР03, МР01, МР03<br>ОК 01, ОК 02, ОК 04, ОК 09          | Круглый стол-дебаты<br>“Преимущества и недостатки применения техники и инновационных технологий”                           | 1   |
| 11                                               | Тема 2.3<br>Технический прогресс: перспективы и последствия.<br>Современные средства связи                        | ПР601, ПР602, ПР603, ПР605, ПР608, ПР611, ЛР02, ЛР03, МР01, МР03<br>ОК 01, ОК 02, ОК 04, ОК 09   | Доклад с презентацией<br>“Знаменитые личности в моей профессии”<br>Видеозапись выступления                                 | 1   |
| 12                                               | Тема 2.4<br>Выдающиеся люди родной страны и страны/стран изучаемого языка, их вклад в науку и мировую культуру    | О ПР601, ПР602, ПР603, ПР605, ПР608, ПР609, ЛР02, ЛР03, МР01, МР03<br>ОК 01, ОК 02, ОК 04, ОК 09 | QUIZ: Frequently asked questions (FAQs) about VK/Telegram?<br>Разработка плана продвижения колледжа                        | 1   |

| Разделы (темы) дисциплины                                                          | Компетенции и результаты освоения учебных циклов, разделов по ФГОС        |                                                                         |
|------------------------------------------------------------------------------------|---------------------------------------------------------------------------|-------------------------------------------------------------------------|
|                                                                                    | Знать                                                                     | Уметь                                                                   |
| Раздел № 1.<br>Тема № 1.1<br>Повседневная жизнь семьи. Внешность и характер членов | Новые лексические единицы по теме, способы образования числительных, дат, | Описывать внешность и характер человека; описывать жилище; использовать |

|                                                                                                     |                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| семьи                                                                                               | спряжение глагола to be,<br>местоимения личные,<br>притяжательные, указательные,<br>возвратные                                                                                                                                                                                                   | предлоги, представлять себя и<br>других людей в официальной и<br>неофициальной обстановке.                                                                                            |
| Тема № 1.2<br>Молодёжь в<br>современном<br>обществе. Досуг<br>молодёжи:<br>увлечения и<br>интересы  | предлоги времени;<br>простое настоящее время и<br>простое продолжительное<br>время (их образование и<br>функции в действительном<br>залоге), глагол с инфинитивом;<br>сослагательное наклонение<br>love/like/enjoy +<br>Infinitive/-ing, типы вопросов,<br>способы выражения будущего<br>времени | Описывать события, излагать<br>факты, делать сообщения;<br>владеть лексикой, построен-<br>ной на языковом материале<br>профессионального общения.                                     |
| Тема № 1.3<br>Условия<br>проживания в<br>городской и<br>сельской местности                          | - неопределённые местоимения<br>и их производные.<br>– предлоги направления<br>– модальные глаголы в<br>этикетных формулах<br>– специальные вопросы;<br>– вопросительные предложения<br>– формулы вежливости<br>– наречия,<br>обозначающие направление                                           | спросить и указать дорогу.<br>описать здания, интерьер,<br>описать колледж (здание,<br>обстановка, условия жизни,<br>техника, оборудование),<br>описать кабинет иностранного<br>языка |
| Тема № 1.4<br>Покупки: одежда,<br>обувь и продукты<br>питания                                       | – существительные<br>исчисляемые и неисчисляемые;<br>– употребление слов many,<br>much, a lot of, little, few, a few с<br>существительными;<br>– артикли: определенный,<br>неопределенный, нулевой;<br>– чтение артиклей;                                                                        | Совершение покупок в<br>продуктовом магазине<br>Совершение покупок в<br>магазине одежды/обуви                                                                                         |
| Тема № 1.5<br>Здоровый образ<br>жизни и забота о<br>здоровье:<br>сбалансированное<br>питание. Спорт | – образование множественного<br>числа с помощью внешней и<br>внутренней флексии;<br>– простое прошедшее время<br>Лексика:<br>части тела, правильное питание<br>названия видов спорта                                                                                                             | Читать аутентичные<br>тексты разных стилей<br>(публицисти-ческие,<br>художественные, научно-<br>популярные и технические)                                                             |
| Тема № 1.6<br>Туризм.<br>Виды отдыха.                                                               | Лексика:<br>– виды<br>путешествий<br>– виды<br>транспорта<br>Грамматика:                                                                                                                                                                                                                         | Понимать основное<br>содержание аутентичных<br>аудио- или видеотекстов<br>познавательного характера на<br>темы, предлагаемые в рамках<br>курса, выборочно извлекать из                |

|                                                                                                                                |                                                                                                                                                                                                                                |                                                                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                | <ul style="list-style-type: none"> <li>– инфинитив, его формы;</li> <li>– неопределенные местоимения;</li> <li>– образование степеней сравнения наречий;</li> <li>– наречия места</li> </ul>                                   | них необходимую информацию                                                                                                                                                                           |
| Тема № 1.7<br>Страна/страны изучаемого языка.                                                                                  | артикли с географическими названиями;<br>– сравнительные обороты <i>than, as... as, not so ... as</i> ;<br>– прошедшее продолжительное действие (образование и функции в действительном залоге; слова — маркеры времени)       | Создавать словесный социо-культурный портрет страны/стран изучаемого языка на основе разнообразной страноведческой и культуроведческой информации                                                    |
| Тема № 1.8<br>Россия                                                                                                           | артикли с географическими названиями;<br>– прошедшее совершенное действие (образование и функции в действительном залоге; слова — маркеры времени)                                                                             | Описать географическое положение, климат, население, национальные символы, политическое и экономическое устройство.                                                                                  |
| Раздел 2.<br>Тема 2.1<br>Современный мир профессий.<br>Проблемы выбора профессии.<br>Роль иностранного языка в вашей профессии | Значения новых лексических единиц, связанных с тематикой данного этапа и с соответствующими ситуациями общения,<br>Грамматика:<br>– герундий, инфинитив.<br>– грамматические структуры, типичные для научно-популярных текстов | Описывать события, излагать факты, делать сообщения;<br>Вести диалог в ситуациях официального и неофициального общения в бытовой, социокультурной и учебно-трудовой сферах,                          |
| Тема 2.2<br>Государственные учреждения, бизнес и услуги                                                                        | Значения новых лексических единиц, связанных с тематикой данного этапа и с соответствующими ситуациями общения                                                                                                                 | Владеть лексикой, построенной на языковом материале профессионального общения<br>Вести диалог в ситуациях официального и неофициального общения в бытовой, социокультурной и учебно-трудовой сферах, |
| Тема 2.3<br>Технический прогресс: перспективы и последствия.<br>Современные средства связи                                     | Лексика:<br>- виды наук<br>- названия технических и компьютерных средств<br>Грамматика:<br>страдательный залог, грамматические структуры предложений, типичные для научно-популярного стиля                                    | Понимать основное содержание аутентичных аудио- или видеотекстов познавательного характера на темы, предлагаемые в рамках курса, выборочно извлекать из них необходимую информацию                   |

|                                                                                                                               |                                                                                                                                                                      |                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Тема 2.4<br>Выдающиеся люди<br>родной страны и<br>страны/стран<br>изучаемого языка,<br>их вклад в науку и<br>мировую культуру |                                                                                                                                                                      | Владеть лексикой, построенной на языковом материале профессионального общения, понимать основное содержание аутентичных аудио- или видеотекстов познавательного характера на темы, предлагаемые в рамках курса, выборочно извлекать из них необходимую информацию |
| Зачет                                                                                                                         | Лексический (1500 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности. | Самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас                                                                                                                                                                               |

### Критерии оценки освоения дисциплины

#### 1.Критерии оценивания монологической речи

| Баллы    | Решение коммуникативной задачи (содержание)*                                                                                             | Организация высказывания                                                                                                                                               | Языковое оформление высказывания                                                                                                                                                                                                                                                   |
|----------|------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9-10 (5) | Коммуникативная задача выполнена полностью – содержание полно, точно и развёрнуто отражает все аспекты, указанные в задании (12–15 фраз) | Высказывание логично; имеет завершённый характер (имеются вступительная с обращением к другу и заключительная фразы); средства логической связи используются правильно | Используемый словарный запас, грамматические структуры, фонетическое оформление высказывания соответствуют поставленной задаче, есть незначительные лексико-грамматические ошибки, которые не мешают пониманию высказывания, интонация и произношение в целом, не мешает пониманию |

|         |                                                                                                                                                                                                                  |                                                                                                                                                                                  |                                                                                                                                                                                                                    |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 7-8 (4) | Коммуникативная задача выполнена в основном: 1 аспект не раскрыт (остальные раскрыты полно), ИЛИ 1–2 аспекта раскрыты неполно/неточно (12–15 фраз)                                                               | Высказывание логично; имеет завершённый характер (имеются вступительная с обращением к другу и заключительная фразы); средства логической связи используются, в целом, правильно | Используемый словарный запас, грамматические структуры, фонетическое оформление высказывания соответствуют поставленной задаче, допускаются лексико-грамматические и фонетические ошибки, не влияющие на понимание |
| 5-6 (3) | Коммуникативная задача выполнена не полностью: 1 аспект не раскрыт и 1 раскрыт неполно/неточно, ИЛИ 3 аспекта раскрыты неполно/неточно (10–11 фраз)                                                              | Высказывание в основном логично и имеет достаточно завершённый характер, допускается недостаточное использование средств логической связи                                        | Используемый словарный запас, грамматические структуры, фонетическое оформление высказывания в основном соответствуют поставленной задаче                                                                          |
| 3-4 (2) | Коммуникативная задача выполнена частично: 1 аспект содержания не раскрыт и 2 раскрыты неполно/неточно, ИЛИ 2 аспекта не раскрыты (остальные раскрыты полно) ИЛИ все аспекты раскрыты неполно/неточно (8–9 фраз) | Высказывание не вполне логично и не имеет завершённого характера, средства логической связи используются недостаточно или отсутствуют                                            | Языковое оформление частично соответствует поставленной задаче есть фонетические и лексико-грамматические ошибки, мешающие пониманию высказывания                                                                  |
| 1-2 (1) | Коммуникативная задача выполнена менее чем на 50%: 3 и более аспекта содержания не раскрыты, ИЛИ 2 аспекта не раскрыты и 1 и более раскрыты неполно/неточно, объём высказывания – 7 и менее фраз                 | Высказывание нелогично И/ИЛИ не имеет завершённого характера, вступительная и заключительная фразы отсутствуют, средства логической связи практически не используются            | Понимание высказывания затруднено из-за многочисленных ошибок ИЛИ ответ носит характер набора слов                                                                                                                 |

## 2. Критерии оценивания диалогической речи

| Баллы    | Интерактивная коммуникация                                                                                                                                                                   | Дискурс                                                                                                                                                                                                           | Языковое оформление высказывания                                                                                                                                                                                                                                                   |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9-10 (5) | Относительно легко взаимодействует с партнером, давая ему внести свой вклад в диалог.<br>Способен поддерживать разговор для достижения цели<br>Паузы носят естественный характер             | Воспроизводит длинные распространенные фразы и предложения с легкостью без задержек<br>Высказывания по теме, логичны и разнообразны<br>Использует широкий репертуар слов логической связи и дискурсивных маркеров | Используемый словарный запас, грамматические структуры, фонетическое оформление высказывания соответствуют поставленной задаче, есть незначительные лексико-грамматические ошибки, которые не мешают пониманию высказывания, интонация и произношение в целом, не мешает пониманию |
| 7-8 (4)  | Самостоятельно инициирует диалог.<br>Дополняет сказанное партнером,<br>Поддерживает разговор до достижения результата.<br>Паузы могут быть для поиска слов                                   | Воспроизводит длинные распространенные фразы и предложения с небольшими задержками<br>Высказывания по теме, логичны и разнообразны<br>Использует репертуар слов логической связи и дискурсивных маркеров          | Используемый словарный запас, грамматические структуры, фонетическое оформление высказывания соответствуют поставленной задаче, допускаются лексико-грамматические и фонетические ошибки, не влияющие на понимание                                                                 |
| 5-6 (3)  | Может самостоятельно инициировать диалог.<br>Дополняет сказанное партнером<br>Поддерживает разговор до достижения результата.<br>Паузы могут быть для поиска слов.<br>Высказывания не полные | Воспроизводит длинные распространенные фразы и предложения несмотря на задержку<br>Высказывания по теме логичны<br>Использует некоторые слова логической связи и дискурсивных маркеров                            | Используемый словарный запас, грамматические структуры, фонетическое оформление высказывания в основном соответствуют поставленной задаче                                                                                                                                          |
| 3-4 (2)  | Нуждается в поддержке для создания диалога, в основном реагирует на высказывания партнера<br>Дополняет сказанное                                                                             | Воспроизводит короткие фразы и предложения несмотря на задержку<br>Высказывания по теме в                                                                                                                         | Языковое оформление частично соответствует поставленной задаче есть фонетические и лексико-грамматические ошибки,                                                                                                                                                                  |

|         |                                                                                                                                                                                                                                       |                                                                                                                                                                                    |                                                                                                                  |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
|         | <p>партнером одним-двумя словами</p> <p>Не может поддержать разговор до достижения результата.</p> <p>Паузы могут быть некомфортно длинными</p> <p>Высказывания не полные</p>                                                         | <p>целом логичны</p> <p>Использует некоторые слова логической связи и дискурсивных маркеров</p>                                                                                    | <p>мешающие пониманию высказывания</p>                                                                           |
| 1-2 (1) | <p>Нуждается в поддержке для создания диалога, реагирует только на высказывания партнера</p> <p>Не может поддержать разговор до достижения результата.</p> <p>Паузы могут быть некомфортно длинными</p> <p>Высказывания не полные</p> | <p>Воспроизводит короткие фразы и слова, несмотря на задержку</p> <p>Высказывания не всегда по теме</p> <p>Использует некоторые слова логической связи и дискурсивных маркеров</p> | <p>Понимание высказывания затруднено из-за многочисленных ошибок</p> <p>ИЛИ ответ носит характер набора слов</p> |

### 3. Критерии оценивания письменной речи

| Баллы/<br>Оценка | Содержание                                     | Организация                                                                                                                                                                                          | Язык                                                                                                                                                                                                                                                                                                                |
|------------------|------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9-10 (5)         | <p>Коммуникативная задача решена полностью</p> | <p>Письмо построено логично. Имеются средства логической связи. Присутствует деление на абзацы (если необходимо). Текст выстроен в соответствии с правилами оформления определенного вида письма</p> | <p>Языковое оформление соответствует поставленной коммуникативной задаче. Используются разнообразные конструкции, верная лексическая сочетаемость. Верное использование лексических и грамматических единиц. Возможны небольшие орфографические ошибки, редкие грамматические ошибки, не затрудняющие понимания</p> |
| 7-8 (4)          | <p>Коммуникативная задача решена</p>           | <p>Письмо построено в основном логично.</p>                                                                                                                                                          | <p>Языковое оформление соответствует поставленной</p>                                                                                                                                                                                                                                                               |

|         |                                                                                                                                                                                      |                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                         |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | полностью                                                                                                                                                                            | Имеются средства логической связи. Присутствует деление на абзацы (если необходимо). Текст выстроен в соответствии с правилами оформления определенного вида письма                                                 | коммуникативной задаче. Используются разнообразные конструкции, есть ошибки в лексической сочетаемости. В основном верное использование лексических и грамматических единиц. Возможны небольшие орфографические ошибки, редкие лексико-грамматические ошибки, не затрудняющие понимания |
| 5-6 (3) | Коммуникативная задача решена, но некоторые пункты не раскрыты. / Коммуникативная задача решена, но читателю приходится интерпретировать высказывание автора. Контекст задан неверно | Письмо построено в основном логично. Имеются средства логической связи. Присутствует деление на абзацы (если необходимо). Текст в основном выстроен в соответствии с правилами оформления определенного вида письма | Языковое оформление в основном соответствует поставленной коммуникативной задаче. В основном верное использование лексических и грамматических единиц. Возможны небольшие орфографические ошибки, редкие лексико-грамматические ошибки, затрудняющие понимание                          |
| 4-3 (2) | Коммуникативная задача решена частично                                                                                                                                               | Письмо построено в основном логично. Отсутствуют средства логической связи. Отсутствует деление на абзацы (если необходимо). Текст выстроен не в соответствии с правилами оформления определенного вида письма      | Языковое оформление в основном соответствует поставленной коммуникативной задаче. В основном верное использование лексических и грамматических единиц. Присутствуют частые орфографические и лексико-грамматические ошибки, затрудняющие понимание                                      |
| 1-2 (1) | Коммуникативная задача решена частично. Попытка решить коммуникативную задачу с ответом,                                                                                             | Письмо построено нелогично. Отсутствуют средства логической связи. Отсутствует деление на абзацы (если необходимо). Текст                                                                                           | Языковое оформление соответствует поставленной коммуникативной задаче. Частое неверное использование лексических и грамматических единиц.                                                                                                                                               |

|   |                                                                                                            |                                                                                                                                                                                                       |                                                                                                                                     |
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|   | трудным для понимания и требующим интерпретации со стороны читателя                                        | выстроен не в соответствии с правилами оформления определенного вида письма                                                                                                                           | Присутствуют частые орфографические и лексико-грамматические ошибки, затрудняющие понимание                                         |
| 0 | Содержание не соответствует цели письма. Работа не выполнена. Количество слов меньше необходимого минимума | Письмо построено нелогично. Отсутствуют средства логической связи. Отсутствует деление на абзацы (если необходимо). Текст выстроен не в соответствии с правилами оформления определенного вида письма | Языковое оформление не соответствует поставленной коммуникативной задаче. Присутствуют множественные ошибки, затрудняющие понимание |

#### 4. Критерии оценивания проекта

| Баллы/<br>Оценка | Содержание                                                                                                                                                                                                                                                                                                                                                                                                   | Технология<br>выполнения                                                                                                                                                                                                                                                           | Самостоятельнос<br>ть выполнения                                                                                                                                                                                                                                                | Презентация                                                                                                                                                                                                                                            |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9-10 (5)         | Правильно поняты цель, задачи выполнения проекта. Продemonстрировано понимание содержания выполненной работы. Продemonстрировано свободное владение предметом проектной деятельности. Ошибки отсутствуют. Грамотно и обоснованно в соответствии с рассматриваемой проблемой(темой) используются имеющиеся знания и способы действий. В работе и в ответах на вопросы по содержанию работы отсутствуют грубые | Соблюдена технология исполнения проекта. Работа спланирована и последовательно реализована самостоятельно, своевременно пройдены все необходимые этапы обсуждения и представления. Контроль и коррекция осуществлялись самостоятельно. Проявляются отдельные элементы самооценки и | Проявлены творчество, инициатива. Работа свидетельствует о способности самостоятельно ставить проблему и находить пути её решения; продемонстрировано свободное владение логическими операциями, навыками критического мышления, умение самостоятельно мыслить; продемонстриров | Тема ясно определена и пояснена. Текст/сообщение хорошо структурированы. Все мысли выражены ясно, логично, последовательно, аргументировано. Автор владеет культурой общения с аудиторией. Работа/сообщение вызывает большой интерес. Автор свободно и |

|         |                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                  |
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|         | ошибки                                                                                                                                                                                                                                                                                                                                                                                | самоконтроля обучающегося.                                                                                                                                                                                                                                                                                                                                                                                                       | ана способность приобретать новые знания и/или осваивать новые способы действий, достигать более глубокого понимания изученного                                                                                                                                                                                                                                                                                              | аргументирован о отвечает на вопросы. В речи отсутствуют ошибки. Широко используются средства логической связи                                                                                                                                                                                                                   |
| 8-7 (4) | Правильно поняты цель, задачи выполнения проекта. Продемонстрировано понимание содержания выполненной работы. Продемонстрировано владение предметом проектной деятельности. Грамотно и обоснованно в соответствии с рассматриваемой проблемой(темой) используются имеющиеся знания и способы действий. В работе и в ответах на вопросы по содержанию работы отсутствуют грубые ошибки | Соблюдена технология исполнения проекта, но допущены незначительные ошибки, неточности в оформлении. Работа спланирована и последовательно реализована под контролем и при поддержке руководителя, своевременно пройдены все необходимые этапы обсуждения и представления. Контроль и коррекция осуществлялись под контролем и при поддержке руководителя. Проявляются отдельные элементы самооценки и самоконтроля обучающегося | Проявлено творчество. Работа свидетельствует о способности самостоятельно или с опорой на помощь руководителя ставить проблему и находить пути её решения; продемонстрировано владение логическими операциями, навыками критического мышления, умение самостоятельно мыслить; продемонстрирована способность приобретать новые знания и/или осваивать новые способы действий, достигать более глубокого понимания изученного | Тема ясно определена и пояснена. Текст/сообщение хорошо структурированы. Все мысли выражены ясно, логично, последовательно, аргументировано. Работа/сообщение вызывает некоторый интерес. Автор свободно отвечает на вопросы. В речи отсутствуют грубые ошибки, искажающие смысл. В целом используются средства логической связи |

|         |                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                  |
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| 6-5 (3) | <p>Правильно поняты цель, задачи выполнения проекта. Продемонстрировано общее понимание содержания выполненной работы. Продемонстрировано частичное владение предметом проектной деятельности.</p> <p>Имеющиеся знания и способы действий в целом используются в соответствии с рассматриваемой проблемой(темой). В работе и в ответах на вопросы по содержанию работы отсутствуют ошибки</p> | <p>Допущены нарушения в технологии исполнения проекта, его оформлении</p> <p>Работа спланирована и последовательно реализована под контролем и при поддержке руководителя, большинство необходимых этапов пройдено своевременно.</p> <p>Контроль и коррекция осуществлялись под контролем и при поддержке руководителя</p> | <p>Не проявлена самостоятельность в исполнении проекта.</p> <p>Работа свидетельствует о способности ставить проблему и находить пути её решения с опорой на помощь руководителя; продемонстрировано частичное владение логическими операциями, навыками критического мышления; способность приобретать новые знания и/или осваивать новые способы действий, достигать более глубокого понимания изученного материала не проявлена</p> | <p>Продемонстрированы навыки оформления проектной работы и пояснительной записки, а также подготовки простой презентации.</p> <p>Автор отвечает на вопросы. В речи присутствуют ошибки.</p> <p>Иногда используются средства логической связи</p> |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|         |                                                                                                                                                                                                           |                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                           |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4-3 (2) | <p>Цель и задачи выполнения проекта поняты частично. Продемонстрировано частичное владение предметом проектной деятельности. В работе и в ответах на вопросы по содержанию работы присутствуют ошибки</p> | <p>Проект не выполнен или не завершен. Работа спланирована и реализована под контролем и при поддержке руководителя, все необходимые этапы пройдены несвоевременно. Контроль и коррекция осуществлялись под контролем руководителя</p> | <p>Работа свидетельствует о неспособности ставить проблему и находить пути её решения; продемонстрировано частичное владение логическими операциями, способность приобретать новые знания и/или осваивать новые способы действий, достигать более глубокого понимания изученного материала не проявлена</p> | <p>Продемонстрированы навыки оформления проектной работы и пояснительной записки, а также подготовки простой презентации. Автор не отвечает на вопросы. В речи присутствуют ошибки. Средства логической связи практически отсутствуют</p> |
| 2-1 (1) | <p>Цель и задачи выполнения проекта не поняты. Продемонстрировано слабое владение предметом проектной деятельности. В работе и в ответах на вопросы по содержанию работы присутствуют грубые ошибки</p>   | <p>Проект не выполнен или не завершен. Работа спланирована и реализована под контролем и при поддержке руководителя, все необходимые этапы пройдены несвоевременно. Контроль и коррекция не осуществлялись</p>                         | <p>Проект не выполнен или не завершен</p>                                                                                                                                                                                                                                                                   | <p>Навыки оформления проектной работы и пояснительной записки не продемонстрированы. Автор не отвечает на вопросы. В речи присутствуют ошибки, в том числе искажающие смысл. Средства логической связи отсутствуют</p>                    |

## КИМ ПО ФОРМАМ ТЕКУЩЕГО КОНТРОЛЯ

### Тестирования для входного контроля

English Placement test (English Unlimited)

- Choose the best answer for each question.
- Stop when the questions become too difficult.
- Spend no more than 40 minutes on the test.

1. Where \_\_\_\_ from? - I'm from Russia.

A you are B you C are you

2. We have \_\_\_\_ house in Moscow.

A any B a C an

3. I have two \_\_\_\_: a boy and a girl.

A sons B daughters C children

4. I work in a \_\_\_\_\_. I'm a doctor.

A hospital B hotel C supermarket

5. This is my brother. \_\_\_\_ name's Paul.

A Her B His C He's

6. \_\_\_\_ five people in my family.

A They are B There is C There are

7. I get up \_\_\_\_ 7 o'clock in the morning.

A for B at C in

8. I like apples, but I \_\_\_\_ bananas.

A don't like B like C do like

9. Excuse me, \_\_\_\_ speak French?

A do you B you do C you

10. How much are \_\_\_\_ shoes?

A this B these C that

11. 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

|   |   |    |   |    |   |    |   |    |   |
|---|---|----|---|----|---|----|---|----|---|
| 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 |

### Для текущего контроля

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

Написание электронного письма “Встреча с работодателем”

A1

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

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

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

You need to write 45-60 words.

A2 и выше

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

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

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

You need to write 80-110 words.

Sample answer

A1

Dear Mr Jarris,

Thank you for your e-mail.

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

I will wear a red T-shirt and blue jeans.

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

Kind regards,

Jill Nichols

A2 и выше

Dear Mr Jarris,

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

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

I will wear a red T-shirt with a butterfly print on it and light blue 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 1.2 Молодёжь в современном обществе. Досуг молодёжи: увлечения и интересы**

Ролевая игра “Моя команда”

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

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

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

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

Sample answer.

Step 1. (for all levels)

- 1) Do you like music?
- 2) Can you cook?
- 3) Have you ever thought about becoming a(n)... (cook/ engineer/ photographer, etc.)?
- 4) Do you like working with computers?
- 5) Which countries did you visit?
- 6) How often do you do voluntary work?
- 7) Do you like working in a laboratory?
- 8) What transport can you drive?

Step 3.

A1

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

A2

Misha, Pavel and Sonya are great for my team. Misha and Sonya are helpful because they are interested in computers and people. The boys are fond of doing experiments in a laboratory. On the other hand, Sonya, like me, speaks foreign languages. We can share the tasks on the projects. In our free time, we might go out together because we all love pop music and singing in karaoke.

B1

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

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

Проект “Мой колледж”

A1

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

In your presentation write:

- 1) the name of the college
- 2) where it is located (city, region)
- 3) how old it is
- 4) describe a building (old/modern, big/small etc) and classrooms
- 5) write your opinion about your college.

You need to write 60-80 words.

A2 и выше

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

In your presentation write:

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

You need to write 100-120 words.

Sample answer:

A1

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

A2 и выше

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

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

Ролевая игра-диалог между покупателем и продавцом.

A1

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

Card 1A -Customer

Step 1.

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

- greet the shop assistant
- ask for a pair of jeans.
- you like black
- if there aren't any black, ask for a pair of blue jeans.
- you are size 40
- agree to have a look at the blue jeans.

- ask if you can try them on.
- ask about the price
- buy the jeans
- thank the shop assistant for help
- say good-bye

Card 2.

Student B- You are the shop assistant.

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

- start a talk,
- greet the customer and ask if you can help him/her
- ask what colour the customer wants
- you have only blue and grey jeans in a shop
- offer him/ her blue or grey ones
- ask about his/her size
- say if he/she can try them on
- say how much they cost
- thank a customer,
- say goodbye.

Step 2. Play your roles.

A2 и выше

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

Card 1.

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

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

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

Card 2.

Student B- You are the shop assistant.

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

- start a talk
- greet the customer and ask if you can help him/her
- ask what colour and size the customer is interested in

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

Step 2. Play your roles.

Sample answer.

(C-customer, SA-shop assistant)

A1

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

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

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

C: Blue please.

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

C: 40, please

SA: Here you are.

C: Can I try them on?

SA: Yes, of course.

C: How much do they cost?/How much are they?

SA: 1500 roubles, please.

C: Here you are.

SA: Thank you.

C: Thank you very much for help. Good bye.

SA: Good bye.

A2 и выше

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

C: Yes, please. I'd like a pair of trainers.

SA: What colour would you like to look at?

C: Well, I like bright colours.

SA: We have very nice green trainers. Would you like to look at them?

C: Yes. Sure.

SA: What size do you wear?

C: 38, please

SA: Here you are. Would you like to try them on?

C: Oh, no, thanks. I don't like this light green colour. Can you show anything else, please?

(Do you have any other colours?)

SA: I see. Have a look at these yellow ones, please.

C: Oh, they look great. What are they made of?

SA: They are made of leather/ Leather ones.  
C: Can I try them on?  
SA: Yes, of course.  
C: How much do they cost?/How much are they?  
SA: 2000 roubles, please.  
C: I'd like to buy them./I'll take them.  
SA: Good choice. (They look great on you)  
C: Thank you very much for help. Good bye.  
SA: Good bye. We'll be happy to see you again.

Отзыв на магазин продуктов/одежды/обуви

A1

You have received an sms from your friend, he/she asks you where he/she can do some shopping. Write a shop review.

In your message write:

- what the name of the shop is
- where the shop is
- what things he/she can find in a shop (types of clothes, brands)
- if you like/ dislike this shop; why/why not

Write 30-45 words

A2 и выше

You have received an sms from your friend, he/she asks you where he/she can do some shopping. Write a shop review.

In your message write:

- what the name of the shop is
- where the shop is located
- how often you do the shopping there
- what things he/she can find in a shop (types of clothes, brands)
- if you like/ dislike this shop; why/why not

Write 40-60 words

Sample answer:

A1

Hi! Go to "Familiya". It's next to my house. There are a lot of jeans, trainers, T-shirts and jackets. I like it/I love it because I can buy cheap and modern clothes there.

A2 и выше

Hi! What about "Familiya"? It's next to my house. I don't often do the shopping there. You can find a lot of modern things there such as jeans, jackets, trainers and T -shirts. I love going there when I have some pocket money. I can always find something unusual there.

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

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

A1

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

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

Use between 60-70 words.

A2 и выше

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

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

Use between 100-120 words.

Sample answer (A1)

I work as a baker.

It's often very hot.

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

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

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

If you have a headache, take a pill.

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

Sample answer (для A2 и выше)

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

Follow the rules:

Don't run!

Don't jump!

Don't throw heavy things!

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**

#### **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. How much is that?                              | B. Two and a half hours.                 |
| 3. Is it better to fly or go by train?            | C. Probably by taxi.                     |
| 4. Where does the bus leave from?                 | D. It depends - flying's much faster.    |
| 5. Is the flight direct?                          | E. Yes, sure.                            |
| 6. What time do we get there?                     | F. No, it's direct.                      |
| 7. Do I need to change?                           | G. £27.50.                               |
| 8. Could you stop here, please?                   | H. About 50 miles.                       |
| 9. How far is it?                                 | I. The central bus station.              |
| 10. Is this the bus for London?                   | J. No, you want the blue one over there. |
| 11. How long is the journey?                      | K. Just after 11.00.                     |
| 12. How often do the buses go to the city centre? | L. Every ten minutes or so.              |

Now listen to these announcements. Can you complete the answers to the questions?

The train to London Paddington is leaving from platform 13) \_\_\_\_, not platform 14) \_\_\_\_.

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

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

All British Airways flights leave from terminal 17) \_\_\_\_.

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

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

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

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

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

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

19 What is the BAM?

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

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

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

21 Where does the *Matvei Mudrov* train stop?

- a) in the towns that have health centres
- b) in the villages and towns along the BAM railway line
- c) in villages with under 1,000 people

22 According to the article ...

- a) the BAM is 650 kilometres long.
- b) the BAM is 4,000 kilometres long.
- c) the BAM only has one train service.

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

- a) People come to the train to see the doctors.
- b) The doctors visit people at home.
- c) The doctors visit the local health centre.

24 According to the article ...

- a) *Matvei Mudrov* was the name of a doctor.
- b) the BAM was built as a medical railway.
- c) the train was the idea of a Russian doctor.

25 In Khani ...

- a) a girl needs an operation.
- b) one patient has broken bones.

c) there are two patients.

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

a) bad

b) not good or bad

c) good

27 In Berkakit ...

a) the doctor sees a patient she knows.

b) the doctor treats a man's shoulder.

c) the doctor visits the town bakery.

28 Mikhail Zdanovich ...

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

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

c) offers food to the doctor after the visit.

A2

Read the text. Put the events below in order.

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

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

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

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

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

20 miles = 32 kilometres

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

Complete the questions in this dialogue.

A I got back from my holiday last week.

B Where 11) \_\_\_\_ ?

A Peru.

B Really? What 12) \_\_\_\_?

A It was fantastic, really great.

B How long 13) \_\_\_\_?

A Three weeks altogether - I wanted to stay longer!

B 14) \_\_\_\_ expensive?

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

B 15) \_\_\_\_

A My sister and her boyfriend.

B 16) \_\_\_\_ any problems?

A Nothing serious. I lost my watch.

B How 17) \_\_\_\_ happen?

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

B 18) \_\_\_\_ go back?

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

You are going to listen to a podcast recorded by a travel journalist about Manga cafes in Japan.

Decide what you can do in Manga Cafes. Write Y for yes, N for No

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

B1

Complete sentences 1 to 10. Use these words.

down of off on onto to

- 1 We checked \_\_\_\_ the flight in good time.
- 2 But we were delayed due \_\_\_\_ engine trouble.
- 3 We got \_\_\_\_ the plane two hours late.
- 4 And we eventually took \_\_\_\_ at 2.00 p.m.: five hours late.
- 5 But then we were diverted \_\_\_\_ Delhi.
- 6 There was a severe lack \_\_\_\_ information.
- 7 When we landed, we all got \_\_\_\_ the plane.
- 8 They made sure that no one was \_\_\_\_ board because 9 \_\_\_\_ the danger of fire.
- 10 We eventually touched \_\_\_\_ in London seven hours late.

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

### The Hub

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

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

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

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

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

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

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

- 16 The writer's point of view seems to indicate that he or she \_\_\_\_  
a works for the Indian government  
b doesn't believe the tourist trade can grow in the rainy season  
c thinks that the rainy season in India is a great travel opportunity
- 17 Who does *a billion people* refer to at the beginning?  
a) the population of India  
b) the farm workers in India  
c) people in countries affected by the monsoon
- 18 Sajjan Garh Palace is now a \_\_\_\_  
a) summer home for royalty  
b) luxury hotel for monsoon visitors  
c) wildlife sanctuary
- 19 Which is NOT true about Alexander Frater's book?  
a) He writes about living in Mumbai for the whole monsoon.  
b) He discusses how people visit India to be "healed" by monsoons.  
c) He speaks to people in India about their views on the monsoon.
- 20 The phrase *washed streets and fresh leaves* refers to the monsoon as a \_\_\_\_  
a) cleansing and renewing force  
b) blessing for farmland and farm workers

c) time for honor and tradition

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

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

Answer Key

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

## Тема 1.7 Страна/страны изучаемого языка

### A1

#### Task 1. Choose the correct answer.

1. How many independent states are there on the British Isles?
  - A. 2
  - B. 3
  - C. 5
  - D. 1
  
2. What is the symbol of England?
  - A. a thistle
  - B. a rose
  - C. a shamrock and a red hand
  - D. a daffodil
  
3. What is the symbol of Scotland?
  - A. a thistle
  - B. a rose
  - C. a daffodil
  - D. a shamrock
  
4. What is the symbol of Wales?
  - A. a thistle
  - B. a rose
  - C. a daffodil
  - D. a shamrock
  
5. What is the symbol of Northern Ireland?
  - A. a thistle
  - B. a rose
  - C. a shamrock and a red hand
  - D. a daffodil
  
6. Where is Shakespeare's birthplace?
  - A. in London
  - B. in Stratford-on-Avon
  - C. in Glasgow
  - D. in Cardiff
  
7. Which is the most popular sport in Britain?
  - A. Football
  - B. Rugby
  - C. Tennis
  - D. Baseball

8. When is St. Valentine's Day celebrated?
  - A. January 1
  - B. October 31
  - C. February 14
  - D. July 4
  
9. The British Isles are separated from the European Continent by ...
  - A. the North Sea and the Irish Sea
  - B. the North Sea and the English Channel
  - C. the English Channel and the Atlantic Ocean
  - D. the Irish Sea
  
10. When did London become the capital of England?
  - A. in the 11th century
  - B. in the 13th century
  - C. in the 15th century
  - D. in the 14th century

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

- 1) This building was built in the 18th century. It is open to visitors several days a week. The changing of the Guard is a very interesting ceremony to watch. Now it is the home of the Queen.
- 2) This building is a very interesting place in the capital of the UK. It was a fortress, a royal palace and later a prison. Now it is a museum. There are a lot of interesting collections in it.
- 3) This building stands on the river Thames. The official name of it is the Palace of Westminster. It is the place of the British Parliament. Its members make laws there. The famous clock Big Ben stands near them.
- 4) This is the symbol of the capital. It is a famous clock. It was renamed the Elizabeth Tower in 2012 in honour of the Queen's Diamond Jubilee.
- 5) This building is the greatest work of the architect Sir Christopher Wren. It is a famous church. It is very beautiful. It was built in 1708.
- 6). It is the main square of London. There is a column to Admiral Nelson in the centre of it. A lot of tourists come here every day.

**ANSWER KEY**

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

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

**A2**

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



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

The Yeoman Warders were formed by King Henry VIII. In 1509 the King decided to leave twelve of his old and sick Yeomen of the Guard in the Tower of London to protect it. Their main duty was to look after the Tower prisoners, and safeguard the British crown jewels. Nowadays there are still twelve Yeomen Warders at work every day. (All in all, there are 35 of them). They are still nicknamed “Beefeaters” but their duties have certainly changed. They act as tour guides and raven-keepers. They carefully look after the famous ravens, feed them and cut their wings. There is a legend that the Tower will fall if the ravens fly away. The Beefeater’s most famous duty is to take part in the night ceremony of passing the Tower Keys. For everyday duties Yeomen Warders wear a red and dark blue uniform with a round hat, while on holidays they wear a state dress uniform which is red and gold, the same as the Yeomen of the Guard, but without a cross belt. In these uniforms the Beefeaters can be called one of the most interesting sights of London.

|                      |  |
|----------------------|--|
| Formed in/by         |  |
| How many?            |  |
| Nickname             |  |
| Previous service     |  |
| Duties of the past   |  |
| Present-day duties   |  |
| The most famous duty |  |

|                     |  |
|---------------------|--|
| Everyday uniform    |  |
| State dress uniform |  |



| Countries                    | Cities                          | Mountains                                                   | Oceans, seas, rivers, lakes                                                   |
|------------------------------|---------------------------------|-------------------------------------------------------------|-------------------------------------------------------------------------------|
| England<br>Scotland<br>Wales | Edinburgh<br>Cardiff<br>Belfast | The Pennines<br>The Grampians the<br>Cambrians<br>Ben Nevis | The Atlantic Ocean<br>The North Sea<br>The Severn<br>The Thames;<br>Loch Ness |

## Task 2.

|                      |                                                                           |
|----------------------|---------------------------------------------------------------------------|
| Formed in/by         | In 1509. King Henry VIII                                                  |
| How many?            | Thirty-five                                                               |
| Nickname             | Beefeaters                                                                |
| Previous service     | To protect the Tower                                                      |
| Duties of the past   | To look after the Tower prisoners and safeguard the British crown jewels. |
| Present-day duties   | Tour guides and raven-keepers                                             |
| The most famous duty | To take part in the night ceremony of passing                             |

|                     |                                              |
|---------------------|----------------------------------------------|
|                     | the Tower Keys                               |
| Everyday uniform    | A red and dark blue uniform with a round hat |
| State dress uniform | A red and gold uniform without a cross belt  |

## B1

### Task 1. Choose the right answer.

1. The Union Flag is known as

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

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

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

3. The current Union Flag was created in

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

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

|         |         |         |
|---------|---------|---------|
| A. 1801 | B. 1837 | C. 1637 |
|---------|---------|---------|

5. What does the coat of arms consist of?

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

6. How many parts does the shield have?

|         |        |          |
|---------|--------|----------|
| A. four | B. two | C. three |
|---------|--------|----------|

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

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

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

1. see beautiful English lawns and enjoy flowers?
2. open a bank's account or withdraw money from it?
3. see a masterpiece of the famous English architect of the 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 sq mile. Most of the financial activities are crowded along Threadneedle

Street, near the intersection known as the Bank, which includes the huge Bank of England complex, the Royal Exchange, and the Stock Exchange. The permanent residential population of the City is now less than 6000, but about 350,000 commute here daily to work.

B.

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

C.

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

D.

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

E.

The City of Westminster, about two miles upstream from the city of London, emerged as England's political and religious centre of power after the 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.

### **Answer Key**

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

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

## **Тема 1.8 Россия**

### **A1**

#### **Устный опрос**

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

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

**ANSWER KEY**

1. Russia is situated in the eastern part of Europe and the northern part of Asia.
2. It covers almost twice the territory of either the United States or China.
3. Russia borders on 12 countries on land. In the south Russia borders on China, Mongolia, Korea, Kazakhstan, Georgia and Azerbaijan. In the west it borders on Norway, Finland, the Baltic States, Belorussia, and the Ukraine. It also has a sea border with the USA.
4. The main areas of Russia are the European part, Siberia and the Far East. The Ural Mountains separate Europe from Asia.
5. Russia is washed by 12 seas and 2 oceans. Russia is connected with the Atlantic Ocean through the Baltic Sea in the west and the Black Sea in the south. The Arctic Ocean and its seas including the White, Barents, Kara, Laptev, and East-Siberian Seas wash Russia in the north. The Pacific Ocean and its seas the Bering, Okhotsk and Japanese Seas wash Russia in the east.
6. Russia's greatest rivers are the Don and the Volga in its European part, and the Ob and the Yenisey in West Siberia. The largest river in Asian part of Russia is the Lena. The Volga flows into the Caspian Sea. The main Siberian rivers, the Ob, the Yenisei and the Lena, flow from south to north. The Ob is the longest river in Russia, but the Volga is the most important one. Many Russian towns are located on the Volga River: Vladimir, Tver, Yaroslavl, Kazan, and Nizhny Novgorod. Altogether there are over two million rivers in our country.
7. Lake Baikal is the largest freshwater lake in the world, one of the Seven Natural Wonders of the World, the pearl of Siberia. It's 636 kilometers long and 80 kilometers wide and is surrounded by forests and mountain peaks; the waters of the lake are transparent to a depth of 40 metres in summer. The lake has more than 2000 rare plants and animals – bears, elk, lynx, sables, freshwater seal, trout, salmon and sturgeon.
8. The climate of Russia differs from one part to another, from arctic in the north to subtropical in the south. But the prevailing one is temperate. Winters are cold and windy with a lot of snow. Summers are hot and dry.
9. Russia is rich in mineral resources such as coal, oil, natural gas, iron ore, copper, zinc and others. Natural resources determine the development of the Russian economy.

**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.

**ANSWER KEY**

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

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

**B1**

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

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

## 8. Harsh climate

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

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

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

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

**E.** However, the growing popularity of the lake and the industrial development of the region have caused ecological problems. The safety of this unique natural ecosystem has been discussed at an international level. Now Lake Baikal is on the list of heritage sites protected by UNESCO. A federal state law about the conservation of the lake was also supported in Russia.

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

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

### ANSWER KEY

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

## Тема 2.1 Современный мир профессий

### Тест

#### Раздел 1. Чтение.

A1

#### Задание 1

Прочитайте текст. Определите, какие из приведённых утверждений **A7–A14** соответствуют содержанию текста (1–**True**), какие не соответствуют (2–**False**) и о чём в

тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3–**Not stated**).

### **Second Career**

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

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

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

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

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

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

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

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

- 1) True                      2) False                      3) Not stated

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

- 1) True                      2) False                      3) Not stated

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

- 1) True                      2) False                      3) Not stated

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

- 1) True                      2) False                      3) Not stated

**A 11** Jeff Statham wanted to work at school.

- 1) True                      2) False                      3) Not stated

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

- 1) True                      2) False                      3) Not stated

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

- 1) True                      2) False                      3) Not stated

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

- 1) True                      2) False                      3) Not stated

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

**Раздел 2. Лексико-грамматический раздел.**

## B1

### Задание 3.

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

#### Requirements for Animal Trainers

Although in most cases animal trainers need **B4** \_\_\_\_\_ (**HAVE**) a high school diploma or general equivalency diploma (GED) equivalent, some animal trainers must have a **B5** \_\_\_\_\_ (**BACHELOR**) degree and additional skills. Marine mammal trainers, for example, generally **B6** \_\_\_\_\_ (**NEED**) a bachelor's degree in biology, marine biology, animal science, psychology, or a **B7** \_\_\_\_\_ (**RELATE**) field. Animal trainers must be patient and sensitive. Experience with problem-solving and animal obedience **B8** \_\_\_\_\_ (**REQUIRE**). Several organizations offer **B9** \_\_\_\_\_ (**TRAIN**) programs and voluntary certification for those who **B10** \_\_\_\_\_ (**WANT**) to enter this field. Demand for animal trainers will grow much **B11** \_\_\_\_\_ (**FAST**) than average for all occupations through 2018 as pet owners utilize **B12** \_\_\_\_\_ (**THEY**) services. Demand for marine mammal trainers, however, should grow slowly.

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

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

### Раздел 3. Перевод.

## B2

### Задание 1.

Переведите данные предложения на русский язык.

1. Alfred was very ambitious and wanted to become a successful and rich businessman.
2. Her career plan was to start in a small company and then work for a larger company as she had more experience.
3. The job needs having an interest in sales and marketing.
4. The finance department of the company has come up with a budget for the new project.
5. In banking as in every other business good management is very important.
6. The administration and personnel department of the company is very well organized.
7. Toshiba is increasing production of its popular line of laptop computers.
8. The Research and Development department of our company has brought out a new project.
9. Jerry shows respect to his superiors at work.
10. Only twelve people attended the meeting.
11. The company organizes many social functions, such as parties every year.

12. The company has a small team of experienced sales people.
13. The more qualifications you have, the easier it is to find a job.

**Возможные варианты:**

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

**Задание 2.**

**B1**

Заполните пропуски в телефонном разговоре данными выражениями: *can you send, can I call you, can you hear, can I help you, don't have, can't tell, could I speak to, could you hold, could you repeat, could you speak, could you tell me.*

**Jon:** Good morning, the Tech Store, this is Jon speaking.

**Sara:** (1) \_\_\_\_\_ someone in Customer Services, please?

**Jon:** Er. Yes, of course, I'll put you through.

**Mark:** Customer Services, Mark speaking, how (2) \_\_\_\_\_?

**Sara:** I'm calling about your new Samsung DVD players. (3) \_\_\_\_\_ if you have any in stock?

**Mark:** I'll just go and see. (4) \_\_\_\_\_ the line please?

**Sara:** Yes, no problem, I'll wait.

**Mark:** Hello? I (5) \_\_\_\_\_ any on the shelves. I'll need to check the order status on the computer. (6) \_\_\_\_\_ back?

**Sara:** Certainly. My name is Sara Hall and my telephone number is 0582 1067.

**Mark:** Sorry, (7) \_\_\_\_\_ up? It's a terrible line.

**Sara:** Is that better? (8) I \_\_\_\_\_ me now?

**Mark:** Yes, that's much better. (9) \_\_\_\_\_ the number please?

**Sara:** Of course, It's 0582 1067. I'll be on this number all morning.

**Mark:** Sorry, (10) I \_\_\_\_\_ you if we've got any DVDs in stock right now, but I'll get back to you as soon as I have information. Was there anything else?

**Sara:** Er, yes, (11) \_\_\_\_\_ send me a copy of your latest catalogue?

**Mark:** Of course, I'll put one in the post to you today. What's your address?

**Sara:** It's 25 Ridley Lane, Lower

**Ответы:**

(1) *could I speak to*, (2) *can I help you?* (3) *Could you tell me.* (4) *Could you hold*  
(5) *don't have* (6) *can I call you* back? (7) *could you speak* (8) *can you hear* me now? (9)  
*could you repeat* the number please? (10) *can't tell* (11) *can you send* me

## **Тема 2.2 Государственные учреждения, бизнес и услуги**

### **Перевод профессионально ориентированного текста**

*Выполните письменный перевод отрывка. В вашем распоряжении 45 минут. Можно пользоваться словарем*

The study of organizational behavior had its primary origins in industrial and social psychology. Researchers of organizational behavior typically concentrate on individual and group behaviors in organizations, analyzing motivation, work satisfaction, leadership, work-group dynamics, and the attitudes and behaviors of the members of organizations. Organization theory, on the other hand, is based more in sociology. It focuses on topics that concern the organization as a whole, such as organizational environments, goals and effectiveness, strategy and decision making, change and innovation, and structure and design. Some writers treat organizational behavior as a subfield of organization theory. The distinction is primarily a matter of specialization among researchers; it is reflected in the relative emphasis each topic receives in specific textbooks and in divisions of professional associations.

Organization theory and organizational behavior are covered in every reputable, accredited program of business administration, public administration, educational administration, or other form of administration, because they are considered relevant to management.

#### **Sample Answer**

Изучение организационного поведения берет свое начало в промышленной и социальной психологии. Исследователи организационного поведения обычно сосредотачиваются на индивидуальном и групповом поведении в организациях, анализируя мотивацию, удовлетворенность работой, лидерство, динамику рабочей группы, а также отношения и поведение членов организаций. Теория организации, с другой стороны, основана больше на социологии. Основное внимание уделяется темам, которые касаются организации в целом, таким как организационная среда, цели и эффективность, стратегия и принятие решений, изменения и инновации, а также структура и дизайн. Некоторые авторы рассматривают организационное поведение как раздел организационной теории. (для A1) Различие в первую очередь связано со специализацией исследователей; это находит свое отражение в том относительном внимании, которое уделяется каждой теме в конкретных учебниках и в подразделениях профессиональных ассоциаций.

Теория организации и организационное поведение рассматриваются во всех авторитетных, аккредитованных программах делового администрирования, государственного управления, управления образованием или других формах

управления, поскольку они считаются относящимися к менеджменту. (для A2) Термин «менеджмент» используется в самых разных смыслах, и изучение этой области включает использование источников, выходящих за рамки типичных академических исследований, таких как правительственные отчеты, книги по прикладному менеджменту и наблюдения практикующих менеджеров за их работой. В то время как многие элементы играют решающую роль в эффективном управлении — финансы, информационные системы, запасы, закупки, производственные процессы и другие, — эта книга сосредоточена на организационном поведении и теории. (для B1)

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

Круглый стол-дебаты “Преимущества и недостатки современных технологий”

A1

Step 1 Write a list of modern technologies and devices

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

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

A2 и выше

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

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

Step 2

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

Sample answer:

Step 1

A1

Group 1

I can find a lot of information in the Internet.

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

I can use my computer to make presentations.

We can use our group chat in Telegram/WhatsApp.

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

Group 2

It is difficult to find important information in the Internet.  
The internet is too slow and I spend a lot of time on my homework.  
Computers are expensive and they often work slow.  
We have a lot of messages in our Telegram/WhatsApp chat.  
We cannot have online lessons; they are very long.

A2 и выше

Group 1

I spend very little time on my homework because I can find a lot of useful information in the Internet.  
I can use online-dictionaries or some online-translators to help me with my homework.  
I can use my computer/laptop to create presentations and files for my classes and homework.  
I can use some apps to improve my English.  
When I take notes in class, my writing is terrible. Now I have an app to take my notes quickly.  
Group Chats are great! I always forget what my homework is and when to do it. Group chats help me to remember.  
The brain must react quickly to the amount of new interesting information.

Group 2

When I want to find some information, I click on links to visit other sites, I find a lot of info but I need to doublecheck it.  
Students think that they don't need to study foreign languages because they have online-dictionaries and online-translators.  
Computers and modern applications are too expensive.  
Students spend too much time on their laptops/mobiles, they are always too busy.  
Students become more dependent on things such as calculators and mobiles.

Step 2

A1

S1- I can find a lot of information in the internet  
S2- Yes, you can. But it is difficult to find it in the internet.  
S1- I agree/I disagree

S1- I can use online-dictionaries. They help me with my homework.  
S2- I agree. The internet is too slow and I spend a lot of time on my homework.  
S1- I agree/I disagree

A2 и выше

S1 - I spend very little time on my homework because I can find a lot of useful information in the Internet.  
S2- I don't agree. You need to doublecheck all the information you find or you look for.  
S1- Yes, I do agree with you.

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

Доклад с презентацией “Знаменитые личности в моей профессии”

A1

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

The top of my profession

Write an article about a famous person.

In your article write:

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

You need to write 60-80 words

A2 и выше

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

The top of my profession

Write an article about a famous person.

In your article write:

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

You need to write 80-100 words

Sample answer

A1

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

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

A2 и выше

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

encourages people to spend more time in the kitchen and enjoy it.

### **Тема 2.5. Деловое общение (для гуманитарного профиля)**

Групповой проект «Продвижение своего колледжа»

Уважаемые студенты, вы изучили искусство публичного выступления, узнали принципы составления эффективных презентаций, узнали, как и где можно продвигать продукт, осознали значимость команды и распределение задач при решении проблемы. Вам предстоит создать групповой проект «Продвижение своего колледжа» и представить результат спонсорам.

Примите во внимание следующие моменты:

1. Кто и что будет публично сообщать
2. Презентация PowerPoint должна быть яркой, краткой и действенной
3. В каких СМИ/социальных сетях вы можете продвигать колледж. Можете заранее разместить посты
4. Отличный результат получается при слаженной командной работе

При проверке студенты получают чек-листы для оценивания результатов друг друга

|                     |                                        |                        |
|---------------------|----------------------------------------|------------------------|
| Командная работа    | Сколько человек выступали              | Громко и четко?        |
| Презентация         | Яркая                                  | Понятная               |
| СМИ/социальные сети | Какие соцсети выбрали для продвижения? | Есть ли готовые посты? |

### **КОМПЛЕКТ КОНТРОЛЬНО-ИЗМЕРИТЕЛЬНЫХ МАТЕРИАЛОВ ПО ФОРМАМ ПРОМЕЖУТОЧНОГО КОНТРОЛЯ**

Порядок организации контроля и оценки освоения программы учебной дисциплины «Иностранный язык».

Итоговый контроль учебных достижений обучающихся проводится в рамках промежуточной аттестации. Итоговый контроль проводится в форме письменного тестирования в рамках промежуточной аттестации, предусмотренной федеральными государственными образовательными стандартами среднего профессионального образования по специальностям. Для организации и проведения зачета создается комиссия, которая осуществляет проверку письменных работ, оценивает и утверждает результаты зачета.

Зачет по иностранному языку проводится с использованием тестовых материалов.

Тест состоит из 28 вопросов.

Тестовая работа оценивается по следующей шкале:

Каждый правильный ответ равен 1 баллу.

Максимальный балл за всю работу - 28 баллов.

Верное выполнение не менее чем 50% заданий теста отвечает минимальному уровню подготовки, подтверждающему освоение учебной дисциплины основной профессиональной образовательной программы по специальностям СПО на удовлетворительно.

**Критерии оценки освоения дисциплины на этапе проведения итогового контроля.**

| Оценка                | Критерии                                      |
|-----------------------|-----------------------------------------------|
| «Отлично»             | От 100 до 90 % правильно выполненных заданий  |
| «Хорошо»              | От 89 до 70 % правильно выполненных заданий   |
| «Удовлетворительно»   | От 69 до 50 % правильно выполненных заданий   |
| «Неудовлетворительно» | От 49 % и менее правильно выполненных заданий |

Итоговая оценка по УД общеобразовательного цикла ОПОП СПО определяется по результату оценки, полученной во время зачета по завершении изучения дисциплины.

**КИМ для проведения лексико-грамматического теста  
по дисциплине «Иностранный язык»**

**Вариант 1**

**Задание 1.** *Напишите следующие существительные во множественном числе*

- |                 |                  |
|-----------------|------------------|
| 1. boy - _____  | 4. hero - _____  |
| 2. bus - _____  | 5. man - _____   |
| 3. city - _____ | 6. money - _____ |

**Задание 2.** *Образуйте сравнительную и превосходную степень сравнения от следующих прилагательных и наречий.*

- |                        |         |
|------------------------|---------|
| 1. hot - _____         | - _____ |
| 2. famous - _____      | - _____ |
| 3. good - _____        | - _____ |
| 4. warm - _____        | - _____ |
| 5. comfortable - _____ | - _____ |

**Задание 3.** *Напишите цифрами следующую дату.*

The eleventh of March nineteen thirty eight \_\_\_\_\_

**Задание 4.** *Поставьте глагол «to be» в нужную форму.*

1. Peter \_\_\_\_\_ a student of a college now.
2. Next Sunday he \_\_\_\_\_ in Moscow.
3. What \_\_\_\_\_ their names?
4. There \_\_\_\_\_ much snow last winter.
5. \_\_\_\_\_ you at school yesterday?

**Задание 5.** *Поставьте следующие предложения в Past Simple.*

1. I usually go to bed at about eleven o'clock.

2. He lives not far from our college.

3. My parents don't like shopping.

4. Are you students of this University?

5. Moscow is one of the most attractive cities.

---

**Задание 6.** *Поставьте общий вопрос к следующим предложениям.*

1. His parents walk in the park every Sunday.

- 
2. Different sport games are popular in our country.

- 
3. They visited London during summer holidays.

- 
4. Mary lives in a new beautiful house.

- 
5. Friendship was very important for us.

- 
6. My teacher will bring me an interesting book.
- 

### Вариант II

**Задание 1.** *Напишите следующие существительные во множественном числе*

- |                 |                   |
|-----------------|-------------------|
| 1. girl - _____ | 4. potato - _____ |
| 2. box - _____  | 5. woman - _____  |
| 3. baby - _____ | 6. sugar - _____  |

**Задание 2.** *Образуйте сравнительную и превосходную степень сравнения от следующих прилагательных и наречий.*

- |                        |         |
|------------------------|---------|
| 1. long - _____        | - _____ |
| 2. interesting - _____ | - _____ |
| 3. much - _____        | - _____ |
| 4. big - _____         | - _____ |
| 5. popular - _____     | - _____ |

**Задание 3.** *Напишите цифрами следующую дату.*

The eighteenth of June nineteen eleven \_\_\_\_\_

**Задание 4.** *Поставьте глагол «to be» в нужную форму.*

1. She \_\_\_\_\_ an English teacher at our school.
2. My classmate \_\_\_\_\_ in London next week.
3. What \_\_\_\_\_ your favourite books?
4. Yesterday I \_\_\_\_\_ in the park with my friends.
5. \_\_\_\_\_ her daughter a lawyer?

**Задание 5.** *Поставьте следующие предложения в Past Simple.*

1. I always get up at 7 o'clock in the morning.

- 
2. My brother works at a hospital.

- 
3. Our grandmother doesn't read newspapers.

- 
4. Is this old house yours?

- 
5. These flowers are very beautiful.
-

---

**Задание 6.** *Поставьте общий вопрос к следующим предложениям.*

1. We live not far from the central park.

---

2. Reading is his favourite hobby.

---

3. My friend read this book last summer.

---

4. His elder sister studies at the State University.

---

5. They were at the theatre yesterday.

---

6. Our students will play football next week.

---

### Вариант III

**Задание 1.** *Напишите следующие существительные во множественном числе*

1. pen - \_\_\_\_\_

4. photo - \_\_\_\_\_

2. glass- \_\_\_\_\_

5. child - \_\_\_\_\_

3. lady - \_\_\_\_\_

6. sheep - \_\_\_\_\_

**Задание 2.** *Образуйте сравнительную и превосходную степень сравнения от следующих прилагательных и наречий.*

1. nice - \_\_\_\_\_ - \_\_\_\_\_

2. beautiful - \_\_\_\_\_ - \_\_\_\_\_

3. bad - \_\_\_\_\_ - \_\_\_\_\_

4. cold - \_\_\_\_\_ - \_\_\_\_\_

5. expensive - \_\_\_\_\_ - \_\_\_\_\_

**Задание 3.** *Напишите цифрами следующую дату.*

The thirty first of May eighteen eighty nine \_\_\_\_\_

**Задание 4.** *Поставьте глагол «to be» в нужную форму.*

1. Her son \_\_\_\_\_ a famous sportsman.

2. Next year I \_\_\_\_\_ in St. Petersburg again.

3. Where \_\_\_\_\_ your children?

4. Last summer we \_\_\_\_\_ in Sochi.

5. \_\_\_\_\_ they at school now?

**Задание 5.** *Поставьте следующие предложения в Past Simple.*

1. I often do my homework after dinner.

---

2. Mary studies English for 5 years.

---

3. My younger brother does not play computer games.

---

4. Are there any English books in our library?

---

5. Pushkin is the greatest poet of our country.

---

**Задание 6.** Поставьте общий вопрос к следующим предложениям.

1. My friends go in for different kinds of sport.

2. Physical training is a compulsory subject.

3. A man walked in the park with his dog.

4. Her husband works at a big plant.

5. Our teacher was in London two years ago.

6. The lessons will begin at 8 o'clock.

#### Вариант IV

**Задание 1.** Напишите следующие существительные во множественном числе

1. dog - \_\_\_\_\_ 4. tomato - \_\_\_\_\_

2. dress - \_\_\_\_\_ 5. tooth - \_\_\_\_\_

3. party - \_\_\_\_\_ 6. hair - \_\_\_\_\_

**Задание 2.** Образуйте сравнительную и превосходную степень сравнения от следующих прилагательных и наречий.

1. short - \_\_\_\_\_ - \_\_\_\_\_

2. wonderful - \_\_\_\_\_ - \_\_\_\_\_

3. little - \_\_\_\_\_ - \_\_\_\_\_

4. fast - \_\_\_\_\_ - \_\_\_\_\_

5. important - \_\_\_\_\_ - \_\_\_\_\_

**Задание 3.** Напишите цифрами следующую дату.

The twenty second of August nineteen sixty four \_\_\_\_\_

**Задание 4.** Поставьте глагол *«to be»* в нужную форму.

1. There \_\_\_\_\_ many books in our library.

2. Tomorrow we \_\_\_\_\_ at home.

3. What \_\_\_\_\_ your favourite subject at school?

4. His parents \_\_\_\_\_ at our college yesterday.

5. Last winter it \_\_\_\_\_ very cold in St. Petersburg.

**Задание 5.** Поставьте следующие предложения в Past Simple.

1. The lessons begin at 8 o'clock.

2. My little sister cleans her teeth every day.

3. My friends don't go in for sports.

4. Is your father a good doctor?

5. There are many rooms in our new house.

**Задание 6.** Поставьте общий вопрос к следующим предложениям.

1. Our students have dinner at college canteen.

- 
2. Baseball and basketball are popular in the USA.
- 
3. My elder brother helped me with my lessons.
- 
4. He speaks German very well.
- 
5. John and Mary were at the party last weekend.
- 
6. We will have lunch at this old cafe.
- 

**Критерии оценивания теста:**

28-24 правильных ответов – оценка “5”

24-19 правильных ответов – оценка “4”

19-14 правильных ответов – оценка “3”

менее 14 – оценка “2”

**Форма примерного билета для проведения  
дифференцированного зачета**

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ  
федеральное государственное бюджетное образовательное учреждение высшего образования  
«Российский экономический университет имени Г.В. Плеханова»  
Краснодарский филиал РЭУ им. Г.В. Плеханова  
Отдел среднего профессионального образования

|                                                                                                                             |                                                                                                               |                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| Рассмотрено предметно-цикловой комиссией<br>общеобразовательных дисциплин<br><br>_____ <small>наименование комиссии</small> | <b>Билет к экзамену/зачету/<br/>дифференцированному<br/>зачету № 1</b>                                        | <b>УТВЕРЖДАЮ:</b>                                                             |
| Протокол № 6<br>от « 14 » января 2026 г.                                                                                    | Дисциплина<br>ОУП.04 Иностранный язык<br><small>код и наименование дисциплины</small>                         | Начальник отдела СПО<br><br>_____ С.А. Марковская<br><small>(подпись)</small> |
| Председатель ПЦК<br><br>_____ / <u>И.Ю. Лукинова</u> /<br><small>(подпись) (расшифровка подписи)</small>                    | Специальность<br>43.02.15 Поварское и<br>кондитерское дело<br><small>код и наименование специальности</small> |                                                                               |

1.

Ведущий преподаватель

\_\_\_\_\_ (подпись)

\_\_\_\_\_ (расшифровка подписи)