**МИНИСТЕРСТВО СЕЛЬСКОГО ХОЗЯЙСТВА РОССИЙСКОЙ ФЕДЕРАЦИИ**
**ДЕПАРТАМЕНТ НАУЧНО-ТЕХНОЛОГИЧЕСКОЙ ПОЛИТИКИ И ОБРАЗОВАНИЯ**
**ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ «ДОНСКОЙ ГОСУДАРСТВЕННЫЙ АГРАРНЫЙ УНИВЕРСИТЕТ»**
**(ФГБОУ ВО Донской ГАУ)**
**АЗОВО-ЧЕРНОМОРСКИЙ ИНЖЕНЕРНЫЙ ИНСТИТУТ – ФИЛИАЛ ФЕДЕРАЛЬНОГО ГОСУДАРСТВЕННОГО БЮДЖЕТНОГО ОБРАЗОВАТЕЛЬНОГО УЧРЕЖДЕНИЯ ВЫСШЕГО ОБРАЗОВАНИЯ «ДОНСКОЙ ГОСУДАРСТВЕННЫЙ АГРАРНЫЙ УНИВЕРСИТЕТ» В Г. ЗЕРНОГРАДЕ**
**(Азово-Черноморский инженерный институт ФГБОУ ВО Донской ГАУ)**

Бутенко Александр Федорович
Подписано цифровой подписью: Бутенко Александр Федорович
Дата: 2024.04.18 09:31:50 +03'00'

УТВЕРЖДАЮ
Директор
А.Ф. Бутенко
18 апреля 2024г.

# Фонд оценочных средств для проведения текущего контроля успеваемости и промежуточной аттестации по дисциплине

БД.06 Иностранный язык (английский язык)

программы подготовки специалистов среднего звена по специальности

23.02.07 Техническое обслуживание и ремонт двигателей, систем и агрегатов автомобилей

**Зерноград, 2024 г**

Разработчик: преподаватель 1 категории Ловчева Л.В.

Фонд оценочных средств рассмотрен и одобрен на заседании кафедры гуманитарных дисциплин и иностранных языков
от «20» марта 2024г. Протокол №8.

Зав. кафедрой: Кабанов А.Н.

Фонд оценочных средств рассмотрен и одобрен на заседании методической комиссии
от «28» марта 2024г. Протокол №7.

Председатель: Жолобова М.В.

**Пояснительная записка**

Фонд оценочных средств (далее – ФОС) по общеобразовательной дисциплине «Иностранный язык (английский)» разработан на основе требований ФГОС СОО, с учетом профессиональной направленности программ среднего профессионального образования, реализуемых на базе основного общего образования.

Основная цель создания фонда оценочных средств – унификация и стандартизация требований к результатам обучения студентов по следующим направлениям подготовки: «естественно-научный», «технологический», «социально-экономический» и «гуманитарный» и совершенствование содержания общеобразовательной дисциплины для формирования умений и знаний.

1. **Результаты обучения**

| Код и наименование формируемых компетенций | Планируемые результаты освоения дисциплины | |
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| | **Общие** | **Дисциплинарные**[1] |
| ОК 01. Выбирать способы решения задач профессиональной деятельности применительно к различным контекстам | В части трудового воспитания:<br>- готовность к труду, осознание ценности мастерства, трудолюбие;<br>- готовность к активной деятельности технологической и социальной направленности, способность инициировать, планировать и самостоятельно выполнять такую деятельность;<br>- интерес к различным сферам профессиональной деятельности,<br>Овладение универсальными учебными познавательными действиями:<br>а) базовые логические действия:<br>- самостоятельно формулировать и актуализировать проблему, рассматривать ее всесторонне;<br>- устанавливать существенный признак или основания для сравнения, классификации и обобщения;<br>- определять цели деятельности, задавать параметры и критерии их достижения;<br>- выявлять закономерности и противоречия в рассматриваемых явлениях; | - владеть основными видами речевой деятельности в рамках следующего тематического содержания речи: Межличностные отношения в семье, с друзьями и знакомыми. Конфликтные ситуации, их предупреждение и разрешение. Внешность и характер человека и литературного персонажа. Повседневная жизнь. Здоровый образ жизни. Школьное образование. Выбор профессии. Альтернативы в продолжении образования. Роль иностранного языка в современном мире. Молодежь в современном обществе. Досуг молодежи. Природа и экология. Технический прогресс, современные средства информации и коммуникации, Интернет-безопасность. Родная страна и страна/страны изучаемого языка. Выдающиеся люди родной страны и страны/стран изучаемого языка; Современный мир профессий. Ценностные ориентиры молодежи в современном обществе. Деловое общение. Проблемы современной цивилизации. Россия и мир: вклад России в мировую культуру, науку, технику<br>говорение: уметь вести разные виды диалога (в том числе комбинированный) в стандартных ситуациях неофициального и официального общения объемом до 10 реплик со стороны каждого собеседника в рамках отобранного тематического содержания речи с соблюдением норм речевого этикета, принятых в стране/странах изучаемого языка;<br>- создавать устные связные монологические высказывания |

[1] Дисциплинарные (предметные) результаты указываются в соответствии с их полным перечнем во ФГОС СОО от 17.05.2012г. № 413 (в последней редакции от 12.08.2022)

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| | - вносить коррективы в деятельность, оценивать соответствие результатов целям, оценивать риски последствий деятельности;<br>- развивать креативное мышление при решении жизненных проблем<br>б) базовые исследовательские действия:<br>- владеть навыками учебно-исследовательской и проектной деятельности, навыками разрешения проблем;<br>- выявлять причинно-следственные связи и актуализировать задачу, выдвигать гипотезу ее решения, находить аргументы для доказательства своих утверждений, задавать параметры и критерии решения;<br>- анализировать полученные в ходе решения задачи результаты, критически оценивать их достоверность, прогнозировать изменение в новых условиях;<br>-- уметь переносить знания в познавательную и практическую области жизнедеятельности;<br>- уметь интегрировать знания из разных предметных областей;<br>- выдвигать новые идеи, предлагать оригинальные подходы и решения;<br>и способность их использования в познавательной и социальной практике | (описание/характеристика, повествование/сообщение) с изложением своего мнения и краткой аргументацией объемом 17-18 фраз в рамках отобранного тематического содержания речи; передавать основное содержание прочитанного/прослушанного текста с выражением своего отношения; устно представлять в объеме 17-18 фраз результаты выполненной проектной работы;<br>- аудирование: воспринимать на слух и понимать звучащие до 3,5 минут аутентичные тексты, содержащие отдельные неизученные языковые явления, не препятствующие решению коммуникативной задачи, с разной глубиной проникновения в содержание текста: с пониманием основного содержания, с пониманием нужной/интересующей/запрашиваемой информации;<br>- смысловое чтение: читать про себя и понимать несложные аутентичные тексты разного вида, жанра и стиля объемом 700-900 слов, содержащие отдельные неизученные языковые явления, с различной глубиной проникновения в содержание текста: с пониманием основного содержания, с пониманием нужной/интересующей/запрашиваемой информации, с полным пониманием прочитанного; читать несплошные тексты (таблицы, диаграммы, графики) и понимать представленную в них информацию;<br>письменная речь: заполнять анкеты и формуляры, сообщая о себе основные сведения, в соответствии с нормами, принятыми в стране/странах изучаемого языка;<br>- писать электронное сообщение личного характера объемом до 140 слов, соблюдая принятый речевой этикет; создавать письменные высказывания объемом до 180 слов с опорой на план, картинку, таблицу, график, диаграмму и/или прочитанный/прослушанный текст объемом до 250 слов; комментировать информацию, высказывание, цитату, пословицу с выражением и аргументацией своего мнения; |

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| | | - владеть фонетическими навыками: различать на слух и адекватно, без ошибок, ведущих к сбою коммуникации, произносить слова с правильным ударением и фразы с соблюдением их ритмико-интонационных особенностей, в том числе применять правило отсутствия фразового ударения на служебных словах; владеть правилами чтения и осмысленно читать вслух аутентичные тексты объемом до 150 слов, построенные в основном на изученном языковом материале, с соблюдением правил чтения и интонации; овладение орфографическими навыками в отношении изученного лексического материала; овладение пунктуационными навыками: использовать запятую при перечислении, обращении и при выделении вводных слов; апостроф, точку, вопросительный и восклицательный знаки;<br>не ставить точку после заголовка; правильно оформлять прямую речь, электронное сообщение личного характера;<br>- знать и понимание основных значений изученных лексических единиц (слов, словосочетаний, речевых клише), основных способов словообразования (аффиксация, словосложение, конверсия) и особенностей структуры простых и сложных предложений и различных коммуникативных типов предложений;<br>выявление признаков изученных грамматических и лексических явлений по заданным основаниям;<br>- владеть навыками распознавания и употребления в устной и письменной речи не менее 1650 лексических единиц (слов, словосочетаний, речевых клише), включая 1350 лексических единиц, освоенных на уровне основного общего образования; навыками употребления родственных слов, образованных с помощью аффиксации, словосложения, конверсии;<br>- владеть навыками распознавания и употребления в устной и письменной речи изученных морфологических форм и синтаксических конструкций изучаемого иностранного языка в |

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| | | рамках тематического содержания речи в соответствии с решаемой коммуникативной задачей;<br>- владеть социокультурными знаниями и умениями: знать/понимать речевые различия в ситуациях официального и неофициального общения в рамках тематического содержания речи и использовать лексико-грамматические средства с учетом этих различий; знать/понимать и использовать в устной и письменной речи наиболее употребительную тематическую фоновую лексику и реалии страны/стран изучаемого языка (например, система образования, страницы истории, основные праздники, этикетные особенности общения); иметь базовые знания о социокультурном портрете и культурном наследии родной страны и страны/стран изучаемого языка; представлять родную страну и ее культуру на иностранном языке; проявлять уважение к иной культуре; соблюдать нормы вежливости в межкультурном общении;<br>- владеть компенсаторными умениями, позволяющими в случае сбоя коммуникации, а также в условиях дефицита языковых средств использовать различные приемы переработки информации: при говорении - переспрос; при говорении и письме - описание/перифраз/толкование; при чтении и аудировании - языковую и контекстуальную догадку;<br>- уметь сравнивать, классифицировать, систематизировать и обобщать по существенным признакам изученные языковые явления (лексические и грамматические);<br>- иметь опыт практической деятельности в повседневной жизни: участвовать в учебно-исследовательской, проектной деятельности предметного и межпредметного характера с использованием материалов на изучаемом иностранном языке и применением информационно-коммуникационных технологий; соблюдать правила информационной безопасности в ситуациях повседневной жизни и при работе в информационно-телекоммуникационной сети |

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| | | "Интернет" (далее - сеть Интернет); использовать приобретенные умения и навыки в процессе онлайн-обучения иностранному языку; использовать иноязычные словари и справочники, в том числе информационно-справочные системы в электронной форме;<br>-осуществлять межличностное и межкультурное общение на основе знаний о социокультурном портрете и культурном наследии родной страны и страны/стран изучаемого языка. |
| ОК 02. Использовать современные средства поиска, анализа и интерпретации информации, и информационные технологии для выполнения задач профессиональной деятельности | В области ценности научного познания:<br>-сформированность мировоззрения, соответствующего современному уровню развития науки и общественной практики, основанного на диалоге культур, способствующего осознанию своего места в поликультурном мире;<br>- совершенствование языковой и читательской культуры как средства взаимодействия между людьми и познания мира;<br>- осознание ценности научной деятельности, готовность осуществлять проектную и исследовательскую деятельность индивидуально и в группе.<br>Овладение универсальными учебными познавательными действиями:<br>в) работа с информацией:<br>- владеть навыками получения информации из источников разных типов, самостоятельно осуществлять поиск, анализ, систематизацию и интерпретацию информации различных видов и форм представления; | - владеть социокультурными знаниями и умениями: знать/понимать речевые различия в ситуациях официального и неофициального общения в рамках тематического содержания речи и использовать лексико-грамматические средства с учетом этих различий; знать/понимать и использовать в устной и письменной речи наиболее употребительную тематическую фоновую лексику и реалии страны/стран изучаемого языка (например, система образования, страницы истории, основные праздники, этикетные особенности общения); иметь базовые знания о социокультурном портрете и культурном наследии родной страны и страны/стран изучаемого языка; представлять родную страну и ее культуру на иностранном языке; проявлять уважение к иной культуре; соблюдать нормы вежливости в межкультурном общении;<br>- владеть компенсаторными умениями, позволяющими в случае сбоя коммуникации, а также в условиях дефицита языковых средств использовать различные приемы переработки информации: при говорении - переспрос; при говорении и письме - описание/перифраз/толкование; при чтении и аудировании - языковую и контекстуальную догадку;<br>- уметь сравнивать, классифицировать, систематизировать и обобщать по существенным признакам изученные языковые явления (лексические и грамматические);<br>-иметь опыт практической деятельности в повседневной жизни: |

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| | - создавать тексты в различных форматах с учетом назначения информации и целевой аудитории, выбирая оптимальную форму представления и визуализации;<br>- оценивать достоверность, легитимность информации, ее соответствие правовым и морально-этическим нормам;<br>- использовать средства информационных и коммуникационных технологий в решении когнитивных, коммуникативных и организационных задач с соблюдением требований эргономики, техники безопасности, гигиены, ресурсосбережения, правовых и этических норм, норм информационной безопасности;<br>- владеть навыками распознавания и защиты информации, информационной безопасности личности | участвовать в учебно-исследовательской, проектной деятельности предметного и межпредметного характера с использованием материалов на изучаемом иностранном языке и применением информационно-коммуникационных технологий; соблюдать правила информационной безопасности в ситуациях повседневной жизни и при работе в информационно-телекоммуникационной сети "Интернет" (далее - сеть Интернет); использовать приобретенные умения и навыки в процессе онлайн-обучения иностранному языку; использовать иноязычные словари и справочники, в том числе информационно-справочные системы в электронной форме |
| ОК 04. Эффективно взаимодействовать и работать в коллективе и команде | готовность к саморазвитию, самостоятельности и самоопределению;<br>-овладение навыками учебно-исследовательской, проектной и социальной деятельности;<br>Овладение универсальными коммуникативными действиями:<br>б) совместная деятельность:<br>- понимать и использовать преимущества командной и индивидуальной работы;<br>- принимать цели совместной деятельности, организовывать и координировать действия | - говорение: уметь вести разные виды диалога (в том числе комбинированный) в стандартных ситуациях неофициального и официального общения объемом до 9 реплик со стороны каждого собеседника в рамках отобранного тематического содержания речи с соблюдением норм речевого этикета, принятых в стране/странах изучаемого языка; создавать устные связные монологические высказывания (описание/характеристика, повествование/сообщение) с изложением своего мнения и краткой аргументацией объемом 14-15 фраз в рамках отобранного тематического содержания речи; передавать основное содержание прочитанного/прослушанного текста с выражением своего отношения; устно представлять в объеме 14-15 фраз результаты выполненной проектной работы; |

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| | по ее достижению: составлять план действий, распределять роли с учетом мнений участников обсуждать результаты совместной работы;<br>- координировать и выполнять работу в условиях реального, виртуального и комбинированного взаимодействия;<br>- осуществлять позитивное стратегическое поведение в различных ситуациях, проявлять творчество и воображение, быть инициативным.<br>Овладение универсальными регулятивными действиями:<br>г) принятие себя и других людей:<br>- принимать мотивы и аргументы других людей при анализе результатов деятельности;<br>- признавать свое право и право других людей на ошибки;<br>- развивать способность понимать мир с позиции другого человека | -иметь опыт практической деятельности в повседневной жизни: участвовать в учебно-исследовательской, проектной деятельности предметного и межпредметного характера с использованием материалов на изучаемом иностранном языке и применением информационно-коммуникационных технологий; соблюдать правила информационной безопасности в ситуациях повседневной жизни и при работе в информационно-телекоммуникационной сети "Интернет" (далее - сеть Интернет); использовать приобретенные умения и навыки в процессе онлайн-обучения иностранному языку; использовать иноязычные словари и справочники, в том числе информационно-справочные системы в электронной форме;<br>осуществлять межличностное и межкультурное общение на основе знаний о социокультурном портрете и культурном наследии родной страны и страны/стран изучаемого языка |
| ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках | наличие мотивации к обучению и личностному развитию;<br>В области ценности научного познания:<br>- сформированность мировоззрения, соответствующего современному уровню развития науки и общественной практики, основанного на диалоге культур, способствующего осознанию своего места в поликультурном мире; | -аудирование: воспринимать на слух и понимать звучащие до 3,5 минут аутентичные тексты, содержащие отдельные неизученные языковые явления, не препятствующие решению коммуникативной задачи, с разной глубиной проникновения в содержание текста: с пониманием основного содержания, с пониманием нужной/интересующей/запрашиваемой информации;<br>-владеть навыками распознавания и употребления в устной и письменной речи не менее 1650 лексических единиц (слов, словосочетаний, речевых клише), включая 1350 лексических единиц, освоенных на уровне основного общего образования; |

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| | - совершенствование языковой и читательской культуры как средства взаимодействия между людьми и познания мира;<br>- осознание ценности научной деятельности, готовность осуществлять проектную и исследовательскую деятельность индивидуально и в группе<br>Овладение универсальными учебными познавательными действиями:<br>б) базовые исследовательские действия:<br>- владеть навыками учебно-исследовательской и проектной деятельности, навыками разрешения проблем;<br>- способность и готовность к самостоятельному поиску методов решения практических задач, применению различных методов познания;<br>- овладение видами деятельности по получению нового знания, его интерпретации, преобразованию и применению в различных учебных ситуациях, в том числе при создании учебных и социальных проектов;<br>- формирование научного типа мышления, владение научной терминологией, ключевыми понятиями и методами;<br>-осуществлять целенаправленный поиск | навыками употребления родственных слов, образованных с помощью аффиксации, словосложения, конверсии;<br>-иметь опыт практической деятельности в повседневной жизни: участвовать в учебно-исследовательской, проектной деятельности предметного и межпредметного характера с использованием материалов на изучаемом иностранном языке и применением информационно-коммуникационных технологий; соблюдать правила информационной безопасности в ситуациях повседневной жизни и при работе в информационно-телекоммуникационной сети "Интернет" (далее - сеть Интернет); использовать приобретенные умения и навыки в процессе онлайн-обучения иностранному языку; использовать иноязычные словари и справочники, в том числе информационно-справочные системы в электронной форме |

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| | переноса средств и способов действия в профессиональную среду | |

## 2. Критерии оценивания

### 2.1. Критерии оценивания монологической речи

Оценивание производится по нескольким параметрам, в соответствии со шкалой CEFR для данного уровня. Общая оценка рассчитывается как среднее арифметическое по каждому критерию. Пример:

| | Содержание | Организация | Язык | Итого |
|---|---|---|---|---|
| Студент 1 | 9 | 7 | 5 | 7 |
| Студент 2 | 3 | 5 | 9 | 6 |

| 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 | Высказывание в основном логично и имеет достаточно | Используемый словарный запас, грамматические структуры, фонетическое |

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| | раскрыт и 1 раскрыт неполно/неточно, ИЛИ 3 аспекта раскрыты неполно/неточно (10–11 фраз) | завершенный характер, допускается недостаточное использование средств логической связи | 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 завершенного 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 завершенного 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 |

**2.2. Критерии оценивания диалогической речи (диалог, ролевая игра)**

**А) Диалог**

Оценивание производится по нескольким параметрам, в соответствии со шкалой CEFR для данного уровня. Общая оценка рассчитывается как среднее арифметическое по каждому критерию. Пример:

| | Интерактивная коммуникация | Дискурс | Языковое оформление высказывания | Итого |
|---|---|---|---|---|
| Студент 1 | 9 | 7 | 5 | 7 |
| Студент 2 | 3 | 5 | 9 | 6 |

| Баллы | Интерактивная коммуникация | Дискурс | Языковое оформление высказывания |
|---|---|---|---|
| 9-10 (5) | Относительно легко взаимодействует с партнером, давая ему внести свой вклад в диалог.<br>Способен поддержать 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 | Воспроизводит короткие фразы и предложения несмотря на задержку | Языковое оформление частично соответствует поставленной задаче есть фонетические и лексико- |

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

**В) Ролевая игра**

| **Шкала оценивания:** | **Окончательная оценка** |
|---|---|
| 3 – проявлено на творческом уровне | «5» - 30-20 |
| 2 – проявлено полностью | «4» - 19-15 |
| 1 – проявлено частично | «3» - 14-11 |
| 0 – не проявлено | «2» - 10 |

| **№** | **Параметры критериев** |
|---|---|
| | **Подготовительный этап** |
| 1 | Понимание темы, цели учебно-игрового занятия, изучение основных проблем содержательного материала игры |
| 2 | Ознакомление с реальной ситуацией и построение имитационной, ситуационной или условной модели |
| 3 | Разработка сценария, правил игры, распределение ролей, формирование игровых групп, подготовка оборудования |
| 4 | Инициатива, готовность к сотрудничеству |
| | **Игра** |
| 5 | Объем и качество знаний по проблемам игры, их личностная освоенность (свобода оперирования) |

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| 6 | Реализация правил игры, соблюдение оптимального соотношения условности и серьезности |
| 7 | Уровень импровизации |
| 8 | Активность, умение переключаться, управлять своим вниманием |
| 9 | Коммуникативность; умение сотрудничать, владение речевым, слушательским и читательским опытом общения |
| 10 | Способность к восприятию игровой ситуации, готовность к решению поставленных проблем с позиции роли |
| | **Общий балл** |
| | **Окончательная оценка** |

### 2.3. Критерии оценивания письменной речи

Данный пункт предусматривает критерии оценки различных типов письменной речи, реализуемых в курсе (заполнение формы-резюме, письма официально-делового и личного характера (например, письмо другу), постеры, статьи, отзывы, эссе). Оценивание производится по нескольким параметрам, в соответствии со шкалой CEFR для данного уровня. Общая оценка рассчитывается как среднее арифметическое по каждому критерию.

Пример:

| | Содержание | Организация | Язык | Итого |
|---|---|---|---|---|
| Студент 1 | 9 | 7 | 5 | 7 |
| Студент 2 | 3 | 5 | 9 | 6 |

| Баллы/ Оценка | Содержание | Организация | Язык |
|---|---|---|---|
| 9-10 (5) | Коммуникативная задача решена полностью | Письмо построено логично. Имеются средства логической связи. Присутствует деление на абзацы (если необходимо). Текст выстроен в соответствии с правилами оформления определенного вида письма | 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 |
| 7-8 (4) | Коммуникативная задача решена полностью | Письмо построено в основном логично. Имеются средства логической связи. Присутствует деление на абзацы (если необходимо). Текст выстроен в соответствии с правилами оформления определенного вида письма | Языковое оформление соответствует поставленной 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 орфографически е 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, трудным для понимания и требующим интерпретации со стороны читателя | 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 соответствует поставленной коммуникативной задаче. Частое неверное использование лексических и грамматических единиц. 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 |

**2.4. Критерии оценивания тестов**

Каждый правильный ответ в тесте приравнивается к одному баллу, если не указана иная шкала. Баллы суммируются и вычисляется процентное соотношение количества правильных ответов. Далее процентное соотношение переводится в балл количественной оценки.

Таблица перевода количества правильных ответов в тестировании в баллы

| | |
|---|---|
| < 40% | 0 баллов |
| 40-45% | 1 балл |
| 46-51% | 2 балла |
| 52-57% | 3 балла |
| 58-63% | 4 балла |
| 64-69% | 5 баллов |

| | |
|---|---|
| 70-75% | 6 баллов |
| 76-81% | 7 баллов |
| 82-87% | 8 баллов |
| 88-93% | 9 баллов |
| 94-100% | 10 баллов |

**2.5. Критерии оценивания заданий по переводу**

Объем перевода:
Уровень B1 1100-1200 п.з. за 30 минут. Перевод со словарем.
Уровень A2 900-1100 п.з. за 30 минут. Перевод со словарем.
Уровень A1 500 - 700 п.з. за 30 минут. Перевод со словарем.

| Оценка (балл) | Критерии |
|---|---|
| 9-10 (5) | Перевод выполнен в полном объеме и в соответствии с общими критериями адекватности и эквивалентности. Полное соответствие стилистическим нормам и узусу языка перевода. Допущены 2 ошибки в лексико-грамматических трансформациях при переводе |
| 7-8 (4) | Перевод выполнен, в целом, в соответствии с общими критериями адекватности и эквивалентности. Допущены 3-4 ошибки, снижающие качество текста перевода из-за отклонения от стилистических, лексико-синтаксических норм языка перевода или, когда 10% текста не переведено за отведенное время |
| 4-6 (3) | При переводе допущены 5-6 ошибок значительно снижающие качество текста перевода из-за отклонения от стилистических, лексико-синтаксических норм языка перевода или, когда 20% текста не переведено за отведенное время |
| 1-3 (2) | Перевод не соответствует критериям адекватности и эквивалентности или более 30% текста не переведено за отведенное время |

**2.6. Критерии оценивания формальной и неформальной дискуссии**

Оценивание производится по нескольким параметрам, в соответствии со шкалой

CEFR для данного уровня. Общая оценка рассчитывается как среднее арифметическое по каждому критерию. Пример:

| | Интерактивная коммуникация | Языковое оформление высказывания | Итого |
|---|---|---|---|
| Студент 1 | 9 | 7 | 8 |
| Студент 2 | 3 | 5 | 4 |

| Балл | Интерактивная коммуникация | Языковое оформление высказывания |
|---|---|---|
| 9-10 (5) | В целом следит за тем, что говорится, хотя иногда может просить повторить или уточнить, если обсуждение быстрое или продолжительное. Объясняет, почему что-то является проблемой, обсуждает, что делать дальше, а также может сравнить и противопоставить альтернативы. Дает краткие комментарии по поводу мнений других людей | Используемый словарный запас, грамматические структуры, фонетическое оформление высказывания соответствуют поставленной задаче, есть незначительные лексико-грамматические ошибки, которые не мешают пониманию высказывания, интонация и произношение в целом, не мешает пониманию. Используются разнообразные средства логической связи |
| 7-8 (4) | Большую часть дискуссии следит за тем, что говорится, и, при необходимости, может попросить повторить часть того, что кто-то сказал, чтобы подтвердить взаимопонимание<br>Дает понять свое мнение и реакцию относительно возможных решений или вопроса о том, что делать дальше, приводя краткие причины и объяснения.<br>Предлагает другим высказать свое мнение о том, как действовать дальше | Используемый словарный запас, грамматические структуры, фонетическое оформление высказывания соответствуют поставленной задаче, допускаются лексико-грамматические и фонетические ошибки, не влияющие на понимание. Используются средства логической связи |

| | | |
|---|---|---|
| 5-6 (3) | Понимает достаточно, чтобы участвовать в обсуждении простых рутинных задач без излишних усилий, очень просто требуя повторения, когда не понимает.<br>Может обсуждать, что делать дальше, вносить предложения и отвечать на них, а также спрашивать и давать указания | Используемый словарный запас, грамматические структуры, фонетическое оформление высказывания в основном соответствуют поставленной задаче. Используются базовые средства логической связи |
| 3-4 (2) | Демонстрирует понимание и дает понимание, когда не понимает нить обсуждения.<br>Общаться на тему простых рутинных задач, используя простые фразы, чтобы просить и предоставлять вещи, получать простую информацию и обсуждать, что делать дальше | Языковое оформление частично соответствует поставленной задаче есть фонетические и лексико-грамматические ошибки, мешающие пониманию высказывания. Редко используются базовые средства логической связи |
| 1-2 (1) | Понимает вопросы и инструкции, адресованные им тщательно и медленно, и следовать коротким, простым указаниям.<br>Действует по основным инструкциям, которые включают время, местоположение, номера и т.д.<br>Может просить людей о чем-то и давать им что-то | Понимание высказывания затруднено из-за многочисленных ошибок ИЛИ ответ носит характер набора слов |

**2.7 Критерии оценивания проекта**

| | Содержание | Технология выполнения | Самостоятельность выполнения | Презентация |
|---|---|---|---|---|
| 9-10 (5) | Правильно поняты цель, задачи выполнения проекта.<br>Продемонстрировано понимание содержания | Соблюдена технология исполнения проекта. Работа спланирована и последовательно реализована | Проявлены творчество, инициатива.<br>Работа свидетельствует о способности самостоятельно | Тема ясно определена и пояснена.<br>Текст/сообщение хорошо структурированы. Все мысли |

| | | | | |
|---|---|---|---|---|
| | выполненной работы. Продемонстрировано 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 ошибки | самостоятельно, своевременно пройдены все необходимые этапы обсуждения и представления. Контроль и коррекция осуществлялись самостоятельно. Проявляются отдельные элементы самооценки и самоконтроля обучающегося. | ставить проблему и находить пути её решения; продемонстриров ано свободное владение логическими операциями, навыками критического мышления, умение самостоятельно мыслить; продемонстриров ана способность приобретать новые знания и/или осваивать новые способы действий, достигать более глубокого понимания изученного | выражены ясно, логично, последовательно, аргументировано. Автор владеет культурой общения с аудиторией. Работа/сообщение вызывает большой интерес. Автор свободно и аргументировано 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 | Соблюдена технология исполнения проекта, но допущены незначительные ошибки, неточности в оформлении. Работа спланирована и последовательно реализована под контролем и при поддержке руководителя, своевременно | Проявлено творчество. Работа свидетельствует о способности самостоятельно или с опорой на помощь руководителя ставить проблему и находить пути её решения; продемонстриров ано владение логическими операциями, навыками | Тема ясно определена и пояснена. Текст/сообщение хорошо структурированы. Все мысли выражены ясно, логично, последовательно, аргументировано. Работа/сообщение вызывает некоторый интерес. Автор |

| | | | | |
|---|---|---|---|---|
| | рассматриваемой проблемой(темой) используются имеющиеся знания и способы действий. В работе и в ответах на вопросы по содержанию работы отсутствуют грубые ошибки | пройдены все необходимые этапы обсуждения и представления. Контроль и коррекция осуществлялись под контролем и при поддержке руководителя. Проявляются отдельные элементы самооценки и самоконтроля обучающегося | критического мышления, умение самостоятельно мыслить; продемонстрирована способность приобретать новые знания и/или осваивать новые способы действий, достигать более глубокого понимания изученного | свободно отвечает на вопросы. В речи отсутствуют грубые ошибки, искажающие смысл. В целом используются средства логической связи |
| 6-5 (3) | Правильно поняты цель, задачи выполнения проекта. Продемонстрировано общее понимание содержания выполненной работы. Продемонстрировано частичное владение предметом проектной деятельности. 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 | Допущены нарушения в технологии исполнения проекта, его оформлении Работа спланирована и последовательно реализована под контролем и при поддержке руководителя, большинство необходимых этапов пройдено своевременно. Контроль и коррекция осуществлялись под контролем и при поддержке руководителя | Не проявлена самостоятельность в исполнении проекта. 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 | Продемонстрированы навыки оформления проектной работы и пояснительной записки, а также подготовки простой презентации. Автор отвечает на вопросы. В речи присутствуют ошибки. Иногда используются средства логической связи |

| | | | | |
|---|---|---|---|---|
| | | | действий, достигать более глубокого понимания изученного материала не проявлена | |
| 4-3 (2) | 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 | 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 | 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 | 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 |
| 2-1 (1) | 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 | Проект не выполнен или не завершен. Работа спланирована и реализована под контролем и при поддержке руководителя, все необходимые этапы пройдены несвоевременно. Контроль и | Проект не выполнен или не завершен | Навыки оформления проектной работы и пояснительной записки не продемонстрированы. Автор не отвечает на вопросы. В речи присутствуют ошибки, в том |

| | | | | |
|---|---|---|---|---|
| | | коррекция не осуществлялись | | числе искажающие смысл. Средства логической связи отсутствуют |

**2.8. Критерии оценки письменной речи**

**А) Заполнение формы-резюме**

Задание на заполнение формы-резюме относится к виду речевой деятельности «Письмо» и поэтому все критерии оценки данной речевой деятельности соответствуют данному типы заданий.

| | | | | |
|---|---|---|---|---|
| **Письмо: заполнение формы-резюме (анкет/ формуляров/ документации)** | Отлично ставится студенту, который сумел:<br>1. заполнить/ составить документы (анкеты, автобиографии и др.);<br>2. сообщить общие сведения о себе в соответствии с формой, принятой в стране изучаемого языка.<br>Языковые средства были употреблены правильно, отсутствовали ошибки, нарушающие коммуникацию, или они были незначительны (1-4).<br>Используемая лексика соответствовала поставленной коммуникативной задаче.<br>Демонстрировалось умение преодолевать лексические трудности. | Хорошо ставится студенту, который сумел:<br>1. заполнить / составить документы (анкеты. автобиографии и др.);<br>2. сообщить общие сведения о себе в соответствии с формой, принятой в стране изучаемого языка.<br>Языковые средства были употреблены правильно. Однако наблюдались некоторые языковые ошибки, не нарушившие понимание содержания (допускается 5-8).<br>Используемая лексика соответствовала поставленной коммуникативной задаче.<br>Демонстрировалось умение преодолевать лексические | Удовлетворительно ставится студенту, который сумел:<br>1. заполнить / составить документы (анкеты. автобиографии и др.);<br>2. сообщить общие сведения о себе в соответствии с формой, принятой в стране изучаемого языка.<br>Учащийся сумел в основном решить поставленную речевую задачу, но диапазон языковых средств был ограничен.<br>Были допущены ошибки (9-12), нарушившие понимание составленной | Неудовлетворительно ставится студенту, который не сумел заполнить/составить документы;<br>2. сообщить общие сведения о себе в соответствии с формой, принятой в стране изучаемого языка.<br>Учащийся сумел в основном решить поставленную речевую задачу, но диапазон языковых средств был ограничен.<br>Были допущены многочисленные ошибки, нарушившие понимание составленной документации |

| | | | | |
|---|---|---|---|---|
| | Содержание документации было понятно носителю языка | трудности. Содержание документации было понятно носителю языка | документации | |

**В) Личное письмо (письмо другу)**

Задание на написание личного письма (письмо другу) относится к виду речевой деятельности «Письмо» и поэтому все критерии оценки данной речевой деятельности соответствуют данному типы заданий.

| № | **Критерии оценивания** | **3 балла** | **2 балла** | **1 балл** | **0 баллов** |
|---|---|---|---|---|---|
| **К1** | **Решение коммуникативной задачи** | **Задание выполнено полностью**: даны полные ответы на три заданных вопроса. Правильно | **Задание выполнено:** даны ответы на три заданных вопроса, НО на один вопрос дан неполный ответ. Есть 1–2 нарушения | **Задание выполнено частично:** даны ответы на заданные вопросы, НО на два вопроса даны неполные ответы ИЛИ ответ | **Задание не выполнено:** отсутствуют ответы на два вопроса ИЛИ текст письма не соответствует требуемому объему |

| | | | | | |
|---|---|---|---|---|---|
| | | выбрано обращение, завершающая фраза и подпись. Есть благодарность, упоминание о предыдущих контактах, выражена надежда на будущие контакты | в стилевом оформлении письма И/ИЛИ отсутствует благодарность, упоминание о предыдущих /будущих контактах | на один вопрос отсутствует. Имеется более 2-х нарушений в стилевом оформлении письма и в соблюдении норм вежливости | |
| **К2** | **Организация текста** | | Текст логично выстроен и разделен на абзацы; правильно использованы языковые средства для передачи логической связи; оформление текста соответствует нормам письменного этикета | Текст в основном логично выстроен, НО имеются недостатки (1–2) при использовании средств логической связи И/ИЛИ делении на абзацы. ИЛИ имеются отдельные нарушения в структурном оформлении текста письма | Текст выстроен нелогично; допущены многочисленные ошибки в структурном оформлении текста письма ИЛИ оформление текста не соответствует нормам письменного этикета, принятого в стране изучаемого языка |
| **К3** | **Лексикограм матическое оформление текста** | Использованы разнообразная лексика и грамматические структуры, соответствующи е поставленной коммуникативно й задаче (допускается не более 2-х языковых ошибок, не затрудняющих | Имеются языковые ошибки, не затрудняющие понимание (допускается не более 4-х негрубых языковых ошибок) ИЛИ языковые ошибки отсутствуют, но используются лексические единицы и грамматические | Имеются языковые ошибки, не затрудняющие понимание (допускается не более 5 негрубых языковы х ошибок) И/ИЛИ допущены языковые ошибки, которые затрудняют понимание (не | Допущены многочисленные языковые ошибки, которые затрудняют понимание текста |

| | | | | | |
|---|---|---|---|---|---|
| | | понимание) | структуры только элементарного уровня | более 1–2 грубых ошибок) | |
| **К4** | **Орфография и пунктуация** | | Орфографические и пунктуационные ошибки практически отсутствуют (допускается не более 2-х, не затрудняющих понимание текста) | Допущенные орфографические и пунктуационные ошибки не затрудняют понимание (допускается не более 3–4 ошибок) | Допущены многочисленные орфографические и пунктуационные ошибки и/или допущены ошибки, которые затрудняют понимание текста |

**2.9. Критерии оценки монологического высказывания с визуальной опорой (презентация, видеоролик)**

| Что оцениваем | Фокус оценки | Критерий | Балл |
|---|---|---|---|
| **Текст работы** | **Содержание и соответствие теме** (соответствие заявленной теме, исследовательский характер работы, самостоятельность исследования) | Текст работы соответствует заявленной теме; тема раскрыта полностью с привлечением интересных фактов по теме, приведены результаты самостоятельно проведённого исследования | 3 |
| | | Текст работы соответствует заявленной теме; но тема раскрыта не до конца (недостаточное количество интересных фактов, в основном уже известная информация, приведены результаты чужих исследований) | 2 |
| | | Текст работы соответствует заявленной теме; тема раскрыта слабо (мало информации, нет интересных фактов, не представлены результаты исследований) | 1 |
| | | Текст работы не соответствует заявленной теме (при 0 за этот критерий ставится 0 за всю работу) | 0 |
| **Оформление работы** | **Структура работы** (наличие всех структурных элементов | Текст работы выстроен логично, присутствуют все структурные элементы работы | 3 |

| | | | |
|---|---|---|---|
| | работы: актуальность темы, постановка проблемы, объект, цель, задачи, методы исследования, результат, выводы, список литературы. | Текст работы в целом выстроен логично, но отсутствует вступление / заключение и / или список литературы | 2 |
| | | Текст работы выстроен нелогично, отсутствует вступление и заключение, список литературы ИЛИ два любых других структурных элемента работы | 1 |
| **Презентация** | **Содержание презентации** (наличие ключевых структурных элементов, релевантность контента) | Соблюден требуемый объем презентации; используется разнообразный наглядный материал (фото, картинки, карты, таблицы), на слайдах отсутствует избыточная информация | 3 |
| | | Соблюден требуемый объем презентации, но недостаточно используется наглядный материал или несколько слайдов содержат избыточную информацию | 2 |
| | | Требуемый объем презентации не соблюден или мало наглядного материала и практически все слайды перегружены информацией | 1 |
| **Презентация** | **Визуальное оформление** (представление наглядного материала**)** | Презентация красиво оформлена, хорошо подобран цвет фона и шрифта, размер используемого шрифта удобен для восприятия | 2 |
| | | Презентация в целом хорошо оформлена, но имеются некоторые недостатки в подборе цвета фона и шрифта и / или размер шрифта на некоторых слайдах труден для восприятия | 1 |
| | | Презентация скудно оформлена, плохо подобран цвет фона и шрифта и / или используемый на слайдах шрифт неудобен для восприятия | 0 |
| **Презентация** | **Лексико-грамматическое оформление, орфография и** | В презентации допущено не более двух грамматических / лексических и 3 орфографических / пунктуационных ошибок | 3 |

| | | | |
|---|---|---|---|
| | **пунктуация** | В презентации допущено не более четырех грамматических / лексических и 4 орфографических / пунктуационных ошибок | 2 |
| | | В презентации допущены многочисленные грамматические / лексические и орфографические / пунктуационные ошибки | 1 |
| **Выступление** | **Представление работы** (уровень владения материалом и регламент) | Выступающий уложился в отведенное для представления работы время; текст работы рассказывался с опорой на печатный текст | 3 |
| | | Выступающий уложился в отведенное для представления работы время, однако текст работы больше читался с листа, чем рассказывался | 2 |
| | | Выступающий не уложился в отведенное для представления проектной работы время или текст работы полностью читался с листа | 1 |
| **Выступление** | **Лексико-грамматическое оформление речи** | В речи использована разнообразная лексика, понятная аудитории, допущено не более 2-х языковых ошибок, не затрудняющих понимание | 3 |
| | | В речи использована разнообразная лексика, в целом понятная аудитории, допущено не более 4-х негрубых языковых ошибок | 2 |
| | | В речи использована разнообразная лексика, однако присутствует несколько слов, незнакомых для аудитории, которые затрудняют понимание сказанного, допущено не более 6-ти негрубых языковых ошибок или 2-3 грубых ошибок | 1 |
| | | Допущены многочисленные языковые ошибки, которые затрудняют понимание сказанного | 0 |

| | | | |
|---|---|---|---|
| **Выступление** | **Фонетическое оформление речи** | Речь понятна: практически все звуки в потоке речи произносятся правильно: не допускаются фонематические ошибки, меняющие значение высказывания; соблюдается правильный интонационный рисунок и темп речи | 2 |
| | | В целом, речь понятна, но присутствуют фонетические ошибки (не более 5) или фонематические (не более 2) | 1 |
| | | Речь почти не воспринимается на слух из-за неправильного произношения многих звуков и многочисленных фонематических ошибок | 0 |
| **Ответы на вопросы** | **Свобода владения материалом** | Выступающий четко и грамотно ответил на все заданные аудиторией вопросы | 3 |
| | | Выступающий в целом справился с ответами на вопросы аудитории | 2 |
| | | Выступающему не удалось ответить на большинство вопросов аудитории | 1 |

**2.10. Критерии оценки постера (плаката)**

**Основные критерии для оценивания плаката**

1. Достоверность (научная грамотность используемых понятий)
2. Полнота (наличие всех понятий и определений по теме)
3. Наглядность (цвет, шрифт, способы расположения материала)
4. Аккуратность

**Критерии оценивания**:

«4-5» выставляется, если плакат выполнен в соответствии с заданной темой, соблюдены все требования к его оформлению;

«3» выставляется, если основные требования к оформлению плаката соблюдены, но при этом допущены недочеты, например: имеются неточности в изложении материала, допущены ошибки при использовании научных понятий; имеются упущения в оформлении;

«2» выставляется, если тема плаката не раскрыта, обнаруживается существенное непонимание проблемы; плакат студентом не представлен.

**3. Тематика проектов, ролевых игр**

| № темы | Тематика |
|---|---|
| 1.2. | Презентация «Молодежь в современном обществе» |
| 1.2. | Ролевая игра: «Досуг молодежи: увлечения и интересы» |
| 1.3. | Презентация “Мой колледж” |
| 1.4. | Ролевая игра «Покупки» |
| 1.8. | Презентация «Популярные туристические места в России» |
| 2.1.3. | Ролевая игра «Собеседование» |
| *2.1.4.* | Круглый стол «Моя будущая профессия» |
| 2.2. | Ролевая игра «Посещение музея»/ «Посещение театра»/«Экскурсия по городу. Осмотр достопримечательностей» |
| 2.2. | Презентация «Знаменитые музеи/художники/архитекторы/истории создания картин, скульптур и т.п.» |
| 2.3. | Круглый стол-дебаты “Преимущества и недостатки применения техники и инновационных технологий” |
| 2.3.2. | Ролевая игра-ситуация “Помоги другу/однокурснику решить проблему с техникой” |
| 2.4. | Презентация “Знаменитые личности в моей профессии” |
| 2.5. | Презентация «Деловое общение» |
| 2.5.5. | Презентация (групповой проект) “Продвижение моего колледжа” |

**4. Формирование ОК/ПК по видам контрольно-оценочных средств**

| Код и наименование формируемых компетенций | Раздел/Тема | Виды контрольно-оценочных средств |
|---|---|---|
| ОК 01. Выбирать способы решения задач профессиональной деятельности применительно к различным контекстам<br>ОК 02. Использовать современные средства поиска, анализа и интерпретации информации, и информационные технологии для выполнения задач профессиональной деятельности<br>ОК 04. Эффективно взаимодействовать и работать в коллективе и команде | **Р 1 Тема 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7,1.8** | Заполнение формы-резюме,<br>Письмо (другу)<br>Презентация (монолог с визуально основой),<br>постер, ролевая игра<br>Заметка о колледже,<br>Ролевая игра “Продавец-покупатель”<br>Письмо-инструкция «Профилактика несчастных случаев на работе и порядок их устранения»<br>Тест<br>Устный опрос. |
| ОК 01. Выбирать способы решения задач профессиональной | **Р 2 Тема 2.1, 2.2, 2.3, 2.4, 2.5 п-о/с[2]** | Тест<br>Проект.<br>Ролевая игра «Посещение музея»/ |

| | | |
|---|---|---|
| деятельности применительно к различным контекстам<br>ОК 02. Использовать современные средства поиска, анализа и интерпретации информации, и информационные технологии для выполнения задач профессиональной деятельности<br>ОК 04. Эффективно взаимодействовать и работать в коллективе и команде<br>ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках<br>***ПК… (в соответствии с профессиональным направлением)*** | | «Посещение театра»/«Экскурсия по городу. Осмотр достопримечательностей»<br>Круглый стол-дебаты “Преимущества и недостатки применения техники и инновационных технологий”<br>Доклад с презентацией “Знаменитые личности в моей профессии”<br>Видеозапись выступления<br>QUIZ: Frequently asked questions (FAQs) about VK/Telegram?<br>Разработка плана продвижения колледжа |

**3. Примерный фонд оценочных средств**

**3.1 Для входного контроля**

**Тестирования**

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 qet 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 CAs long as D Although

88. It's a huge painting. It ___ taken ages to complete.

A must have B can't have C should have D won't have

89. Pierre tends to put ___ dealing with problems, rather than dealing with them immediately.

A down B off C over D away

90. If the taxi hadn't stopped for us, we ___ standing in the rain.

A were still B would still be C are still D will still be

91. My mother's Italian, so ___ the language has been quite easy for me.

A to learn B learn C having learned D learning

92. ___ I had the talent, I still wouldn't want to be a movie star.

A In case B Even if C Provided that D However much

93. The factory workers threatened ___ on strike if they didn't get a pay rise.

A going B to go C that they go D to have gone

94. I was about to go to sleep when it ___to me where the missing keys might be.

A remembered B happened C appeared D occurred

95. There's going to be a new department at work. They've asked me to ___ it up.

A take B set C put D bring

96. If the film is a ___success, the director will get most of the credit.

A big B high C large D good

97. By the end of today's seminar I will ___to each of you individually.

A speak B have spoken C be speaking D have been speaking

98. This is a photo of my little sister ___ ice cream on the beach.

A eat B eating C was eating D having eaten

99. Our students take their responsibilities very ___.

A considerably B thoroughly C seriously D strongly

100. Pia was ___ delighted with the birthday present.

A very B completely C fairly D absolutely

Ответы и интерпретация результатов

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

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

**Примерные вопросы для устного собеседования**

Introductory questions
What's your name? How do you spell your surname? Where are you from?
Did you learn English at school? For how many years?

**Starter**

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

**Elementary**

6 Tell me about something you can do well. (Can you swim? Can you cook?)

7 How often do you usually see your friends? (What do you do together?)

8 Where do you live? Tell me about your home.

9 What are you going to do at the weekend?

10 Have you been to an English-speaking country? Tell me about your visit. (OR Tell me about an interesting place you have been to.)

**Pre-intermediate**

11 Tell me about something that you did with your friends/family recently. Why did you enjoy it?

12 Tell me about the weather in your country. Which is your favourite season and why do you like it?

13 Imagine that I am a visitor to your country. What advice would you give me?

14 Can you tell me about an object that is special for you? Why is it special?

15 Where do you live - in a house or an apartment? What's it like?

**Intermediate**

16 What sort of television programmes do you like?

17 How do you keep in touch with your friends and family (by phone/email)? How do you think communication might change in the future?

18 Tell me about the last film you saw at the cinema (or the last book you read). Would you recommend it?

19 Think about an interesting person you have met. What is he/she like?

20 Have you ever been on a journey where something went wrong?

**Upper-intermediate**

21 Tell me about something you are good at.

22 Can you tell me about a famous landmark/person in your country? What do you know about it/them?

23 What do you use the internet for? Do you think it will ever replace books and newspapers? Why / why not?

24 If an English person wanted to learn your language, how should they do this and why?

25 Where do you see yourself in five years' time?

**3.2. 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 А2 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 | L. Every ten minutes or so. |

| | |
|---|---|
| centre? | |

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

**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 | |

**ANSWER KEY**

**Task 1.**




| **Countries** | **Cities** | **Mountains** | **Oceans, seas, rivers, lakes** |
|---|---|---|---|
| England<br>Scotland<br>Wales | Edinburgh<br>Cardiff<br>Belfast | The Pennines<br>The Grampians the 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 17th century?**
4. **buy souvenirs or visit the largest London department stores?**
5. **see graves of outstanding people of Great Britain?**
6. **go to see the place where bills are introduced and debates are held?**

A.

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

B.

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

C.

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

D.

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

E.

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

F.

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

Palace.

G.

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

**Answer Key**

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

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

**Тема 1.8 Россия**

**A1**

**Устный опрос**

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

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

**ANSWER KEY**

1. Russia is situated in the eastern part of Europe and the northern part of Asia.
2. It covers almost twice the territory of either the United States or China.
3. Russia borders on 12 countries on land. In the south Russia borders on China, Mongolia, Korea, Kazakhstan, Georgia and Azerbaijan. In the west it borders on Norway, Finland, the Baltic States, Belorussia, and the Ukraine. It also has a sea border with the USA.
4. The main areas of Russia are the European part, Siberia and the Far East. The Ural Mountains separate Europe from Asia.
5. Russia is washed by 12 seas and 2 oceans. Russia is connected with the Atlantic Ocean through the Baltic Sea in the west and the Black Sea in the south. The Arctic Ocean and its seas including the White, Barents, Kara, Laptev, and East-Siberian Seas wash Russia in the north. The Pacific Ocean and its seas the Bering, Okhotsk and Japanese Seas wash Russia in the east.

6. Russia's greatest rivers are the Don and the Volga in its European part, and the Ob and the Yenisey in West Siberia. The largest river in Asian part of Russia is the Lena. The Volga flows into the Caspian Sea. The main Siberian rivers, the Ob, the Yenisei and the Lena, flow from south to north. The Ob is the longest river in Russia, but the Volga is the most important one. Many Russian towns are located on the Volga River: Vladimir, Tver, Yaroslavl, Kazan, and Nizhny Novgorod. Altogether there are over two million rivers in our country.
7. Lake Baikal is the largest freshwater lake in the world, one of the Seven Natural Wonders of the World, the pearl of Siberia. It's 636 kilometers long and 80 kilometers wide and is surrounded by forests and mountain peaks; the waters of the lake are transparent to a depth of 40 metres in summer. The lake has more than 2000 rare plants and animals – bears, elk, lynx, sables, freshwater seal, trout, salmon and sturgeon.
8. The climate of Russia differs from one part to another, from arctic in the north to subtropical in the south. But the prevailing one is temperate. Winters are cold and windy with a lot of snow. Summers are hot and dry.
9. Russia is rich in mineral resources such as coal, oil, natural gas, iron ore, copper, zinc and others. Natural resources determine the development of the Russian economy.

**A2**

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

1. A museum of art and culture situated in Saint Petersburg. It is one of the largest and oldest museums of the world. There are 3 million works of art in this museum and the largest collection of paintings in the world.
2. A television and radio tower in Moscow. This construction has 45 levels. Standing 540 meters tall, it is the highest building in Europe.
3. The deepest and one of the clearest lakes in the world, which is 25 million years old. It contains 20 per cent of the world's fresh water.
4. The highest mountain in the Caucasus and the highest mountain in Europe. Its height is 5642 metres.
5. A summer residence of the Russian monarchs located not far from St. Petersburg. It is a brilliant palace and park ensemble with 150 fountains. It is sometimes called the Russian Versailles.
6. The heart of Russia and the central square of Moscow, one of the most beautiful and famous places in the world. It used to be Moscow's main market place, now it is used for festivals and public ceremonies.
7. A historic theatre in Moscow, with one of the oldest and greatest opera and ballet companies in the world. It was opened in 1825.
8. The official residence of the President of Russia, the symbol of our capital.

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

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

Lake Baikal is the world's oldest and deepest freshwater lake. It is surrounded by rocky mountains, the tops of which are covered with A _____. Its water is so B _____ that any

object can be seen well at the depth of 40 meters. It contains more water than the Great lakes in North America. The C _____ of Baikal's water is close to that of the sea. It is similar to dark blue or blue green. In winter this lake is almost completely covered in ice. By the end of winter, the ice is 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 основания текста нельзя дать ни положительного, ни отрицательного ответа (3–**Not stated**).
**Second Career**
**Jeff Statham:** This is my car that I've had for years now, made in Canada. I worked in the automotive industry for about the last 12 or 13 years, a plant in Whitby. We produced the seats for the cars built here in Oshawa. Continuous layoffs - and eventually I got hit by them - and now I'm here. I'm currently in the Second Careers program here at Durham College. I'm in the law and security administration program and my ultimate goal is to become a police officer. It's been great. I love the program.
**Ted Dionne** *(Instructor, Durham College)**:*** It gives someone like Jeff an opportunity to do something that he may have wanted to do. He probably had it in the back of his mind that he wanted to do something different visualizing what you want to do in the future …
**Jeff Statham:** I've wanted to go back to school for years but with shifts it's hard to do. Money is not always there to do it so this Second Careers covers my schooling and it's a perfect opportunity for me.
**Jeanette Barrett** *(Second Career rep)**:*** The Second Career provides financial support to go back to school to do up to a 2-year program. Our Second Career advisor keeps in touch with them.
**Jeff Statham:** I've never really had report cards at work worthy of putting on the fridge, but at

the end of my first semester I ended up on the dean's list, so now my mother finally has a report card on her fridge.

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

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

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

1) True 2) False 3) Not stated

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

1) True 2) False 3) Not stated

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

1) True 2) False 3) Not stated

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

1) True 2) False 3) Not stated

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

1) True 2) False 3) Not stated

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

1) True 2) False 3) Not stated

**A 13** One should have a financial support from his company 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**_____(**ADVERTIZE**) 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**_____ (**ADVERTIZE**) 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** ***Проблемы современной цивилизации (для естественно-научного профиля)***

**Тест**

**A1**

Complete the texts about the weather. Use the words in the box.

rain storm thunder freezing lightning winds

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

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

The keys:

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

**A2**

**Задание 1**.

Прочитайте текст и выполните задания:

**Pollution Solutions**

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

**Air Care**

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

**Cleaner Rain?**

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

**Dirty Water?**

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

**Good Energy News**

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

**Poisons In Food**

Farmers often spray chemicals on crops to pro-tect them against pests. These chemicals are

called pesticides. Scientists have found that pesticides often end up in our food. Pesti-cides can cause health problems - especially for kids. But here's the good news: the U.S. government is helping farmers find ways to protect crops without us-ing many pesticides.

**Cleaner Cars**

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

**Trash**

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

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

1. **True or False?**

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

**B1**

**Задание 2.**

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

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

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

**B2**

**Задание 3.**

**Заполни пропуски нужными предлогами.**

Our planet Earth is our home. It's big and nice. There are a lot **1)** ____ forest, mountains, rivers, lakes, seas and oceans. The forests are full **2)** ____ animals.
The oceans are full of fishes. We live because we breathe air, drink water and eat food, growing **3)** ____ our planet. **4)** ____ hundreds of years nature has been serving people. They didn't think **5)** ____ it. Industrial progress has caused certain ecological problem. Factories and plants put waste **6)** ____ the atmosphere and water. Air in big cities is awful because of transport. Forests are burnt **7)** ____ fires caused by careless people. A lot of animals and birds are killed or die **8)** ____ them.

Chemical wastes kill fish **9)** ____ the rivers, lakes, seas and oceans. Can we solve the problem **10)** ____ pollution? Yes, if we plant trees.

They clean air **11)** ____ our cities. We mustn't make fires in the forests.
We must help animals and birds and not disturb wildlife.

Nature riches will not last forever. It's our duty to do our best to protect the environment.

**B2**

**Задание 4**.

Переведи текст с английского на русский язык.

**Climatic Changes**

**Climate** is a weather a certain place has over a long period of time. Climate has a very important influence on plants, animals and humans and is different in different parts of the world.

But recently the climate has changed a lot, especially in Europe. Scientists think that the reason is **greenhouse effect.** It is caused by **carbon dioxide** (углекислый газ). **Carbon dioxide** is produced when we burn things. Also, people and animals breathe in **oxygen** and breathe out **carbon dioxide**. As you know, trees take this gas from air and produce **oxygen**. But in the last few years people have cut down and burn big areas of rainforest. This means that there are fewer trees and more **carbon dioxide.**

This gas in the atmosphere works like glass in a greenhouse. It lets **heat get in**, but it doesn't let much **heat get out.** So, the atmosphere becomes warmer.

**Greenhouse effect** is sometimes called **global warming**.

**Ответы**

**Задание 1.**

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

**Задание 2.**

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

**Задание 3.**

**1)** of 2) of 3) on 4) For 5) about 6) in 7) in 8) in 9) in 10) of 11) of

**Задание 4**.

Возможный вариант.

**Климатические изменения**

Климат - это погода, которая сохраняется в определенном месте в течение длительного периода времени. Климат оказывает очень важное влияние на растения, животных и людей и отличается в разных частях света.

Но в последнее время климат сильно изменился, особенно в Европе. Ученые считают, что причина кроется в парниковом эффекте. Это вызвано углекислым газом (углекислый газ). Углекислый газ образуется, когда мы сжигаем вещи. Также люди и животные вдыхают кислород и выдыхают углекислый газ. Как вы знаете, деревья забирают этот газ из воздуха и производят кислород. Но за последние несколько лет люди вырубили и сожгли большие площади тропических лесов. Это означает, что здесь меньше деревьев и больше углекислого газа.

Этот газ в атмосфере действует как стекло в теплице. Он пропускает тепло внутрь, но не позволяет большому количеству тепла выходить наружу. Так атмосфера становится теплее.

Парниковый эффект иногда называют глобальным потеплением.

***Тема 2.2 Промышленные технологии (для технологического профиля)***

**Перевод профессионально ориентированного текста**

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

The fires can be divided into two categories. One category is fire incidents which involve only one vehicle without any involvement or influence from other vehicles at ignition. The list of tunnel incidents shows that these kinds of fires develop relatively slowly if there is no other special factor which may accelerate the progress, such as fuel leakage or explosion of cargo. They are initially small and show some sign of fire, such as smoke and flames, so neighbouring vehicles can see what is happening and prepare for the emergency within a reasonable time. The other category is fire incidents which involve more than one vehicle at the start of the fire and occur as a result of traffic incidents such as a collision between vehicles or between a vehicle and the wall of the tunnel. (для A1) These kinds of fires are expected to occur suddenly without any previous signs so they may cause panic in tunnel users and have the potential to develop into a catastrophic fire. In this study, the former category is named “Single fires” and the latter “Collision fires”. Among the 69 fires in road tunnels that were analysed, 48 (69.6 %) were single fires and 21 (30. 4 %) cases were collision fires. (для A2)

The two categories can be divided into sub-categories depending on whether the fire spreads or not. In this study, fire spread means that the fires propagated to another vehicle which is not engaged in the initial fire.

The reason for focusing on the fire spread is that it is one of the key factors determining the consequences of fires. The spread of fire increases the intensity and size of the fire and hampers the operations of the fire brigade. It also involves more vehicles and tunnel users so it can potentially claim many casualties and economic losses. (для B1)

Sample Answer

Пожары можно разделить на две категории. Одна категория – это пожары, в которых

участвует только одно транспортное средство без какого-либо участия или влияния других транспортных средств при возгорании. Перечень происшествий в туннелях показывает, что эти виды пожаров развиваются относительно медленно, если нет других особых факторов, которые могут ускорить развитие, таких как утечка топлива или взрыв груза. Первоначально они небольшие и имеют некоторые признаки пожара, такие как дым и пламя, поэтому соседние автомобили могут видеть, что происходит, и подготовиться к чрезвычайной ситуации в разумные сроки. Другая категория — это пожары, в которых задействовано более одного транспортного средства в начале пожара и которые происходят в результате дорожно-транспортных происшествий, таких как столкновение между транспортными средствами или между транспортным средством и стеной туннеля. (для A1) Ожидается, что такие пожары возникнут внезапно без каких-либо предшествующих признаков, поэтому они могут вызвать панику у пользователей туннеля и могут перерасти в катастрофический пожар. В данном исследовании первая категория называется «Одиночные пожары», а вторая — «Встречные пожары». Из 69 проанализированных пожаров в автодорожных тоннелях 48 (69,6 %) были одиночными, а 21 (30,4 %) — встречными. (для A2)

Две категории можно разделить на подкатегории в зависимости от того, распространяется ли огонь или нет. В этом исследовании распространение огня означает, что огонь распространился на другое транспортное средство, которое не участвовало в первоначальном возгорании.

Причина сосредоточения внимания на распространении огня заключается в том, что он является одним из ключевых факторов, определяющих последствия пожаров. Распространение огня увеличивает интенсивность и размер пожара и затрудняет работу пожарной команды. В нем также задействовано больше транспортных средств и пользователей туннелей, поэтому потенциально он может привести к многочисленным жертвам и экономическим потерям. (для B1)

***Тема 2.2 Государственные учреждения, бизнес и услуги (для социально-экономического профиля)***

**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.<br>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<br>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.<br>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<br>Step 1 Write a list of modern technologies and devices<br><br>Croup 1. You need to make a list of 4-5 advantages in using modern technologies for your studying.<br><br>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 you 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 it 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 it 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<br>A famous online magazine invited you to give your opinion by writing an article on the following subject:<br>The top of my profession<br><br>Write an article about a famous person.<br>In your article write:<br>- what his/her name is/was<br>- where he/she is/was from<br>- what he/she is famous for<br>- 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? |

**3.3. Для рубежного контроля**

**Семестр 1**

**A1**

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

**British artists living abroad**
Article by James Noble

Sally Campbell is a 32-year-old actress from London, but right now, she's living in Paris in a flat that overlooks the Seine. Sally's mother is French, which means Sally can speak the language perfectly. Sally is very talented. She likes acting in films, but she can also sing and dance brilliantly and she currently has a leading part in a French musical. She can also play the piano very well. In her spare time, Sally likes to relax at home by watching romantic films. She has no plans to return to Britain.
Tom Hammond is from Glasgow, but he lives in New York. He's 18 and he's a music student. Tom can play the piano and the guitar very well. He also writes songs with his friend John. Tom writes the music and John writes the lyrics. When they're happy with a new song, they usually perform it to students at the college. They love to have an audience and would really like to be in a band. When he isn't composing, Tom downloads his favourite music from the Internet.
Hannah Brown is a writer. She's from Manchester, but she lives in Italy. Hannah is 25 and likes writing romantic novels. Her ambition, of course, is to be a published writer, so she writes every day for at least four hours. Her favourite time to write is early in the morning, but she sometimes works late at night too. In the afternoons, Hannah works as a waitress in a café. She doesn't really enjoy this part of her life, but she needs the money to stay in Italy.

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

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

Task 2 Write Sally, Tom, or Hannah
Example: Tom lives in America.
1 _____ studies music.
2 _____ is not happy about her work.
3 _____ acts in films.
4 _____ has a friend who writes songs.
5 _____ wants to stay in another country.

Task 3. Choose the correct answer, A, B, or C.
Example
My cousin's mum is my
A) aunt B) uncle C) nephew

1. … there three stereos in the living room?
No, there … .
A) Are / aren't B) Are / are C) Are / not D) Are / *

2. You watch films at the
A) theatre B) cinema C) church

3. Her grandmother is 85 but she runs every morning. She' s really
A) lazy B) outgoing C) active

4. You can get to the museum … tram.
A) by B) on C) in

5. There are a lot of books on the … in my bedroom.
A) desk B) fridge C) mirror

6. …. your parents have a pet?
A) Are B) Do C) Does

7. John …. a bath every day.
A) don't get B) isn't find C) doesn't take

8. I never … up early at the weekend.
A) make B) get C) stand

9. We meet … Friday .. the museum.
A) on.. at  B) at …in  C) in .. near

10. We … snowboarding in the mountains every January.
A) take  B) do  C) go

Task 4.

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

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

Write about 60-80 words.

Key
Task 1
1. F  2. T  3. DS  4. T  5. DS  6. F  7. DS  8.DS  9. T  10. F
Task 2
1. Tom  2. Hannah  3. Sally  4. Tom  5. Sally
Task 3
1A  2B  3C  4A  5 A  6B  7 C 8B  9 A 10 C

Task 4
Dear Max,
My mother's name is Lilia. She is very beautiful and clever. She works as an engineer. My father's name is Vitaly. He's tall and strong. He works in the shop.
We live in a flat in the city. My parents go to work by bus or trolley-bus.
I want to be a cook. I want to work in a good restaurant. I love cooking and my father cooks well.
What profession do you want to have?
Best wishes,
Tamara

**A2**

Task 1.  Read the text and mark the sentences true (T), false (F) or doesn't say (DS).
Looking for love
*Looking for Love* is an agency that finds partners for single people of any age. Read about Lisa.
My name's Lisa. I'm 25 years old and I'm from Manchester. I'm single and I'm looking for love.

I'm a journalist on a local newspaper, which means I write stories about local issues and sometimes I interview politicians. I like my job, but I'd like to work on a national newspaper one day. That's because I want to have the opportunity to work abroad.
I have a small group of friends who I've known for years. I even went to school with some of them! I'm not really extrovert but I do like going out and having fun. We usually go out to parties, nightclubs, and restaurants. I also like cooking and I make great pasta! My ideal night in is a good meal, a glass of wine, and a DVD. I like thrillers much more than I like romantic comedies!
I'm not very sporty, but I like to keep fit. I stopped smoking last year and now I go running twice a week and I sometimes go to the gym at weekends. I eat lots of fruit and vegetables and I try not to have red meat or too much coffee. At work, I drink water or tea.
I prefer men who are interested in serious issues because I like talking about politics and what's happening in the world. However, I also like men with a good sense of humour. These characteristics are more important to me than physical appearance.
Please contact *Looking for Love* if you think you're the kind of person I'm looking for!

Example Lisa is married. F

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

Task 2. Read the article again. Choose the correct answers.
Example: *Looking for Love* is ____ for young people. **A**
A) an organization B) a website C) a magazine
1 Lisa wants to work ____
A) for a famous person B) for a different website C) in a different country
2 She knows some of her friends
A) from school B) from college C) from her first work
3 She doesn't usually go to ___ with her friends.
A) restaurants B) museums C) nightclubs
4 She enjoys watching ___
A) horrors B) thrillers C) cartoons
5 She _____ at the weekend.
A) goes to the gym B) goes running C) cooks
6 She used to ___
A) make pasta B) drink coffee C) smoke
7 She is interested in men who are___
A) active B) outgoing C) serious

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

EXAMPLE

ANSWER

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

**E**

| | | |
|---|---|---|
| 1. You can learn how to paint here. | A | *Passport photographs are ready in 5 minutes* |
| 2. If you go shopping here this week, you'll pay much less than usual. | B | Monika's art class will be in room 31 today |
| 3. This place is not open every day. | C | City Museum<br>Talk on 16th century artists<br>Wednesday, 6.30 pm £2 |
| 4. You won't have to wait long before you get your pictures. | D | The Art Centre library is Now closed on Fridays |
| 5. Someone has just painted a door in this building. | E | Winton Stores<br>Postcards by our village photographer on sale inside |
| | F | *Homestore*<br>*all paint half-price – for one month only* |
| | G | Wet Paint!<br>Please use other entrance |
| | H | Burley Art Club<br>Sale of paintings starts Monday |

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

1. Susan went on holiday in _____.

A) September B) October C) November

2. The hotel was _____.

A) cheap B) uncomfortable C) expensive

3. The bus was _____ than the train.

A) slower B) more expensive C) more comfortable

4. The weather was _____.

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

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

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

Task 5.

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

- about your parents and their jobs

- their routine at work
- what profession are you going to take and why.

Write about 80- 100 words

Answer Key
Task 1.
1F 2T 3DS 4F 5 T 6 DS 7 F
Task 2.
1C 2A 3B 4B 5A 6C 7C 8A
Task 3.
1B 2H 3D 4A 5G
Task 4.
1A 2C 3A 4B 5B
Task 5
Sample answer
Dear Max,
Well, my family is rather small: my parents and me. My mother Lily works as an engineer at a factory. She's good at drawing. My father Vitaly works as a shop assistant.
I'm not going to choose any of their professions because I'm not good at mathematics. I'm interested in cooking and I'll go to cooking classes. I'd like to have my own restaurant. I sometimes create new things in the kitchen.
What about you?
Best wishes,
Tamara

Listening script for (task 4)
Last September my boyfriend and I went on holiday to Thailand. It was a disaster. The flight arrived in Bangkok nine hours late. There we were at eleven o'clock at night, and we didn't have anywhere to stay and we didn't know how to get into the city centre. So, we stayed at the airport hotel, which was very comfortable but really expensive.
The next day, we wanted to take a train south to the islands. But we couldn't because we couldn't book any seats. The trains were full. So, in the end, we went by bus and by boat. It was cheaper but it took a lot longer. And when we got to the island we wanted to get to, we couldn't believe it! Where was the sun? It was raining really heavily. And the weather was windy and wet for days. It was awful. We went to restaurants and we went shopping, but we didn't spend any time on the beach. We couldn't sunbathe or go swimming, so we just argued for a week…

**B1**

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

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

I've always had a strong relationship with my family. An important influence on my personality was my grandmother, Hannah. She was born in 1930 into a poor family with seven children – they had to take very good care of each other in order to survive. Growing up in such difficult conditions had a positive effect on her, teaching her to share everything, be honest, helpful, hard-working, and affectionate. My grandmother taught me all these things, making me realize that family is more important than material possessions.

Katie Dupont

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

Jed Mitchell

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

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

A) True B) False ✓ C) Doesn't say

1 Maria has a close relationship with her family.

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

2 Maria's grandmother had seven children.

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

3 Maria's grandmother is still alive.

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

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

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

5 Katie met Rob at work.

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

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

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

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

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

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

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

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

A) True B) False C) Doesn't say
10 Jed would like to travel like his uncle did.
A) True B) False C) Doesn't say

Task 2.
Write the correct form of the adjectives.
Example: The people in Ireland are some of the friendliest (friendly) in the world.

1 I think this design is _____ (interesting) than that one.
2 When we all checked in, Sarah's luggage was _____ (heavy).
3 Is transport here _____ (expensive) as in your country?
4 The trains in Japan are _____ (modern) I've ever travelled on.
5 That was probably _____ (bad) meal we've ever had in a restaurant!
6 She looks much _____ (good) with long hair.
7 My new office is _____ (tiny) as my last one.

Task 3.
Complete the dialogues with the verbs. Use the present perfect simple or the past simple.
Example: I've been to Beijing, but I've never been (not / go) to Shanghai.
John How long 1 _____ (you / know) each other?
Keira Well, we 2 _____ (meet) in 1998 and we've been good friends since.
Doctor What seems to be the problem?
Mike I 3 _____ (fall) over playing basketball. I think I 4 _____ (break) my finger.
Sean Hello, could I speak to Mr Jackson, please?
Alison I'm sorry, he 5 _____ (just / go) into a meeting.
Jennie 6 _____ (you / take) out any money from the cash machine this morning?
Alex No, because I had £30 in my wallet.
Will 7 _____ (you / ever/ lend) anyone your car?
Tom Yes, I lent it to my brother and I would never do it again!

Task 4.
Read the article and tick (✓) A, B, or C.
**How I got my dream job**

Are you still looking for your dream job? Don't give up. Here's how three people achieved their goals.
Mario Mendes, 29 –
I'm doing something I really enjoy. I'm part of a team that develops new technologies. I work with intelligent, interesting people and occasionally get to travel abroad. I won't pretend it was easy getting my dream job, but it was worth the effort. My advice? Decide exactly what your dream job is and what it involves. Learn about the job. Make contact with companies that could offer your chosen career. Make sure they know your strengths. You may just get that dream job.
Andy Collins, 46 –
As a student, I earned $295 a week in cash working in a beach café. At the time, it was my

dream job! Later I became a chef. It was hard work, I was often in a hot kitchen for twelve hours a day, six days a week. But you have to know the meaning of hard work if you want to achieve your goals. I now own five restaurants around the U.S. My best advice is to find out what your skills and talents are. Talent is something you're born with. Skills are something you've learned to do. People like doing things that come naturally to them, so work and enjoy!

Sarah Cooper, 38 –

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

Example: Mario is _____.

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

1 Mario sometimes _____.

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

2 Mario thinks he got his dream job because _____.

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

3 When Andy was young, his dream job was to _____.

A become a chef B have his own restaurant C work in a café by the beach

4 When he was a chef, Andy _____.

A earned $295 a week B didn't enjoy his job C didn't get much time off

5 Andy says it's important to know _____.

A your goals B what you're good at C what you enjoy doing

6 It took Sarah _____ years to train to be a teacher.

A five B three C two

7 Sarah's job as a secretary wasn't very _____.

A hard B exciting C easy

8 Sarah studied _____.

A full-time B at evening classes C during the day

9 Sarah advises people to _____.

A plan how they can achieve their goals

B become primary school teachers

C continue working while they train

10 Who has become a successful businessman / woman?

A Andy B Mario C Mario and Andy

Task 5.

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

- about your parents and their jobs

- their routine at work
- what profession are you going to take and why.

Write about 100-120 words

Key
Task 1. 1A 2C 3C 4A 5C 6A 7A 8B 9A 10C
Task 2. 1 more interesting 2 the heaviest 3 as expensive 4 the most modern 5 the worst 6 better 7 as tiny
Task 3. 1 have you known 2 met 3 fell 4 ’ve broken 5 ’s just gone 6 Did you take 7 Have you ever lent
Task 4. 1B 2C 3C 4C 5B 6C 7B 8B 9A 10 A
Task 5. Sample answer

Dear Max,

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

**Семестр 2**
**A1**
Task 1. Complete the sentences with the correct word.
Example: My brother’s daughter is my____. C

A) granddaughter B) sister C) niece
1 I work for a newspaper. I’m a _____.
A) journalist B) politician C) lawyer
2 My sister works in an office. She’s a _____.
A) builder B) musician C) receptionist
3 My mother’s brother is my _____.
A) grandfather B) nephew C) uncle
4 Can I use my credit _____, please?
A) wallet B) card C) money
5 The opposite of expensive is _____.
A) safe B) cheap C) empty
6 The opposite of safe is _____.

A) dangerous B) difficult C) different
7 You can buy food at a _____.
A) pharmacy B) market C) post office
8 We eat in the _____.
A) bathroom B) garage C) dining room
9 I need some _____ for this letter.
A) keys B) stamps C) coins
10 My father's a _____. He flies all over the world.
A) pilot B) builder C) nurse

Task 2. Complete the sentences. Use the verbs in brackets.
Example: They **didn't drive** (not drive) to Edinburgh, they got the bus.

1 Steven _____ (not be) at work on Tuesday.
2 I _____ (buy) a new car last weekend.
3 Who _____ (be) the three greatest people of the twentieth century?
4 Emma _____ (write) him a message four days ago.
5 I think we _____ (not have) a holiday next month.
6 Elizabeth and Ben _____ (have) three dogs.
7 _____ you ever _____ (break) your arm?
8 They have an exam on Thursday so they _____ (study) now.
9 My brother _____ (listen) to classical music at the moment.
10 Look! James is carrying a lot of boxes. ____ he _____(have) a party next week?
11 She _____ (not like) writing e-mails.
12 How often _____ you _____ (use) your smartphone?

Task 3. Read the text. Mark the sentences true (T), false (F) or doesn't say (DS)

**The frozen extremes of the earth**

The Arctic in the north and the Antarctic in the south are at opposite ends of the planet, but they are similar in many ways. Both are lands of ice and snow, where the temperature in winter can be so low that your skin can freeze in seconds – it can be as low as –80°C. Very few animals are able to survive these conditions, but there are some both in the north and in the south. The Arctic has more plants and animals than the Antarctic, including polar bears, the largest bear in the world. In the south there are no land animals because of the extreme cold, but there are penguins and other sea animals that live on or near the coast – although both in the north and the south the sea is frozen for much of the year.

One difference between the Arctic and the Antarctic is the human population. In parts of the Arctic there are towns and villages. Greenland, for example, the largest island in the world, has a population of 55,000 people. Many of these people work in fishing. They have a difficult life. There aren't many roads between towns and villages, so people travel by snowmobile or with dogs. From November to January, it's dark for 24 hours a day, but from May to July there are 24 hours of daylight.

In the Antarctic there are no normal towns and villages. Only scientists live there all year round, in special buildings called ‘stations. They study the sea animals and learn about the history of the world’s climate by studying the weather and the ice. It’s a hard place to live, especially in winter, but many of them love it there and return again and again.

Example: The Antarctic is the coldest place in the world.
A True  B False  C Doesn’t say V

1 There aren’t any animals in the Antarctic.
2 No people live in the Antarctic.
3 There aren’t any towns in the Antarctic.
4 It is usually –80°C in the Antarctic.
5 The sea in the Antarctic is usually frozen.
6 There aren’t any sea animals in the Arctic.
7 In Greenland, people don’t work in winter.
8 There aren’t many roads in Greenland.
9 In Greenland in October it’s light all the time.

Task 4. Read the text once again. Write the Arctic or the Antarctic.
Example: It’s at the South Pole. ***the Antarctic***

1 Scientists sometimes live here in stations.
2 No land animals live here.
3 People live here all the time.
4 There are more plants here.
5 In December it’s dark for 24 hours a day.
6 There aren’t any towns or villages here.

Task 5. Translate into Russian. You have got 30 minutes. Use a dictionary.

Rice pudding
It is flavoured with cardamom, raisins, saffron, cashew nuts, pistachios or almonds. It is typically served during a meal or as a dessert.

INGREDIENTS
Half glass of rice (any rice)
A sauce pans
Milk
Cardamom
2tbs sugar
1 Fill the sauce pan, not all to the top, bring to a boil and add rice. When boiled put low heat and simmer till rice is soft and mushy. If the water is reduced and rice is not cooked. You can add more water
2 When it is cooked add sugar and if you want more flavour, open cardamom pods and add seeds only

3 Stir then add milk enough to cover rice, bring to boil then lower heat and stir
4 Put heat up again to this, three times stirring occasionally
5 When the pudding is done leave it to cool
6 You can have the rice pudding warm or cold. You can also add broken pieces of almonds and pistachios and serve.

Answer Keys:
Task 1
1A 2C 3C 4B 5B 6A 7B 8C 9B 10A
Task 2

1) is not/ isn't
2) bought
3) were
4) wrote
5) will not/ won't
6) have
7) have… broken
8) are studying
9) is listening
10) is … having/ is… going to have
11) doesn't like/ does not like
12) do… use

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

Task 4.
1 the Antarctic
2 the Antarctic
3 the Arctic
4 the Arctic
5 the Arctic
6 the Antarctic

Task 5. (Sample answer)
Рисовый пудинг
Его приправляют кардамоном, изюмом, шафраном, орехами кешью, фисташками или миндалем. Его обычно подают во время еды или в качестве десерта.

ИНГРЕДИЕНТЫ
Полстакана риса (любого риса)
Кастрюля
Молоко
Кардамон

2 столовые ложки сахара

1 Наполнить кастрюлю, не доверху, доведите до кипения, добавьте рис. Когда закипит, поставьте на слабый огонь и варите, пока рис не станет мягким и кашеобразным. Если вода выкипит, а рис не сварится, добавьте больше воды.

2 Когда рис будет готов, добавьте сахар, а если вы хотите больше аромата, откройте стручки кардамона и добавьте только семена.

3 Перемешайте, затем добавьте молока так, чтобы оно покрывало рис, доведите до кипения, уменьшите огонь и перемешайте.

4 Прогрейте трижды, периодически помешивая

5 Когда пудинг будет готов, дайте ему остыть.

6 Вы можете есть рисовый пудинг теплым или холодным. Вы также можете добавить кусочки дробленого миндаля и фисташки и подавать.

**A2**

**Part 1.** Listen to two people discussing candidates at a job interview.

Choose A, B, or C.

1. Mark doesn't get the job because he _____.

A) is too old B) has too little experience C) isn't good enough

2. Gemma doesn't get the job because she _____.

A) is inexperienced B) has no qualifications C) is unfriendly

3. Luke doesn't get the job because he _____.

A) usually works in Italy B) has just left his job C) hasn't had a job for a long time

4. David doesn't get the job although he is good at _____.

A) managing people B) solving problems C) wasting time

5. Susie doesn't get the job because she is _____.

A) not intelligent enough B) too lazy C) not the hardest worker

**Part 2** Questions 6-10

Read the sentences (6-10) about camping. Choose the best word (A, B or C) for each space.

For questions 6-10, mark A, B or C on the answer sheet.

EXAMPLE

0 A lot of families prefer to …… on a campsite because it is cheaper than a hotel.

A) keep B) stay C) travel

ANSWER B

6. For some campsites, you have to phone and …… before you go.

A) book B) take C) spend

7. Some people play loud music on campsites so it can be very …….

A) angry B) busy C) noisy

8. One of the nicest things about camping is …… breakfast outside.

A) doing B) having C) putting

9. It is better to use plastic cups and plates for camping because they don't …… easily.

A) break B) hurt C) fail

10. One problem with camping is making …… insects don't get into the tent.

A) careful B) clear C) sure

**Part 3** Questions 11-15

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

| EXAMPLE | | ANSWER |
|---|---|---|
| - Where do you come from? | A) New York.<br>B) School.<br>C) Home. | A |
| 11. Is it a good film? | A) That's right.<br>B) It's OK.<br>C) I don't agree. | |
| 12. I'm going to Tom's party tonight. | A) Can I go too?<br>B) Let's go.<br>C) Was it good? | |
| 13. When did you lose your watch? | A) Once a week.<br>B) For six days.<br>C) A month ago. | |
| 14. Sorry, I don't understand you. | A) Let me explain.<br>B) I don't know.<br>C) What does it mean? | |
| 15. Shall we ask Paul to come with us? | A) I believe it.<br>B) I'm sure.<br>C) If you like. | |

Questions 16-20

Complete the telephone conversation between two friends. What does Jennifer say to Lily?

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

| EXAMPLE | | ANSWER |
|---|---|---|
| Lily: | Hi Jennifer, it will be lovely to see you on Friday. | |
| Jennifer: | …….. | B |

| | |
|---|---|
| Lily: What time is your train?<br>Jennifer: 16 ……<br>Lily: OK. I'll meet you. Would you like to go out that evening?<br>Jennifer: 17 ……<br>Lily: If you want to. Then on Saturday we can go to the new shopping centre.<br>Jennifer: 18 ……<br>Lily: And in the evening we can go to Oliver's party.<br>Jennifer: 19 ……<br>Lily: Oh anything. It doesn't matter.<br>Jennifer: 20 ……<br>Lily: Yes. It's a good place for a party. See you on Friday, then. | A I have to go home at 6 o'clock.<br>B Yes, I haven't seen you for so long.<br>C I've heard it's really big.<br>D Is he still living in the same house?<br>E It should arrive early afternoon.<br>F How long will we stay with him there?<br>G I think I'll be tired. Shall we just stay at home?<br>H Great! What should I bring to wear? |

Part 4 Questions 21-27

Read the article about a man who swam across New Zealand's Cook Strait.

Are sentences 21-27 "Right" (A) or "Wrong" (B)?

If there is not enough information to answer "Right" (A) or "Wrong" (B), choose "Doesn't say" (C).

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

**David swims the Cook Strait**

David Johnson has loved swimming all his life. When he was 27, he swam in a race near the home in the USA. The sea was very cold and David started to feel unwell. He was taken to hospital but he soon got better and started swimming again. In 1983, he became the first person to swim from Santa Cruz Island to the Californian Coast.

In January 2004, at the age of 52, David crossed New Zealand's Cook Strait in 9 hours and 38 minutes. The oldest swimmer before David was only 42 years old. David spent over a year getting ready to swim the Strait. Then, he and his wife flew to New Zealand so that David could practise for a few weeks there. But only days after they arrived, the weather improved so David decided to start his swim. He did it with the help of a team. "They were great," David said. "They were in a boat next to me all the time! After a few hours, I thought about stopping but I didn't and went on swimming."

Afterwards, David and his wife travelled around New Zealand before returning to the USA.

0 Example: Answer: A
David Johnson has always enjoyed swimming.
A) Right B) Wrong C) Doesn't say

21. David Johnson had problems during a swimming competition in the USA.
A) Right B) Wrong C) Doesn't say

22 After 1983, many people swam between Santa Cruz Island and the Californian coast.
A) Right B) Wrong C) Doesn't say

23 In January 2004, David was the first person of his age to swim across the Cook Strait.
A) Right B) Wrong C) Doesn't say

24 David practised for more than a year to swim across the Cook Strait.
A) Right B) Wrong C) Doesn't say

25 David was in New Zealand for a long time before he swam across the Cook Strait.
A) Right B) Wrong C) Doesn't say

26 David's wife was in the boat beside him when he swam the Cook Strait.
A) Right B) Wrong C) Doesn't say

27 David had to stop for a short time while swimming the Cook Strait.
A) Right B) Wrong C) Doesn't say

Part 5 Questions 28-35

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

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

| Doing homework |
|---|

It is a good idea to __0__ your homework early. If you can do it __28__ your evening meal, you will have __29__ time later to do things that you enjoy, like talking __30__ the phone.

It is also better to do homework as soon as possible after the teacher has given it to you. Then, if the homework is difficult and you __31__ time to think about it, you will __32__ have time to do it.

Always turn off your mobile phone and the television when you __33__ doing homework. You will work a lot __34__ without them. Make sure you have a quiet place to work, with __35__ light and a comfortable chair.

| EXAMPLE | | | ANSWER |
|---|---|---|---|
| | | | C |
| 0 | A) starting | B) started | C) start |

| | | | |
|---|---|---|---|
| 28. | A) since | B) before | C) until |
| 29. | A) more | B) much | C) most |
| 30. | A) by | B) at | C) on |
| 31. | A) should | B) need | C) must |
| 32. | A) still | B) yet | C) already |
| 33. | A) have | B) are | C) were |
| 34. | A) fastest | B) fast | C) faster |
| 35. | A) enough | B) all | C) many |

Part 6. Translate into Russian. Use the dictionary. You have 30 minutes.

You can enjoy the rich flavor and delightful aroma of freshly ground coffee beans without having to spend extra money on a coffee grinder simply by using your blender.

Step 1 - Set Up Your Blender

Put your blender on a flat surface on the counter and plug it in. The flat surface is really important so the blender's vibrations do not cause other things to fall off the counter.

Step 2 - Decide how Finely You Need to Grind the Beans

Different kinds of coffee makers require different beans. Medium ground beans work best for a Drip maker. This means that when you pour the ground coffee into your hand, some will stick together, while most will fall away. Espresso Machines tend to do best with medium-fine grounds. In this case most will stick together, but individual grounds can be easily seen. French Press Makers require a more coarse texture so that the grinds do not stick together at all.

Step 3 - Pour Your Coffee Beans into the Blender And Grind Away

Start with a small amount of beans in the blender until you can figure out exactly how much ground coffee your beans will yield. As you have more experience, you will be better able to determine the right amount of coffee beans to put into your blender, but typically, a handful of beans should yield one to two tablespoons of ground coffee

Key

Part 1.

1B 2D 3E 4A 5C

Part 2.
6 A 7 C 8 B 9 A 10 C
Part 3.
11 B 12 A 13 C 14 A 15 C 16 E 17 G 18 C 19 H 20 D
Part 4.
21 A 22 C 23 A 24 A 25 B 26 C 27 B
Part 5.
28 B 29 A 30 C 31 B 32 A 33 B 34 C 35 A
Part 6. (Sample answer)
Вы можете наслаждаться богатым вкусом и восхитительным ароматом свежемолотых кофейных зерен, не тратя лишних денег на кофемолку, просто используя блендер.
Шаг 1 — Настройте свой блендер
Положите блендер на плоскую поверхность на столе и подключите его к сети. Плоская поверхность очень важна, чтобы вибрации блендера не приводили к падению других предметов со стола.
Шаг 2. Решите, насколько мелко вам нужно измельчить бобы.
Для разных кофеварок требуются разные зерна. Зерна среднего помола лучше всего подходят для кофеварок капельного типа. Это означает, что, когда вы насыпаете молотый кофе себе в руку, некоторые из них слипаются, а большая часть отваливается. Эспрессо-машины, как правило, лучше всего работают с зерном среднего помола. В этом случае большинство из них слипнутся, но отдельные частички легко просматриваются. Кофеварки типа френч-пресс требуют более грубой текстуры, чтобы помол не слипался.
Шаг 3. Насыпьте кофейные зерна в блендер и измельчите
Начните с небольшого количества зерен в блендере, пока не сможете точно определить, сколько молотого кофе получится. По мере того, как у вас будет больше опыта, вы сможете лучше определить, сколько кофейных зерен нужно положить в блендер, но, как правило, горсть зерен должна давать от одной до двух столовых ложек молотого кофе.

Script
Pam So, what do you think about Mark? Do you think we should give him the job?
Bob Mmm. I don't know. If he weren't as young as he is, I'd definitely give him a chance, but I don't think he has enough experience.
Pam Neither do I. Although he'd probably be good at it, we need someone who's older.

2
Bob I thought Gemma was someone who has some experience of the job. And she was very open and got on with verybody.
Pam Well, yes, she had great personal qualities, but she hasn't finished her university course or passed any exams yet. I think we should find somebody who's actually finished university.

3
Pam So, do you think Luke is better than the others?
Bob Well, he's older. He used to work for a major company in Italy, but he left that job five years ago and he hasn't worked since. I don't think he's very good and perhaps he'll get bored quickly. I think we need someone who has more recent experience of this sort of job.

4

Bob David might be the person we're looking for. In this job you have to spend a lot of time managing other people and he's good at that.

Pam Well, yes, I agree, although I don't think David's very good at solving problems and, in this job, that's as important as being able to manage.

5

Pam Shall we give the job to Susie, then? She won't be the most experienced person we've ever employed, but she'll work harder than most, that's for sure.

Bob Mmm. But I think we need someone who is more intelligent than Susie. I don't think she's bright enough.

**B1**

**Part 1**

**Questions 1–5**

Look at the text in each question. What does it say? Mark the correct letter A, B or C on your answer sheet.

Example 0: Answer: A

| | |
|---|---|
| 0. NO BICYCLES<br>AGAINST GLASS<br>PLEASE | A. Do not leave your bicycle touching the window.<br>B Broken glass may damage your bicycle tyres.<br>C Your bicycle may not be safe here |
| 1.<br>To: All students<br>From: College Secretary<br>Monday 6 May<br>Can I remind you that all essays are due this Friday. No late work will be accepted unless accompanied by a doctor's letter | A The college secretary will post students their essays on Friday.<br>B Students may hand in their essays after Friday if they can prove illness.<br>C Unless your essay is due by Friday, you do not need to reply |
| 2.<br>TAKE ONE TABLET<br>THREE TIMES A DAY<br>AFTER MEALS<br>FINISH THE PRESCRIPTION | A Take the tablets regularly until the bottle is empty.<br>B Take one tablet every day until they are finished.<br>C Take three tablets after meals until you feel better |

| | |
|---|---|
| 3.<br>Ben,<br>Why not bring your new game round tonight – we can use my brother's PC. I'm playing football till 7.00, so anytime after that.<br>Kim. | Kim suggests<br>A meeting at the football match.<br>B going to Ben's house later.<br>C playing on his brother's computer |
| 4.<br>FREE SOFA!<br>(Owner moving back<br>to New Zealand)<br>Must have transport – collect from John<br>any evening this week. Phone 452611<br>to arrange a suitable time | A John can deliver the sofa if the time is convenient.<br>B Anyone wanting this sofa must pick it up this week.<br>C Call John with advice on how he can transport his sofa. |
| 5.<br>BOAT HIRE<br>INSURANCE INCLUDED<br>FUEL EXTRA<br>NO HIDDEN CHARGES | The hire charge covers all the costs<br>A including fuel and insurance.<br>B except insurance.<br>C apart from fuel |

**Part 2**

**Questions 6–10**

The people on the next page (6-10) all want to buy a book for a young person. On the opposite there are descriptions of eight books (A-H). Decide which book would be the most suitable for the following people.

BOOKS FOR CHILDREN

| | | |
|---|---|---|
| **6** | Marta wants a course in Business Studies and English, starting in September. She would prefer to be in a city, but wants a college which will organise visits, so she can see something of Britain | **A Lowton College**<br>Situated in a pleasant area of the city close to the river. Convenient for North Wales and the English Lake District.<br>• Courses in English run all year.<br>• Part-time courses available in the evenings/days.<br>• We will arrange accommodation with an English family |
| **7** | Jean wants to attend classes for a few hours a week in July, so that he has plenty of free time to visit the countryside. He wants to stay in a city, with a family. | **B Bristow College**<br>The college is in the centre of Bristow.<br>• Full-time courses at all levels, beginners to advanced, from September to June.<br>• Visits arranged to places of |

| | | |
|---|---|---|
| | | interest.<br>• Excellent range of sports offered.<br>• Students arrange their own accommodation in flats and houses. |
| **8** | Laura is looking for a full-time beginners' course and can come to Britain at any time. She is keen on sport and wants to stay with a family. | **C Shepton College**<br>Shepton College is in the centre of London close to underground and buses.<br>• Classes are offered all through the year.<br>• Daytime English courses up to ten hours per week. Evening classes of four hours per week.<br>• Extra classes offered in English for Business.<br>• Students arrange their own accommodation in flats and houses. |
| **9** | Marek likes big cities. He hopes to find work during the day, so he is looking for an evening class. He wants to live in a flat or house. | **D Frampton College**<br>Situated in West London close to bus and underground.<br>• Courses run from September to July (daytime only).<br>• Special courses available, e.g. English for Business.<br>• Summer school in July and August.<br>• Accommodation arranged in student hostels. |
| **10** | Birgit is going to spend August in Britain. She knows some English already and wants a full-time course. She wants to meet people through the college and live with a family. | **E Daunston College**<br>Daunston is a small town in the Midlands near pleasant countryside.<br>• Part-time and full-time classes available from September to June.<br>• Full-time summer school in August.<br>• Complete beginners part-time only.<br>• Trips and other social events arranged regularly.<br>• Accommodation in the college or with families. |

| | | |
|---|---|---|
| **11** | | **F Exford College**<br>Exford is beside the sea and surrounded by beautiful countryside.<br>• Courses at all levels, September to June (full-time).<br>• Summer schools (mornings only) during August.<br>• Full social programme including sports and hobby clubs provided by the college.<br>• Students live in college rooms or with families. |
| **12** | | **G Chesford College**<br>Situated in the centre of Chesford, a quiet market town.<br>• English courses offered from September to June, daytime and evenings.<br>• Trips organised to Cambridge, Oxford and London.<br>• Accommodation is with local families. |
| **13** | | **H Howe College**<br>The college is in the city centre, but near the North Yorkshire countryside and the sea.<br>• Classes run from September to June.<br>• Part-time and full-time courses from beginners to advanced (daytime only).<br>• Full-time courses in English with Business Studies.<br>• Trips arranged to places of interest.<br>• Help given in finding a flat or room in the area. |

**Part 3**

**Questions 11–20**

Look at the sentences about an English city.

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

If it is correct, **mark A** on your answer sheet.

If it is not correct, **mark B**.

11. The River Wensum flows through East Anglia.
12. People have lived by the River Wensum for at least 2000 years.
13. In the 11th century, Norwich was a small village.
14. Norwich has been a city since its first cathedral was built.
15. Norwich has always been one of the smallest English cities.
16. There are more than 50 churches in Norwich.
17. The number of students in Norwich is increasing.
18. The Norwich City football team is called 'The Canaries' because of the colours the player's wear.
19. 'The Castle Mall' took more than two years to build.
20. Norwich people still like using the old market as well as shopping in 'The Castle Mall'.

**Norwich**

Norwich, the capital of the part of Britain known as East Anglia, has existed as a place to live for more than two thousand years. It began as a small village beside the River Wensum. At the time of the Norman invasion in 1066 it had grown to become one of the largest towns in England.

With two cathedrals and a mosque, Norwich has long been a popular centre for various religions. The first cathedral was built in 1095 and has recently celebrated its 900 th anniversary, while Norwich itself had a year of celebration in 1994 to mark the 800 th anniversary of the city receiving a Royal Charter. This allowed it to be called a city and to govern itself independently.

Today, in comparison with places like London or Manchester, Norwich is quite small, with a population of around 150,000, but in the 16 th century Norwich was the second city of England. It continued to grow for the next 300 years and got richer and richer, becoming famous for having as many churches as there are weeks in the year and as many pubs as there are days in the year.

Nowadays, there are far fewer churches and pubs, but in 1964 the University of East Anglia was built in Norwich. With its fast-growing student population and its success as a modern commercial centre (Norwich is the biggest centre for insurance services outside London), the city now has a wide choice of entertainment: theatres, cinemas, nightclubs, busy cafés, excellent restaurants, and a number of arts and leisure centres. There is also a football team, whose colours are green and yellow. The team is known as 'The Canaries', though nobody can be sure why.

Now the city's attractions include another important development, a modern shopping centre called 'The Castle Mall'. The people of Norwich lived with a very large hole in the middle of their city for over two years, as builders dug up the main car park. Lorries moved nearly a million tons of earth so that the roof of the Mall could become a city centre park, with attractive water pools and hundreds of trees. But the local people are really pleased that the old open market remains, right in the heart of the city and next to the new development. Both areas continue to do good business, proving that Norwich has managed to mix the best of the old and the new.

**Part 4**

**Questions 21–30**

Read the text below and choose the correct word for each space.
For each question, mark the correct letter A, B, C or D on your answer sheet.

Example: 0 A) of B) down C) in D) through

**THE ROCKIES**

The Rocky Mountains run almost the length (0) ..... North America.

They start in the North-west, but lie only a (21) ..... hundred miles from the centre in more southern areas. Although the Rockies are smaller (22) ..... the Alps, they are no less wonderful.

There are many roads across the Rockies, (23) ..... the best way to see them is to (24) ..... by train. You start from Vancouver, (25) ..... most attractive of Canada's big cities. Standing with its feet in the water and its head in the mountains, this city (26) ..... its residents to ski on slopes just 15 minutes by car from the city (27) .....

Thirty passenger trains a day used to (28) ..... off from Vancouver on the cross-continent railway. Now there are just three a week, but the ride is still a great adventure. You sleep on board, (29) ..... is fun, but travel through some of the best (30) ..... at night.

21. A) many B) lot C) few D) couple
22. A) from B) to C) as D) than
23. A) but B) because C) unless D) since
24. A) drive B) travel C) ride D) pass
25. A) a B) one C) the D) its
26. A) lets B) allows C) offers D) gives
27. A) centre B) circle C) middle D) heart
28. A) leave B) get C) take D) set
29. A) when B) which C) who D) where
30. A) scenery B) view C) site D) beauty

**Part 5**

Translate into Russian. Use a dictionary. You have 30 minutes.

**How To Grind Flaxseed**

There are several ways of grinding flaxseeds into powder to get the full health benefit. These include the use of a blender or food processor, a coffee grinder, or manual methods like mortar and pestle.

Each of these ways comes with its uniqueness to grind flax seeds to a powder. This article answers the question by reviewing the best ways to grind flaxseeds.

Can You Grind Flaxseeds in A Blender?

Blenders or food processor is a common kitchen appliance to grind. If you want to grind flaxseeds in a blender or food processor, you will need to add at least a cup of flaxseed into the blender or food processor for it to work properly.

This method takes several minutes as you need to regulate the speed of your blender or food processor, stop, shake, and blend again until your flaxseed is ground to your desired consistency.

Using a blender or food processor to grind flaxseed is time-consuming as you have to continue regulating the speed, and grind again to achieve your result.

While using a blender or food processor, care needs to be taken to prevent the flax seeds from turning into paste due to the high quantity of oil present in them.

Key

PART 1: 1B, 2A, 3C, 4B, 5C;
PART 2: 6H, 7A, 8F, 9C, 10E;
PART 3: 11A, 12A, 13B, 14B, 15B, 16B, 17A, 18B, 19A, 20A;
PART 4: 21C, 22D, 23A, 24B, 25C, 26B, 27A, 28D, 29B, 30A
Part 5. (Sample answer)

Как измельчить льняное семя

Есть несколько способов измельчения семян льна в порошок, чтобы получить максимальную пользу для здоровья. К ним относятся использование блендера или кухонного комбайна, кофемолки или ручные методы, такие как ступка и пестик.

Каждый из этих способов имеет свои уникальные особенности измельчения семян льна в порошок. Эта статья отвечает на вопрос, рассматривая лучшие способы измельчения семян льна.

Можно ли измельчить семена льна в блендере?

Блендер или кухонный комбайн — это обычный кухонный прибор для измельчения. Если вы хотите измельчить льняное семя в блендере или кухонном комбайне, вам нужно будет добавить в блендер или кухонный комбайн как минимум чашку льняного семени, чтобы он работал правильно.

Этот метод занимает несколько минут, так как вам нужно отрегулировать скорость блендера или кухонного комбайна, остановить, встряхнуть и снова смешать, пока льняное семя не будет измельчено до желаемой консистенции.

Использование блендера или кухонного комбайна для измельчения льняного семени отнимает много времени, так как вам нужно продолжать регулировать скорость и снова измельчать, чтобы добиться желаемого результата.

При использовании блендера или кухонного комбайна необходимо соблюдать осторожность, чтобы семена льна не превратились в пасту из-за большого количества присутствующего в них масла.

**3.4. Для промежуточной аттестации**

**УРОВЕНЬ А1.**

ЧАСТЬ 1 – ГРАММАТИКА, ЛЕКСИКА

1. I’m … New York.

A) in B) for C) at D) of

2. Is your surname Anderson?

A) Yes, you are.
B) Yes, it is.
C) Yes, I am.
D) Yes, my is.

3. A Mercedes is … German car.

A) a
B) an
C) the
D) *

4. Ann is … wife.

A) John’s B) John is C) John’s is D) John

5. She … a uniform.

A) wear B) to wear C) wearing D) wears

6. Anna likes Joanna, but Maria doesn’t like … .

A) her B) them C) your D) their

7. What time is it?

3:45

A) It is quarter past three.
B) It is fifteen past four.
C) It is quarter to four.
D) It is fifteen to three.

8. She … a bus to university.

A) always takes
B) always take
C) takes always
D) take always

9. This doll is a present for my … . I hope she likes it.

A) husband
B) nephew
C) niece
D) uncle

10. … sells things.

A) A postman B) A nurse C) A doctor D) A shopkeeper

11. I like Tom … I don’t like his wife.

A) and
B) but
C) because
D) so

12. … did you buy your new jacket?

At supermarket.

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

13. My brother is … a book.
A) riding B) reading C) speaking D) playing

14. Madison doesn’t like working. She is ….
A) happy B) poor C) rich D) lazy

15. I’ll look in my … and see if I’m free on Wednesday.
A) diary B) dictionary C) briefcase D) calendar

16. Do you want to … biscuit?
A) eat B) see C) playD) read

17. Where … they born?
They … born … .
A) were / were / in 1995
B) was / were / in Italy
C) were / were / in Denmark
D) was / were / in 1995

18. New York is …. Paris.
A) dirty B) dirtier than C) the dirtiest D) dirtier

19. I … him three months ago.
A) see B) sees C) saw D) seen

20. He takes photos only … spring.
A) in B) at C) on D) by

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

ЧАСТЬ 2 – ЧТЕНИЕ

Задание 21
Read the letter and do the tasks on the text

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

The only problem is that I don't know what to take with me: warm shoes, a jumper, boots? What's the weather like in your area? In my town it rains a lot and that's why I always carry an umbrella with me. And what about other things? For example, a camera?
Please send me a leaflet about your town and a street map.
One last question - how old is your sister, Gina? I want to bring her a present. Would she like the new Celine Dion CD?
See you soon!
Josephine

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

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

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

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

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

ЧАСТЬ 3 – ПЕРЕВОД (30 минут)
Уровень А1 Переведите рецепт.

Tiramisu

INGREDIENTS
200 gr mascarpone cheese
50 gr dark chocolate
2 tbsp coffee
6-7 lady fingers
1 bsp cacao
2 eggs
1-5 tbsp powdered sugar
Cooking:
1. Separate egg yolks, add sugar and mascarpone, beat until light and creamy
2. Put coffee and cacao in the batter
3. Then quickly dip the fingers in the cold coffee top with 2 tbsp of cacao-mascarpone mixture
4. Then one lady finger, and 2 tbsp of coffee-mascarpone mixture, finish it with dust of

chocolate. Repeat it until it is a few layers. Put the dish in the fridge for about an hour**.**

Key

Тирамису

Ингредиенты
200 граммов маскарпоне
50 граммов темного шоколада
1 чайная ложка кофе
6-7 печений Савоярди/ Дамские пальчики
1 столовая ложка какао
2 яйца
1-5 ст. л. сахарной пудры

Приготовление еды:
1 Отделить яичные желтки, добавить сахар и маскарпоне, взбить до легкой и кремообразной консистенции
2 Добавьте в тесто кофе и какао.
3 Затем быстро окуните печенья в холодный кофе, покройте сверху 2 столовыми ложками смеси какао и маскарпоне.
4 Затем выкладывайте печенья и по 2 столовые ложки смеси кофе и маскарпоне, посыпьте шоколадной крошкой. Повторяйте это, пока не будет несколько слоев. Поставьте блюдо в холодильник приблизительно на час.

**УРОВЕНЬ А2**

Paper 1 Reading and Writing (1 hour)

Reading Part 1 Questions 1–5

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

EXAMPLE ANSWER

0 You can sleep here. F

| | | | |
|---|---|---|---|
| 1 | You must not play football here. | A | *BRIDGE CLOSED TO TRAFFIC BECAUSE OF HIGH WIND.* |
| 2 | You may be late. | B | DELAYS<br>POSSIBLE |
| 3 | You should not leave your car here. | C | OLYMPIC SPORTS CENTRE<br>- use your student card here. |
| 4 | You can study here soon. | D | DO NOT PARK IN<br>FRONT OF THE GARAGE |

| | | | |
|---|---|---|---|
| 5 | You cannot drive here today. | E | CAR PARK<br>*£2.00 for 2 hours* |
| | | F | *GUEST HOUSE* |
| | | G | NO BALL GAMES<br>ON GRASS |
| | | H | COMPUTER COURSE STARTS<br>ON MONDAY |

Part 2. Questions 6-10

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

EXAMPLE

ANSWER

0 Claudia was going to cook a …… for her parents.

B

A) food B) meal C) plate

6. She …… some fruit and vegetables from the market.

A) bought B) kept C) grew

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

A) cooker B) cupboard C) fridge

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

A) bottle B) bowl C) spoon

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

A) real B) round C) ready

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

A) practiced B) agreed C) helped

Part 3. Questions 11-15

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

EXAMPLE ANSWER A

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

| | |
|---|---|
| 11. How far is it to Manchester? | 11. A) About two months. |
| | B) It's quite long. |
| | C) Almost 30 kilometers. |

| | |
|---|---|
| 12. Could you give me the butter? | A) Here you are. |
| | B) Thank you. |
| | C) I don't know. |
| 13. John hates shopping. | A) I love it. |
| | B) It's six pounds. |
| | C) The shop's open. |
| 14. I've already done my homework. | A) When did you do it? |
| | B) Please do it. |
| | C) Have you done it yet? |
| 15. What's the date today? | A) It's Thursday. |
| | B) The third, I think. |
| | C) I'm 22 today. |

Questions 16-20
Complete the conversation. What does Howard say to the hotel receptionist?
For questions 16-20, mark the correct letter A-H on the answer sheet.

EXAMPLE
ANSWER
Receptionist: Good morning. Can I help you?
Howard: 0 …… D

| | |
|---|---|
| Receptionist: Will that be a single room?<br>Howard: 16 ……<br>Receptionist: How long do you want to stay, sir?<br>Howard: 17 ……<br>Receptionist: For one night, that will be £54 per person.<br>Howard: 18 ……<br>Receptionist: Yes, it is. How would you like to pay, sir?<br>Howard: 19 ……<br>Receptionist: That'll be fine. Your room number is 401. Do you need any help with your luggage? | A) I want to pay tomorrow morning.<br>B) Is that with breakfast?<br>C) That's all night.<br>D) I'd like a room, please.<br>E) No, I'd like a double, please.<br>F) Just tonight, I think. How much will that be, please?<br>G) No, thank you. I only have one small suitcase.<br>H) By cheque if that's possible. |

| | |
|---|---|
| Howard: 20 ……<br>Receptionist: Here is your key, sir. I hope you eenjoy your stay with us. | |

Part 4 Questions 21-27
Read the article about a British Airways manager and then answer the questions.
For questions 21-27, mark A, B or C on the answer sheet.

WORKING FOR AN AIRLINE

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

This is what she told us about her job:

"My office is at Heathrow Airport, but I spend 60 % of my time in the air. I teach air hostesses and help them with any problems. I also go to lots of meetings.
My hours are usually from 8 a.m. to 4 p.m. but sometimes I work from 1 p.m. to 9 p.m. At work,
the first thing I do is check plane times on my computer and then I speak with some of the air hostesses.
Sometimes I go on long flights to check how the air hostesses are doing. That's my favourite part
of the job, but I like office work, too. Travelling can be hard work. When I get back from a long
journey, all I can do is eat something and then go to bed! I don't earn much money, but I'm happy
with British Airways and want to stay there and continue to travel."

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

21. When Nicola first started working for British Airways, she was
A) a manager.
B) an air hostess.
C) a pilot.
22. Nicola does most of her work

A) in the office.
B) in aeroplanes.
C) in meetings.
23. Most days, Nicola starts work at
A) 8 a.m.
B) 1 p.m.
C) 4 p.m.
24. At the beginning of each day, Nicola
A) goes to a meeting.
B) talks to air hostesses.
C) works with her computer.
25. What does Nicola like best?
A) flying
B) working in the office
C) helping people
26. The first thing Nicola does after a long journey is
A) go to bed.
B) have a meal.
C) go to the office.
27. Nicola would like to
A) stay in the same job.
B) stop travelling.
C) earn more money.

Part 5. Questions 28-35
Read the article about a working holiday. Choose the best word (A, B or C) for each space 28-35.
For questions 28-35, mark A, B or C on the answer sheet.

*The Ruwenzori Mountains*

Mary Daniels is a student in England. This year she ___0___ a very interesting summer holiday. She travelled ___28___ fifteen other people to the Ruwenzori Mountains in Africa. They went there to help make a road ___29___ a forest between two big towns. "It was very difficult ___30___ there was no water to drink and no shops where we ___31___ buy food", said Mary. "It was also very cold and wet in the mountains. It is ___32___ of the wettest places in the world.

Mary stayed in the mountains ___33___ six weeks. It was hard work, but she says it was the ___34___ thing she has ever ___35___. She is hoping to return next year to do some more work there.

| EXAMPLE | | | | ANSWER |
|---|---|---|---|---|
| 0 | A) had | B) have | C) has | A |

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

Writing Part 6

Questions 36-40

Read the descriptions (36-40) of some clothes. What is the word for each description?
The first letter is already there. There is one space for each other letter in the word.
For questions 36-40, write the words on the answer sheet.

EXAMPLE ANSWER

0 You put this on your head. H *A* *T*

36. These are often made of leather and you wear them on your feet. s _ _ _ _
37. This is a jacket and trousers in the same colour. s _ _ _
38. This will keep you dry in wet weather. r _ _ _ _ _ _ _
39. When the weather is too hot for long trousers, men and women often wear these with a T-shirt . s _ _ _ _ _
40. You can put this on over a T-shirt if you feel cold. s _ _ _ _ _ _

**KEY**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1 | G | 11 | C | 21 | B | 31 | A |
| 2 | B | 12 | A | 22 | B | 32 | A |
| 3 | D | 13 | A | 23 | A | 33 | A |
| 4 | H | 14 | A | 24 | C | 34 | B |
| 5 | A | 15 | B | 25 | A | 35 | C |
| 6 | A | 16 | E | 26 | B | 36 | shoes |
| 7 | A | 17 | F | 27 | A | 37 | suit |
| 8 | B | 18 | B | 28 | B | 38 | raincoat |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 9 | C | 19 | H | 29 | A | 39 | shorts |
| 10 | C | 20 | G | 30 | B | 40 | sweater |

ЧАСТЬ 2 ПЕРЕВОД

Уровень А2. Переведите информацию о вебкамерах, совместимых с iPhone. (933 п.з.) Вы можете пользоваться словарем.

EpocCam Alternatives

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

1. iCam

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

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

2. iVCam

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

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

Sample answer

Альтернативы ЭпокКэм (EpocCam)

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

1. айкам (iCam)

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

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

2. айвикам (iVCam)

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

Приложение работает через WLAN или USB и позволяет одновременно подключать

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

**УРОВЕНЬ B1.**

Paper 1. Reading and Writing (1 hour)

Reading

Part 1.

Questions 1–5

Look at the text in each question.

What does it say?

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

Example:

0

Please ring bell once and wait for door to open automatically

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

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

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

*Answer:* 0 B

1.

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

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

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

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

2.

TRIP CANCELLED ON THURSDAY. GO TO OFFICE FOR REFUND

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

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

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

3.

*Mum*

*The computer store can deliver your new computer tomorrow or you can collect it. They close at 5.30 today, so can you tell them which you prefer?*
*Luke*

A) Luke is offering to collect the computer from the shop for his mother.
B) Luke's mother needs to collect her computer from the shop by 5.30 today.
C) Luke's mother should decide today if she can fetch her computer from the shop.

4.

*Take bicycles for repair to*
*side entrance of shop.*
*Front entrance for sales only.*

A) Use either entrance if you want to buy a bicycle.
B) Use the side entrance if your bicycle needs mending.
C) Use the side entrance if the front entrance is closed.

5. Bella thinks

A) she has found Stefan's hat.
B) Stefan has taken her hat.
C) Stefan has lost his homework.

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

Part 2.

Questions 6–10

The people below all want to watch a TV programme.
In the second column there are descriptions of four TV programmes.
Decide which programme would be the most suitable for the following people.
For questions 6–10, mark the correct letter (A–H) on your answer sheet.

| | |
|---|---|
| 6. Ivan and Anna like to keep up to date with what's happening in the world and enjoy seeing interviews with politicians and other people. They prefer to watch programmes which last about 30 minutes. | A. Find out about the life of jazz musician, Bert Randall, in this hour-long documentary which shows him performing live concerts during his life. There are interviews with members of his family and people he worked with. |
| 7. Fatima likes watching comedy programmes which last about half an hour. She enjoys watching a series where she can follow what the characters are doing from one episode to another. | B. This is the weekly chance to try to get a better score than the celebrities in the studio, who range from pop musicians to politicians. As usual Billie Flannagan spends a half hour asking the two teams the questions. They need to be experts in a wide range of topics from music to animals to international news. |

| | |
|---|---|
| 8. Rosa enjoys pop music and films and wants to watch interviews with popular celebrities. She likes programmes which are a mixture of interviews and live music. | C. Find out about the latest news, both international and local, with Aaron Willis every day between 6.00 and 6.30 in the evening. His interviews with those in the news, whether they are politicians or journalists, always get to the point of a story. |
| 9. Grace is interested in travelling and she likes watching documentaries about different parts of the world. She especially enjoys programmes which show animals and birds. | D. Every Saturday evening between 8.30 and 9.30, Kevin Connery presents an hour of fun and entertainment. As usual in the new series, there is music and chat with well-known stars from the world of film, music or comedy. Each guest is interviewed and then one of them performs their latest song live. |
| 10. William is keen on general knowledge and likes watching quizzes to see how many questions he can answer. He prefers those which have questions on lots of different subjects. | E. There are three half-hour episodes of the popular soap South Street on our TVs every week. There's lots going on this week when Cathy returns from her trip round the world to find Felicity has moved into her flat and all Cathy's things have disappeared. She is not pleased and shows her feelings. |
| | F. Robert Burroughs first visited the Amazon rainforest 40 years ago. Since then, he has travelled all around the world showing us amazing scenery, animals and different ways of living. Now he returns with a series about the Amazon and we see again the amazing wildlife of this beautiful area. |
| | G. On the Way is a short comedy film made 30 years ago. The actors were unknown at the time but they have since become famous. The main character, Zak, decides to travel to India but he takes a variety of animals with him on the journey. They soon become a problem. |
| | H. Joel and Charlie return for another series of The Shop.They work in a supermarket where things seem to go wrong every day. This series should be as funny as the last, with a new |

| | |
|---|---|
| | manager in the shop and some unexpected events in each 30-minute programme. |

Part 3.
Questions 11–20
Look at the sentences below about a hotel.
Read the text to decide if each sentence is correct or incorrect.
If it is correct, mark A on your answer sheet. If it is not correct, mark B on your answer sheet.

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

THE ICEHOTEL
For many years the Arctic was a popular destination in the summer season to see the land of the midnight sun but in winter the few inhabitants had the snow and ice to themselves. By the end of the 1980s it was decided that the dark and cold winter should be seen as an advantage. In the winter of 1990, the French artist Jannot Derit was invited to have the opening of an exhibition in a specially built igloo (a building made of snow) in the little town of Jukkasjarvi on the frozen Torne River. The building, named Arctic Hall, attracted many interested visitors to the area. One night a group of foreign guests decided it would be a good idea to sleep in the Arctic Hall. The following morning the brave group were very pleased with their experience and the idea of an ice hotel was born. Today it is world famous.
As soon as winter begins, a team of snow builders, architects and artists from all over the world come to Jukkasjarvi and they make the hotel for that year. As one part is completed, it opens to visitors and overnight guests, while the other parts are still being built. The first part is completed in December and each week after that a new part opens, until January 7th when the hotel is completed. As the ICEHOTEL is built under the open sky, using the natural materials of the winter season, the finishing date depends on nature and therefore there are sometimes changes to the plan. In the spring, as the weather gets warmer, the hotel melts.
Inside the hotel, the temperature is never colder than –5 °C to –8 °C, however cold it may be outside. Winter outer clothes such as warm overalls, hats and gloves are included in the cost of guests' stay at the hotel. In addition to this, it is a good idea for guests to bring sweaters and a scarf as well as plenty of woolen socks and to choose footwear that is larger than normal to allow space for thick socks.
If you are planning to come to the hotel, you can buy warm sweaters, woolen socks and much more on the ICEHOTEL website. You can order these and the equipment you will need at the same time as you book your visit. The items will be delivered to your room when you check in.

The hotel is in the village of Jukkasjarvi, 200 km above the Arctic Circle but only 15 km from Kiruna airport and 17 km from Kiruna train station. Transport by bus can be arranged from the airport or train station to the IceHotel.

Part 4.
Questions 21–30
Read the text below and choose the correct word for each space.
For each question, mark the correct letter A, B, C or D on your answer sheet.

Example:
0 A) was B) had C) did D) has *Answer:* 0 A

The Skywalk

The Grand Canyon in the United States (0) _____ created by the River Colorado. People visit the Grand Canyon Park to go walking and running but (26) _____ to look at the view. It is a wonderful view made (27) ____ better by the Skywalk. The distance (28) _____ the Skywalk to the bottom of the Grand Canyon is 1219 metres. It is a platform (29)_____ walls and floor are built of glass (30)_____ that you can see the beautiful rocks of the canyon. Up to 120 people are allowed to stand on it at the same (31) _____. It opened in 2007 and since (32)_____ thousands of people have used it. You have to (33) _____ special covers over your shoes to (34)_____ scratching the glass beneath your feet. Walking onto the Skywalk makes you (35) _____ like a bird floating high up in the air.

| | | | | |
|---|---|---|---|---|
| 21. | A) hugely | B) mainly | C) greatly | D) completely |
| 22. | A) already | B) such | C) more | D) even |
| 23. | A) from | B) through | C) by | D) for |
| 24. | A) who | B) where | C) whose | D) which |
| 25. | A) therefore | B) although | C) so | D) because |
| 26. | A) day | B) period | C) hour | D) time |
| 27. | A) then | B) there | C) that | D) this |
| 28. | A) take | B) wear | C) dress | D) change |
| 29. | A) avoid | B) keep | C) hold | D) let |
| 30. | A) believe | B) wish | C) consider | D) feel |

Writing
Part 1.
Questions 1–5
Here are some sentences about a hairdresser's.
For each question, complete the second sentence so that it means the same as the first.

Use no more than three words.
Write only the missing words on your answer sheet.

Example:
0 The hairdresser's I go to is beside the supermarket.
The hairdresser's I go to is _____ to the supermarket. *Answer:*0 next

1. My friend told me she always went there, so I started going too.
   My friend said, 'I always _____ there', so I started going too.
2. It has been there for four years.
   It has been there _____ four years ago.
3. It stays open until seven o'clock.
   It _____ close until seven o'clock.
4. I have my hair cut there every six weeks.
   The hairdresser _____ my hair every six weeks.
5. Men's haircuts are cheaper than women's haircuts.
   Men's haircuts are less _____ women's haircuts.

Part 2.
Question 6
You went away for the weekend with your English friend Alex and his family.
Write an email to Alex. In your email, you should
• thank him
• say what you enjoyed most
• invite Alex to do something
Write 35–45 words on your answer sheet.

KEYS
Reading
Part 1.
1 C 2 A 3 C 4 B 5 B
Part 2.
6 C 7 H 8 D 9 F 10 B
Part 3.
11 B 12 A 13 B 14 A 15 A 16 B 17 A 18 B 19 B 20 B
Part 4.
21 B 22 D 23 A 24 C 25 C 26 D 27 A 28 B 29 A 30 D
Writing
Part 1. 1 go 2 since 3 doesn't 4 cuts 5 expensive than
Part 2.
Dear Alex,
Thank you for the weekend. Your parents are great and your brother Jim is cool! I really loved roller skating in the park with you and him. Why don't you come to me to go trekking in the mountains?
Rick

*ЧАСТЬ 2 –ПЕРЕВОД*

Уровень B1. Переведите инструкцию к мессенджеру Slack. (1194 п.з.) У Вас есть 30 минут, Вы можете пользоваться словарем. Надписи на картинках переводить не нужно.

**How to use Slack: your quick start guide**

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

Sidebar

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

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

Channels

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

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

Message field

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

Sample answer

Как использовать Slack: краткое руководство

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

Боковая панель

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

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

Каналы

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

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

узнать, кто находится на канале, и просмотреть другие настройки беседы.

Поле сообщения

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