

**ГАОУ ВО «ДАГЕСТАНСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИ-
ТЕТ НАРОДНОГО ХОЗЯЙСТВА»**

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Кафедра английского и русского языков

**ФОНД ОЦЕНОЧНЫХ СРЕДСТВ
ПО ДИСЦИПЛИНЕ «ИНОСТРАННЫЙ ЯЗЫК»**

**ПРОФЕССИЯ 15.01.05 СВАРЩИК (РУЧНОЙ И ЧАСТИЧНО МЕ-
ХАНИЗИРОВАННОЙ СВАРКИ (НАПЛАВКИ))**

УРОВЕНЬ ОБРАЗОВАНИЯ – СРЕДНЕЕ ПРОФЕССИОНАЛЬНОЕ

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Фонд оценочных средств по дисциплине «Иностранный язык» разработан в соответствии с требованиями федерального государственного образовательного стандарта среднего профессионального образования по профессии 15.01.05 Сварщик (ручной и частично механизированной сварки (наплавки)), утвержденного приказом Министерства просвещения Российской Федерации от 15 ноября 2026 г. N 863, в соответствии с приказом Министерства просвещения Российской Федерации 24.08.2022 г., № 762 «Об утверждении Порядка организации и осуществления образовательной деятельности по образовательным программам среднего профессионального образования», в соответствии с приказом Министерства образования и науки Российской Федерации от 17 мая 2012 г. № 413 «Об утверждении федерального государственного образовательного стандарта среднего общего образования

Фонд оценочных средств по дисциплине «Иностранный язык» размещен на официальном сайте www.dgunh.ru.

Раджабова Н.М. Фонд оценочных средств по дисциплине «Иностранный язык» для профессии 15.01.05 Сварщик (ручной и частично механизированной сварки (наплавки)). – Махачкала: ДГУНХ, 2026. – 111 с.

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Рекомендован к утверждению руководителем образовательной программы СПО – программы подготовки квалифицированных рабочих и служащих по профессии 15.01.05 Сварщик (ручной и частично механизированной сварки (наплавки)), Салаховой И.Н.

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Назначение фонда оценочных средств

Фонд оценочных средств (далее – ФОС) разрабатывается для текущего контроля успеваемости (оценивания хода освоения дисциплины), для проведения промежуточной аттестации (оценивания промежуточных и окончательных результатов обучения по дисциплине) обучающихся по общеобразовательной дисциплине «Иностранный язык» в целях определения соответствия их учебных достижений поэтапным требованиям образовательной программы среднего профессионального образования

– программы подготовки квалифицированных рабочих, служащих (далее – ППКРС) по профессии 15.01.05 Сварщик (ручной и частично механизированной сварки (наплавки)).

Для формирования, контроля и оценки результатов освоения общеобразовательной дисциплины «Иностранный язык» разработана система оценочных мероприятий, учитывающая требования федерального государственного образовательного стандарта среднего общего образования (ФГОС СОО) и федерального государственного образовательного стандарта среднего профессионального образования (ФГОС СПО).

ФОС по дисциплине «Иностранный язык» включают в себя: перечень планируемых результатов освоения дисциплины; описание показателей и критериев оценивания компетенций на различных этапах их формирования, описание шкал оценивания; типовые контрольные задания или иные материалы, необходимые для оценки результатов освоения дисциплины, характеризующих этапы формирования компетенций в процессе освоения ППКРС методические материалы, определяющие процедуры оценивания результатов освоения дисциплины, характеризующих этапы формирования компетенций.

ФОС сформирован на основе ключевых принципов оценивания:

- валидности: объекты оценки должны соответствовать поставленным целям обучения;
- надежности: использование единообразных стандартов и критериев для оценивания достижений;
- объективности: разные обучающиеся должны иметь равные возможности для достижения успеха.

Основными параметрами и свойствами фонда оценочных средств являются:

- предметная направленность (соответствие предмету изучения конкретной дисциплины);
- содержание (состав и взаимосвязь структурных единиц, образующих содержание теоретической и практической составляющих дисциплины);
- объем (количественный состав оценочных средств, входящих в ФОС);
- качество фонда оценочных средств в целом, обеспечивающего получение объективных и достоверных результатов при проведении контроля с различными целями.

I. ПЕРЕЧЕНЬ ПЛАНИРУЕМЫХ РЕЗУЛЬТАТОВ ОСВОЕНИЯ ОБЩЕОБРАЗОВАТЕЛЬНОЙ ДИСЦИПЛИНЫ В СООТВЕТСТВИИ С ФГОС СПО И НА ОСНОВЕ ФГОС СОО

Освоение содержания дисциплины «Иностранный язык» обеспечивает достижение обучающимися следующих результатов:

<i>Код и наименование контролируемых компетенций</i>	<i>Планируемые результаты освоения дисциплины</i>	
	<i>Общие</i>	<i>Дисциплинарные</i>
ОК 01. Выбирать способы решения задач профессиональной деятельности применительно к различным контекстам	В части трудового воспитания: ОР1 - готовность к труду, осознание ценности мастерства, трудолюбие; ОР2 - готовность к активной деятельности технологической и социальной направленности, способность инициировать, планировать и самостоятельно выполнять такую деятельность; ОР3 - интерес к различным сферам профессиональной деятельности, Овладение универсальными учебными познавательными действиями: а) базовые логические действия: ОР4 - самостоятельно формулировать и актуализировать проблему, рассматривать ее всесторонне; ОР5 - устанавливать существенный признак или основания для сравнения, классификации и обобщения; ОР6 - определять цели деятельности, задавать параметры и критерии их достижения; ОР7 - выявлять закономерности и противоречия в рассматриваемых явлениях; ОР8 - вносить коррективы в деятельность, оценивать соответствие результатов целям,	ДР1 - 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; ДР2 - 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;

	оценивать риски последствий деятельности; ОР9 - развивать креативное мышление при решении жизненных проблем б) базовые исследовательские действия: ОР10 - владеть навыками учебно-исследовательской и проектной деятельности, навыками разрешения проблем; ОР11 - выявлять причинно-следственные связи и актуализировать задачу, выдвигать гипотезу ее решения, находить аргументы для доказательства своих утверждений, задавать параметры и критерии решения; ОР12 - анализировать полученные в ходе решения задачи результаты, критически оценивать их достоверность, прогнозировать изменение в новых условиях; ОР13 - уметь переносить знания в познавательную и практическую области жизнедеятельности; ОР14 - уметь интегрировать знания из разных предметных областей; ОР15 - выдвигать новые идеи, предлагать оригинальные подходы и решения; ОР16 - способность их использования в познавательной и социальной практике.	ДР3 - 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; ДР4 - передавать основное содержание прочитанного/прослушанного текста с выражением своего отношения; устно представлять в объеме 14-15 фраз результаты выполненной проектной работы; ДР5 - аудирование: воспринимать на слух и понимать звучащие до 2,5 минут аутентичные тексты, содержащие отдельные неизученные языковые явления, не препятствующие решению коммуникативной задачи, с разной глубиной проникновения в содержание текста: с пониманием основного содержания, с пониманием нужной / интересующей / запрашиваемой информации; ДР6 - смысловое чтение: читать про себя и понимать несложные аутентичные тексты разного вида, жанра и стиля объемом 600-800 слов, содержащие отдельные неизученные языковые явления, с различной глубиной проникновения в содержание текста: с пониманием основного содержания, с пониманием нужной / интересующей/запрашиваемой информации, с полным пониманием прочитанного; читать несплошные тексты (таблицы, диаграммы, графики) и понимать представленную в них информацию; письменная речь: заполнять анкеты и формуляры, сообщая о себе основные сведения, в соответствии с нормами, принятыми в
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		стране/странах изучаемого языка; ДР7 - писать электронное сообщение личного характера объемом до 140 слов, соблюдая принятый речевой этикет; создавать письменные высказывания объемом до 180 слов с опорой на план, картинку, таблицу, графики, диаграммы, прочитанный / прослушанный текст; ДР8 - заполнять таблицу, кратко фиксируя содержание прочитанного/прослушанного текста или дополняя информацию в таблице; представлять результаты выполненной проектной работы объемом до 180 слов; ДР9 - 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; ДР10 - 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; ДР11 - овладение орфографическими навыками в отношении изученного лексического материала; ДР12- овладение пунктуационными навыками: использовать запятую при перечислении, обращении и при выделении вводных слов; ДР13 - апостроф, точку, вопросительный и восклицательный знаки; ДР14 - не ставить точку после за-
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		головка; ДР15 - правильно оформлять прямую речь, электронное сообщение личного характера; ДР16 - 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; ДР17 - выявление признаков изученных грамматических и лексических явлений по заданным основаниям; ДР18 - владеть навыками распознавания и употребления в устной и письменной речи не менее 1500 лексических единиц (слов, словосочетаний, речевых клише), включая 1350 лексических единиц, освоенных на уровне основного общего образования; навыками употребления родственных слов, образованных с помощью аффиксации, словосложения, конверсии; ДР19- владеть навыками распознавания и употребления в устной и письменной речи изученных морфологических форм и синтаксических конструкций изучаемого иностранного языка в рамках тематического содержания речи в соответствии с решаемой коммуникативной задачей; ДР20 - 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 уче-
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		том этих различий; ДР21 - 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); ДР22 - 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; ДР23 - проявлять уважение к иной культуре; соблюдать нормы вежливости в межкультурном общении; ДР24 - 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; ДР25 - уметь сравнивать, классифицировать, систематизировать и обобщать по существенным признакам изученные языковые явления (лексические и грамматические); ДР26 - 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
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		применением информационно-коммуникационных технологий; ДР27 - соблюдать правила информационной безопасности в ситуациях повседневной жизни и при работе в информационно-телекоммуникационной сети "Интернет" (далее - сеть Интернет); ДР28 - использовать приобретенные умения и навыки в процессе онлайн-обучения иностранному языку; ДР29 - использовать иноязычные словари и справочники, в том числе информационно-справочные системы в электронной форме.
ОК 02. Использовать современные средства поиска, анализа и интерпретации информации, и информационные технологии для выполнения задач профессиональной деятельности	В области ценности научного познания: ОР17 - сформированность мировоззрения, соответствующего современному уровню развития науки и общественной практики, основанного на диалоге культур, способствующего осознанию своего места в поликультурном мире; ОР18 - совершенствование языковой и читательской культуры как средства взаимодействия между людьми и познания мира; ОР19 - осознание ценности научной деятельности, готовность осуществлять проектную и исследовательскую деятельность индивидуально и в группе. Овладение универсальными учебными познавательными действиями: в) работа с информацией: ОР20 - владеть навыками получения информации из источников разных типов, самостоятельно осуществлять по-	ДР30 - владеть социокультурными знаниями и умениями: знать/понимать речевые различия в ситуациях официального и не-официального 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); ДР31 - 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; ДР32 - проявлять уважение к иной культуре; соблюдать нормы вежливости в межкультурном общении;

	иск, анализ, систематизацию и интерпретацию информации различных видов и форм представления; ОР21 - создавать тексты в различных форматах с учетом назначения информации и целевой аудитории, выбирая оптимальную форму представления и визуализации; ОР22 - оценивать достоверность, легитимность информации, ее соответствие правовым и морально-этическим нормам; ОР23 - 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; ОР24 - владеть навыками распознавания и защиты информации, информационной безопасности личности.	ДР33 - 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; ДР34 - уметь сравнивать, классифицировать, систематизировать и обобщать по существенным признакам изученные языковые явления (лексические и грамматические); ДР35 - иметь опыт практической деятельности в повседневной жизни: участвовать в учебно-исследовательской, проектной деятельности предметного и междисциплинарного 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); ДР36 - 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	ОР25 - готовность к саморазвитию, самостоятельности и самоопределению; ОР26 - овладение навыками учебно-исследовательской,	ДР37 - говорение: уметь вести разные виды диалога (в том числе комбинированный) в стандартных ситуациях неофициального и официального общения

	проектной и социальной деятельности; Овладение универсальными коммуникативными действиями: б) совместная деятельность: ОР27 - понимать и использовать преимущества командной и индивидуальной работы; ОР28 - принимать цели совместной деятельности, организовывать и координировать действия по ее достижению: составлять план действий, распределять роли с учетом мнений участников обсуждать результаты совместной работы; ОР29 - координировать и выполнять работу в условиях реального, виртуального и комбинированного взаимодействия; ОР30 - осуществлять позитивное стратегическое поведение в различных ситуациях, проявлять творчество и воображение, быть инициативным. Овладение универсальными регулятивными действиями: г) принятие себя и других людей: ОР31 - принимать мотивы и аргументы других людей при анализе результатов деятельности; ОР32 - признавать свое право и право других людей на ошибки; ОР33 - развивать способность понимать мир с позиции другого человека.	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; ДР38 - устно представлять в объеме 14-15 фраз результаты выполненной проектной работы; ДР39 - 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; ДР40 - 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; ДР41 - использовать иноязычные словари и справочники, в том числе информационно-справочные системы в электронной форме.
ОК 09. Пользо-	ОР34 - наличие мотивации к	ДР42 - аудирование: восприни-

ваться профессиональной документацией на государственном и иностранном языках	обучению и личностному развитию; В области ценности научного познания: ОР35 - сформированность мировоззрения, соответствующего современному уровню развития науки и общественной практики, основанного на диалоге культур, способствующего осознанию своего места в поликультурном мире; ОР36 - совершенствование языковой и читательской культуры как средства взаимодействия между людьми и познания мира; ОР37 - осознание ценности научной деятельности, готовность осуществлять проектную и исследовательскую деятельность индивидуально и в группе. Овладение универсальными учебными познавательными действиями: б) базовые исследовательские действия: ОР38 - владеть навыками учебно-исследовательской и проектной деятельности, навыками разрешения проблем; ОР39 - способность и готовность к самостоятельному поиску методов решения практических задач, применению различных методов познания; ОР40 - 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; ОР41 - формирование научно-	мать на слух и понимать звучащие до 2,5 минут аутентичные тексты, содержащие отдельные неизученные языковые явления, не препятствующие решению коммуникативной задачи, с разной глубиной проникновения в содержание текста: с пониманием основного содержания, с пониманием нужной/интересующей/запрашиваемой информации; ДР43 - владеть навыками распознавания и употребления в устной и письменной речи не менее 1500 лексических единиц (слов, словосочетаний, речевых клише), включая 1350 лексических единиц, освоенных на уровне основного общего образования; навыками употребления родственных слов, образованных с помощью аффиксации, словосложения, конверсии; ДР44 - 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 электрон-
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	го типа мышления, владение научной терминологией, ключевыми понятиями и методами; ОР42 - осуществлять целенаправленный поиск переноса средств и способов действия в профессиональную среду.	ной форме.
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II. ОПИСАНИЕ ПОКАЗАТЕЛЕЙ И КРИТЕРИЕВ ОЦЕНИВАНИЯ КОМПЕТЕНЦИЙ НА РАЗЛИЧНЫХ ЭТАПАХ ИХ ФОРМИРОВАНИЯ, ОПИСАНИЕ ШКАЛ ОЦЕНИВАНИЯ

2.1. Структура фонда оценочных средств для текущего контроля успеваемости и промежуточной аттестации

№ п/п	Контролируе- мые темы дисциплины	Код контро- лируе- мой компе- тенции	Планируемые ре- зультаты освое- ния дисциплины, характеризующие этапы формиро- вания компетен- ции	Наименование оценочного средства	
				Текущий контроль успеваемо- сти	Промежу- точная ат- тестация
Раздел 1. Иностранный язык для общих целей					
1.	Тема № 1.1 Повседневная жизнь семьи. Внешность и характер чле- нов семьи.	ОК 01 ОК 02 ОК 04	ОК 01 Общие результа- ты: ОР1-ОР16 Дисциплинарные результаты: ДР1- ДР29. ОК 02 Общие результа- ты: ОР17-ОР24. Дисциплинарные результаты: ДР30- ДР36. ОК 04 Общие результа- ты: ОР25-ОР33 Дисциплинарные результаты: ДР37- ДР41.	вопросы для обсуждения; практическая работа	Практические задания по дифференци- рованному за- чету
2.	Тема № 1.2 Молодёжь в современном	ОК 01 ОК 02 ОК 04	ОК 01 Общие результа- ты: ОР1-ОР29	вопросы для обсуждения; практическая	Практические задания по дифференци-

	обществе. Досуг молодёжи: увлечения и интересы		Дисциплинарные результаты: ДР1-ДР14. ОК 02 Общие результаты: ОР17-ОР24. Дисциплинарные результаты: ДР30-ДР36. ОК 04 Общие результаты: ОР25-ОР33 Дисциплинарные результаты: ДР37-ДР41.	работа	рованному зачету
3.	Тема № 1.3 Условия проживания в городской и сельской местности.	ОК 01 ОК 02 ОК 04	ОК 01 Общие результаты: ОР1-ОР29 Дисциплинарные результаты: ДР1-ДР14. ОК 02 Общие результаты: ОР17-ОР24. Дисциплинарные результаты: ДР30-ДР36. ОК 04 Общие результаты: ОР25-ОР33 Дисциплинарные результаты: ДР37-ДР41.	вопросы для обсуждения; практическая работа	Практические задания по дифференцированному зачету
	Тема № 1.4 Покупки: одежда, обувь и продукты питания.	ОК 01 ОК 02 ОК 04	ОК 01 Общие результаты: ОР1-ОР29 Дисциплинарные результаты: ДР1-ДР14. ОК 02 Общие результаты: ОР17-ОР24. Дисциплинарные результаты: ДР30-ДР36. ОК 04 Общие результа-	вопросы для обсуждения; практическая работа	Практические задания по дифференцированному зачету

			ты: ОР25-ОР33 Дисциплинарные результаты: ДР37- ДР41.		
	Контрольная работа Тема 1.1 – 1.4	ОК 01 ОК 02 ОК 04	ОК 01 Общие результа- ты: ОР1-ОР29 Дисциплинарные результаты: ДР1- ДР14. ОК 02 Общие результа- ты: ОР17-ОР24. Дисциплинарные результаты: ДР30- ДР36. ОК 04 Общие результа- ты: ОР25-ОР33 Дисциплинарные результаты: ДР37- ДР41.	вопросы для обсуждения; практическая работа	Практические задания по дифференци- рованному за- чету
4.	Тема № 1.5 Здоровый об- раз жизни и забота о здо- ровье: сба- лансирован- ное питание. Спорт.	ОК 01 ОК 02 ОК 04	ОК 01 Общие результа- ты: ОР1-ОР29 Дисциплинарные результаты: ДР1- ДР14. ОК 02 Общие результа- ты: ОР17-ОР24. Дисциплинарные результаты: ДР30- ДР36. ОК 04 Общие результа- ты: ОР25-ОР33 Дисциплинарные результаты: ДР37- ДР41.	вопросы для обсуждения; практическая работа	Практические задания по дифференци- рованному за- чету
5.	Тема № 1.6 Туризм. Виды отдыха.	ОК 01 ОК 02 ОК 04	ОК 01 Общие результа- ты: ОР1-ОР29 Дисциплинарные результаты: ДР1- ДР14. ОК 02	вопросы для обсуждения; практическая работа	Практические задания по дифференци- рованному за- чету

			Общие результаты: ОР17-ОР24. Дисциплинарные результаты: ДР30-ДР36. ОК 04 Общие результаты: ОР25-ОР33 Дисциплинарные результаты: ДР37-ДР41.		
6.	Тема № 1.7 Страна/страны изучаемого языка.	ОК 01 ОК 02 ОК 04	ОК 01 Общие результаты: ОР1-ОР29 Дисциплинарные результаты: ДР1-ДР14. ОК 02 Общие результаты: ОР17-ОР24. Дисциплинарные результаты: ДР30-ДР36. ОК 04 Общие результаты: ОР25-ОР33 Дисциплинарные результаты: ДР37-ДР41.	вопросы для обсуждения; практическая работа	Практические задания по дифференцированному зачету
7.	Тема № 1.8 Россия	ОК 01 ОК 02 ОК 04	ОК 01 Общие результаты: ОР1-ОР29 Дисциплинарные результаты: ДР1-ДР14. ОК 02 Общие результаты: ОР17-ОР24. Дисциплинарные результаты: ДР30-ДР36. ОК 04 Общие результаты: ОР25-ОР33 Дисциплинарные результаты: ДР37-ДР41.	вопросы для обсуждения; практическая работа	Практические задания по дифференцированному зачету

8.	Контрольная работа Тема 1.6 – 1.8	ОК 01 ОК 02 ОК 04	ОК 01 Общие результаты: ОР1-ОР29 Дисциплинарные результаты: ДР1-ДР14. ОК 02 Общие результаты: ОР17-ОР24. Дисциплинарные результаты: ДР30-ДР36. ОК 04 Общие результаты: ОР25-ОР33 Дисциплинарные результаты: ДР37-ДР41.	Контрольные вопросы и задания	Практические задания по дифференцированному зачету
Прикладной модуль					
Раздел 2. Иностранный язык для специальных целей					
11.	Тема 2.1 Современный мир профессий. Проблемы выбора профессии. Роль иностранного языка в вашей профессии	ОК 01 ОК 02 ОК 04 ОК 09	ОК 01 Общие результаты: ОР1-29 Дисциплинарные результаты: ДР1-ДР14. ОК 02 Общие результаты: ОР17-ОР24. Дисциплинарные результаты: ДР30-ДР36. ОК 04 Общие результаты: ОР25-ОР33 Дисциплинарные результаты: ДР37-ДР41. ОК 09 Общие результаты: ОР34-ОР42 Дисциплинарные результаты: ДР42-ДР44.	вопросы для обсуждения; практическая работа	Практические задания по дифференцированному зачету
12.	Тема 2.2 Промышленные техноло-	ОК 01 ОК 02 ОК 04	ОК 01 Общие результаты: ОР1-ОР29	вопросы для обсуждения; практическая	Практические задания по дифференциро-

	гии	ОК 09	Дисциплинарные результаты: ДР1-ДР14. ОК 02 Общие результаты: ОР17-ОР24. Дисциплинарные результаты: ДР30-ДР36. ОК 04 Общие результаты: ОР25-ОР33 Дисциплинарные результаты: ДР37-ДР41. ОК 09 Общие результаты: ОР34-ОР42 Дисциплинарные результаты: ДР42-ДР44.	работа	ванному зачету
13.	Тема 2.3 Технический прогресс: перспективы и последствия. Современные средства связи	ОК 01 ОК 02 ОК 04 ОК 09	ОК 01 Общие результаты: ОР1-ОР29 Дисциплинарные результаты: ДР1-ДР14. ОК 02 Общие результаты: ОР17-ОР24. Дисциплинарные результаты: ДР30-ДР36. ОК 04 Общие результаты: ОР25-ОР33 Дисциплинарные результаты: ДР37-ДР41. ОК 09 Общие результаты: ОР34-ОР42 Дисциплинарные результаты: ДР42-ДР44.	вопросы для обсуждения; практическая работа	Практические задания по дифференцированному зачету
14.	Тема 2.4 Выдающиеся	ОК 01 ОК 02	ОК 01 Общие результа-	вопросы для обсуждения;	Практические задания по

	люди родной страны и страны/стран изучаемого языка, их вклад в науку и мировую культуру	ОК 04 ОК 09	ты: ОР1-ОР29 Дисциплинарные результаты: ДР1-ДР14. ОК 02 Общие результаты: ОР17-ОР24. Дисциплинарные результаты: ДР30-ДР36. ОК 04 Общие результаты: ОР25-ОР33 Дисциплинарные результаты: ДР37-ДР41. ОК 09 Общие результаты: ОР34-ОР42 Дисциплинарные результаты: ДР42-ДР44.	практическая работа	дифференцированному зачету
16.	Контрольная работа Темы 2.1 – 2.4	ОК 01 ОК 02 ОК 04 ОК 09	ОК 01 Общие результаты: ОР1-ОР29 Дисциплинарные результаты: ДР1-ДР14. ОК 02 Общие результаты: ОР17-ОР24. Дисциплинарные результаты: ДР30-ДР36. ОК 04 Общие результаты: ОР25-ОР33 Дисциплинарные результаты: ДР37-ДР41. ОК 09 Общие результаты: ОР34-ОР42 Дисциплинарные результаты: ДР42-ДР44.	Контрольные вопросы и задания	Практические задания по дифференцированному зачету

2.2. Критерии оценивания результатов освоения дисциплины на различных этапах их достижения по видам оценочных средств

Балльно-рейтинговая система является базовой системой оценивания сформированности компетенций обучающихся.

Итоговая оценка сформированности компетенций обучающихся в рамках балльно-рейтинговой системы осуществляется в ходе текущего контроля успеваемости, промежуточной аттестации и определяется как сумма баллов, полученных обучающимися в результате прохождения всех форм контроля.

Оценка сформированности компетенций по дисциплине складывается из двух составляющих:

✓ первая составляющая – оценка преподавателем сформированности компетенций в течение семестра в ходе текущего контроля успеваемости (максимум 100 баллов). Структура первой составляющей определяется технологической картой дисциплины, которая в начале семестра доводится до сведения обучающихся;

✓ вторая составляющая – оценка сформированности компетенций обучающихся на зачете с оценкой (максимум – 20 баллов).

<i>Пятибалльная шкала</i>	«отлично»	«хорошо»	«удовлетворительно»	«неудовлетворительно»
	«зачтено»			«не зачтено»
<i>100-балльная шкала</i>	85 и $\geq$	70 – 84	51 – 69	0 – 50

ПЕРЕЧЕНЬ ОЦЕНОЧНЫХ СРЕДСТВ

<i>№ п/п</i>	<i>Наименование оценочного средства</i>	<i>Характеристика оценочного средства</i>	<i>Представление оценочного сред- ства в ФОСе</i>
УСТНЫЕ ОЦЕНОЧНЫЕ СРЕДСТВА			
1.	Устный опрос	Средство контроля, организованное как специальная беседа преподавателя с обучающимся на темы, связанные с изучаемой дисциплиной, и рассчитанное на выяснение объема знаний обучающегося по определенному разделу, теме, проблеме и т.п.	Вопросы для обсуждения по темам дисциплины
2.	Коллоквиум	Средство контроля усвоения учебного материала темы, раздела или разделов дисциплины, организованное как учебное занятие в виде собеседования преподавателя с обучающимися.	Вопросы по темам дисциплины
ПИСЬМЕННЫЕ ОЦЕНОЧНЫЕ СРЕДСТВА			
3.	Тест	Система стандартизированных заданий, позволяющая автома-	Фонд тестовых заданий

		тизировать процедуру измерения уровня знаний и умений обучающегося	
4.	Реферат	Продукт самостоятельной работы обучающегося, представляющий собой краткое изложение в письменном виде полученных результатов теоретического анализа определенной научной (учебно-исследовательской) темы, где автор раскрывает суть исследуемой проблемы, приводит различные точки зрения, а также собственные взгляды на нее.	Темы рефератов
5.	Контрольная работа	Средство проверки умений применять полученные знания для решения задач определенного типа по теме или разделу.	комплект контрольных заданий по вариантам
6.	Грамматические и лексические упражнения	Задания, способствующие формированию лексических и грамматических навыков овладения английским языком.	Фонд грамматических и лексических упражнений
5.	Домашнее задание	Задание, для самостоятельного выполнения после уроков. Главное назначение домашнего задания - это осознание и закрепление пройденной на уроке темы, а также формирование практических навыков самостоятельного применения знаний.	Изучение материала по учебнику, выполнение различных письменных и практических работ (упражнений), написание сочинений и других творческих работ.

А) КРИТЕРИИ И ШКАЛА ОЦЕНИВАНИЯ ОТВЕТОВ НА УСТНЫЕ ВОПРОСЫ

№ п/п	Критерии оценивания	Шкала оценок	
		Количество баллов	Оценка
1.	1) обучающийся полно и аргументировано отвечает по содержанию задания; 2) обнаруживает понимание материала, может обосновать свои суждения, применить знания на практике, привести необходимые примеры не только по учебнику, но и самостоятельно составленные;	10	Отлично (высокий уровень достижения результатов обучения)

	3) излагает материал последовательно и правильно.		
2.	полно и аргументировано отвечает по содержанию задания; обнаруживает понимание материала, может обосновать свои суждения, применить знания на практике, привести необходимые примеры не только по учебнику, но и самостоятельно составленные; излагает материал последовательно и правильно, но допускает 1-2 ошибки, которые сам же исправляет.	8	Хорошо (достаточный уровень достижения результатов обучения)
3.	обучающийся обнаруживает знание и понимание основных положений данного задания, но: 1) излагает материал неполно и допускает неточности в определении понятий или формулировке правил; 2) не умеет достаточно глубоко и доказательно обосновать свои суждения и привести свои примеры; 3) излагает материал непоследовательно и допускает ошибки.	5	Удовлетворительно (приемлемый уровень достижения результатов обучения)
4.	обучающийся обнаруживает незнание ответа на соответствующее задание, допускает ошибки в формулировке определений и правил, искажающие их смысл, беспорядочно и неуверенно излагает материал; отмечаются такие недостатки в подготовке обучающегося, которые являются серьезным препятствием к успешному овладению последующим материалом.	0	Неудовлетворительно (недостаточный уровень достижения результатов обучения)

Б) КРИТЕРИИ И ШКАЛА ОЦЕНИВАНИЯ РЕЗУЛЬТАТОВ ТЕСТИРОВАНИЯ

№ п/п	Критерии оценивания	Шкала оценок	
		Количество баллов	Оценка
1.	90-100 % правильных ответов	9-10	Отлично (высокий уровень достижения результатов обучения)
2.	80-89% правильных ответов	7-8	Хорошо (достаточный уровень достижения результатов обучения)
3.	70-79% правильных ответов	5-6	
4.	60-69% правильных ответов	3-4	Удовлетворительно (приемлемый уровень достижения результатов обучения)
5.	50-59% правильных ответов	1-2	
6.	менее 50% правильных ответов	0	Неудовлетворительно (недостаточный уровень достижения результатов обучения)

В) КРИТЕРИИ И ШКАЛА ОЦЕНИВАНИЯ РЕФЕРАТОВ

<i>№ n/n</i>	<i>Критерии оценивания</i>	<i>Шкала оценок</i>	
		<i>Количество баллов</i>	<i>Оценка</i>
1.	Выполнены все требования к написанию и защите реферата: обозначена проблема и обоснована её актуальность, сделан краткий анализ различных точек зрения на рассматриваемую проблему и логично изложена собственная позиция, сформулированы выводы, тема раскрыта полностью, выдержан объем, соблюдены требования к внешнему оформлению, даны правильные ответы на дополнительные вопросы.	9-10	Отлично (высокий уровень достижения результатов обучения)
2.	Основные требования к реферату и его защите выполнены, но при этом допущены недочеты. В частности, имеются неточности в изложении материала; отсутствует логическая последовательность в суждениях; не выдержан объем реферата; имеются упущения в оформлении; на дополнительные вопросы при защите даны неполные ответы.	7-8	Хорошо (достаточный уровень достижения результатов обучения)
3.	Имеются существенные отступления от требований к реферированию. В частности: тема освещена лишь частично; допущены фактические ошибки в содержании реферата или при ответе на дополнительные вопросы.	4-6	Удовлетворительно (приемлемый уровень достижения результатов обучения)
4.	Тема освоена лишь частично; допущены грубые ошибки в содержании реферата или при ответе на дополнительные вопросы; во время защиты отсутствует вывод.	1-3	
5.	Тема реферата не раскрыта, обнаруживается существенное непонимание проблемы.	0	Неудовлетворительно (недостаточный уровень достижения результатов обучения)

Г) КРИТЕРИИ И ШКАЛА ОЦЕНИВАНИЯ КОНТРОЛЬНОЙ РАБОТЫ

<i>№ n/n</i>	<i>Критерии оценивания</i>	<i>Шкала оценок</i>	
		<i>Количество баллов</i>	<i>Оценка</i>

1.	Контрольная работа выполнена полностью: цель заданий успешно достигнута; основные понятия выделены; наличие схем, графическое выделение особо значимой информации; работа выполнена в полном объеме.	9-10	Отлично (высокий уровень достижения результатов обучения)
2.	Контрольная работа выполнена: цель выполнения заданий достигнута; наличие правильных эталонных ответов; однако работа выполнена не в полном объеме.	8-7	Хорошо (достаточный уровень достижения результатов обучения)
3.	Контрольная работа выполнена частично: цель выполнения заданий достигнута не полностью; многочисленные ошибки снижают качество выполненной работы.	6-5	Удовлетворительно (приемлемый уровень достижения результатов обучения)
4.	Задание не выполнены, цель выполнения заданий не достигнута.	менее 5	Неудовлетворительно (недостаточный уровень достижения результатов обучения)

Д) КРИТЕРИИ И ШКАЛА ОЦЕНИВАНИЯ ГРАММАТИЧЕСКИХ И ЛЕКСИЧЕСКИХ УПРАЖНЕНИЙ

№ n/n	Критерии оценивания	Шкала оценок	
		Количество баллов	Оценка
1.	1) понимает основное содержание прочитанного и услышанного материала, почти все детали и смысловые связи между содержательными компонентами и частями текста; 2) свободно оперирует программным учебным материалом в незнакомой ситуации по аспектам языка при непосредственном общении; 3) содержание высказывания отличается связностью, полнотой, спонтанностью, беглостью, аргументированностью, выражением собственной точки зрения, привлечением сведений из других учебных курсов; 4) речь лексически и грамматически разнообразна, допускаются 1-3 ошибки (единичные ошибки, исправляемые путем самокоррекции, не учитываются).	9-10	Отлично (высокий уровень достижения результатов обучения)

2.	1) понимает основное содержание прочитанного и услышанного материала, значительную часть деталей и основные смысловые связи между содержательными компонентами и частями текста; 2) свободно оперирует программным учебным материалом в частично измененной ситуации; 3) содержание высказывания соответствует ситуации общения, отличается связностью, полнотой, спонтанностью, беглостью, хорошо аргументировано; 4) речь лексически и грамматически разнообразна, допускаются 4-5 ошибки (единичные ошибки, исправляемые путем самокоррекции, не учитываются).	8-7	Хорошо (достаточный уровень достижения результатов обучения)
3.	1) понимает основное содержание прочитанного и услышанного материала и половину деталей; 2) коммуникативная задача решается в пределах знакомой ситуации; 3) речь лексически и грамматически разнообразна; 4) высказывания логичны, аргументированы и построены на основе известных алгоритмов, допускаются ошибки на изученный программный учебный материал (6-7 ошибок).	6-5	Удовлетворительно (приемлемый уровень достижения результатов обучения)
4.	1) частично воспроизводит содержание прочитанного и услышанного материала, состоящего из простейших слов и предложений; 2) говорит на уровне механического воспроизведения отдельных предложений; 3) выполняет простые инструкции; 4) многочисленные ошибки затрудняют понимание смысла высказывания; 5) различает отдельные слова и фразы при чтении и аудировании; 6) говорит на уровне отдельных слов и словосочетаний; 7) выполняет простейшие инструкции.	менее 5	Неудовлетворительно (недостаточный уровень достижения результатов обучения)

Е) КРИТЕРИИ И ШКАЛА ОЦЕНИВАНИЯ ДОМАШНЕГО ЗАДАНИЯ

№ n/n	Критерии оценивания	Шкала оценок	
		Количество	Оценка

		<i>баллов</i>	
1.	Задание выполнено полностью: цель домашнего задания успешно достигнута; основные понятия выделены; наличие схем, графическое выделение особо значимой информации; работа выполнена в полном объеме.	9-10	Отлично (высокий уровень достижения результатов обучения)
2.	Задание выполнено: цель выполнения домашнего задания достигнута; наличие правильных эталонных ответов; однако работа выполнена не в полном объеме.	8-7	Хорошо (достаточный уровень достижения результатов обучения)
3.	Задание выполнено частично: цель выполнения домашнего задания достигнута не полностью; многочисленные ошибки снижают качество выполненной работы.	6-5	Удовлетворительно (приемлемый уровень достижения результатов обучения)
4.	Задание не выполнено, цель выполнения домашнего задания не достигнута.	менее 5	Неудовлетворительно (недостаточный уровень достижения результатов обучения)

Ж) КРИТЕРИИ И ШКАЛА ОЦЕНИВАНИЯ НА ДИФФЕРЕНЦИРОВАННОМ ЗАЧЕТЕ

<i>№ n/n</i>	<i>Критерии оценивания</i>	<i>Шкала оценок</i>	
		<i>Количество баллов</i>	<i>Оценка</i>
1.	Дан полный, в логической последовательности развернутый ответ на поставленный вопрос, где обучающийся продемонстрировал знание дисциплины в полном объеме учебной программы, достаточно глубоко осмысливает дисциплину, самостоятельно и исчерпывающе отвечает на дополнительные вопросы, приводит собственные примеры по проблематике поставленного вопроса, решил предложенные практические задания без ошибок.	10-20	Отлично (зачтено) (высокий уровень достижения результатов обучения)
2.	Дан развернутый ответ на поставленный вопрос, где обучающийся демонстрирует знания, приобретенные на заданиях, а также полученные посредством изучения обязательных учебных материалов по курсу, дает аргументированные ответы, приводит примеры, в ответе присутствует свободное владение монологической речью, логичность и		Хорошо (зачтено) (достаточный уровень достижения результатов обучения)

	последовательность ответа. Однако допускается неточность в ответе. Решил предложенные практические задания с небольшими неточностями.		
3.	Дан ответ, свидетельствующий в основном о знании процессов изучаемой дисциплины, отличающийся недостаточной глубиной и полнотой раскрытия темы, знанием основных вопросов теории, слабо сформированными навыками анализа явлений, процессов, недостаточным умением давать аргументированные ответы и приводить примеры, недостаточно свободным владением монологической речью, логичностью и последовательностью ответа. Допускается несколько ошибок в содержании ответа и решении практических заданий.		Удовлетворительно (зачтено) (приемлемый уровень достижения результатов обучения)
4.	Дан ответ, который содержит ряд серьезных неточностей, обнаруживающий незнание процессов изучаемой предметной области, отличающийся неглубоким раскрытием темы, незнанием основных вопросов теории, несформированными навыками анализа явлений, процессов, неумением давать аргументированные ответы, слабым владением монологической речью, отсутствием логичности и последовательности. Выводы поверхностны. Решение практических заданий не выполнено, т.е. обучающийся не способен ответить на вопросы даже при дополнительных наводящих вопросах преподавателя.	0-9	Неудовлетворительно (не зачтено) (недостаточный уровень достижения результатов обучения)

2.3 Критерии и шкала оценивания результатов освоения дисциплины при дифференцированном зачете (зачете с оценкой)

При дифференцированном зачете (зачете с оценкой):

№ n/n	Критерии оценивания	Шкала оценок	
		Сумма баллов по дисциплине	Оценка
1.	Обучающийся глубоко и прочно усвоил программный материал, исчерпывающе, последовательно, четко и логически стройно его излагает, умеет тесно увязывать теоретические положения с практическими заданиями.	51 и выше	Отлично (зачтено) (высокий уровень достижения результатов обучения)

	рию с практикой, свободно справляется с задачами, вопросами и другими видами применения знаний, причем не затрудняется с ответом при видоизменении заданий, использует в ответе материал различной литературы, правильно обосновывает принятое нестандартное решение, владеет разносторонними навыками и приемами выполнения практических задач по формированию компетенций.		ния)
2.	Обучающийся твердо знает материал, грамотно и по существу излагает его, не допуская существенных неточностей в ответе на вопрос, правильно применяет теоретические положения при решении практических вопросов и задач, владеет необходимыми навыками и приемами их выполнения, а также имеет достаточно полное представление о значимости знаний по дисциплине.		Хорошо (зачтено) (достаточный уровень достижения результатов обучения)
3.	Обучающийся имеет знания только основного материала, но не усвоил его деталей, допускает неточности, недостаточно правильные формулировки, нарушения логической последовательности в изложении программного материала, испытывает сложности при выполнении практических работ и затрудняется связать теорию вопроса с практикой.		Удовлетворительно (зачтено) (приемлемый уровень достижения результатов обучения)
4.	Обучающийся не знает значительной части программного материала, неуверенно отвечает, допускает серьезные ошибки, не имеет представлений по методике выполнения практической работы, не может продолжить обучение без дополнительных занятий по данной дисциплине.	менее 51	Неудовлетворительно (не зачтено) (недостаточный уровень достижения результатов обучения)

III. ТИПОВЫЕ КОНТРОЛЬНЫЕ ЗАДАНИЯ ИЛИ ИНЫЕ МАТЕРИАЛЫ, НЕОБХОДИМЫЕ ДЛЯ ОЦЕНКИ РЕЗУЛЬТАТОВ ОСВОЕНИЯ ДИСЦИПЛИНЫ, ХАРАКТЕРИЗУЮЩИХ ЭТАПЫ ФОРМИРОВАНИЯ КОМПЕТЕНЦИЙ В ПРОЦЕССЕ ОСВОЕНИЯ ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЫ

3.1. Типовые контрольные задания для текущего контроля успеваемости обучающихся

Входное тестирование

English Placement test (English Unlimited)

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

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

A you are B you C are you

2. We have ____ house in Moscow.

A any B a C an

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

A sons B daughters C children

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

A hospital B hotel C supermarket

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

A Her B His C He's

6. ____ five people in my family.

A They are B There is C There are

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

A for B at C in

8. I like apples, but I ____ bananas.

A don't like B like C do like

9. Excuse me, ____ speak French?

A do you B you do C you

10. How much are ____ shoes?

A this B these C that

11. Where are my glasses? - They're ____ the table.

A at B on C in

12. My sister ____ tennis very well.

A plays B play C playing

13. I usually go to work ____ train.

A on B with C by

14. I don't see my parents very often ____ they live in South Africa.

A so B but C because

15. Rosie stayed ____ home yesterday afternoon.

A in B at C to

16. Last night I ____ to the cinema.

A went B did go C was

17. The ____ is quite expensive but the food there is excellent.

A film B restaurant C book

18. Do you want to listen to music or ____ TV?

A see B look C watch

19. I was in Scotland. ____ were you at the weekend?

A When B Where C What

20. Yes, it was fun. ____ you have a good time at the party?

A Did B Were C Had

21. Are you ____ English teacher?

A Maria B Marias' C Maria's

22. Bob will meet ____ at the airport.

A us B we C our

23. I'm going to a concert tonight. ____ you like to come?

A Do B Are C Would

24. ____ use your dictionary? - Sure. Here you are.

A Could I B Could you C Do I

25. I like this apartment but the ____ is too expensive for me.

A money B rent C cost

26. Excuse me, how do I ____ to the bus station?

A come B get C arrive

27. Do you sell stamps? - Yes, we do. How ____ do you want?

A any B many C much

28. Sorry I'm so late. - That's ____.

A OK B great C right

29. I'd like ____ milk in my coffee, please.

A some B any C a

30. ____ a bus stop near my flat.

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

31. Is this a good time to talk? - Sorry, no. I ____ dinner.

A cook B am cooking C cooking

32. I think cycling is more dangerous ____ driving.

A As B like C than

33. We ____ going to the theatre next Saturday.

A will B do C are

34. ____ meet for coffee some time soon.

A Let's B Do you C Shall they

35. Kamal has got a holiday home near ____ sea.

A a B the C some

36. If you've got a headache, you ____ go home.

A should B did C had

37. ____ ever been to New York?

A Have you B Are you C Did you

38. I only get about five hours' sleep a night. - That's not ____.

A enough B lot C too much

39. Did Amina finish the report? - No. She ____ it tomorrow.

A finishes B is going to finish C finished

40. Paula ____ loves working with children.

A very B really C much

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

A is B yes C so D right

42. We never ____ a television when I was a child.

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

43. We paid the restaurant bill ____ credit card.

A to B with C on D by

44. The last time I ____ Joanna was in Paris.
A have seen B saw C see D was seeing
45. If you ____ money from a friend, you should always pay it back promptly.
A borrow B earn C spend D lend
46. Can I make myself a cup of coffee? - Of course. You ____ to ask.
A haven't B mustn't C needn't D don't have
47. I ____ a lot of sport in my free time.
A do B practise C make D exercise
48. ____ anywhere interesting recently?
A Do you go B Have you been C Are you going D Will you go
49. It's Walter's birthday on Friday. He ____ be 30, I think.
A should B can C will D shall
50. Learning the piano isn't as difficult ____ learning the violin.
A like B so C than D as
51. If the weather ____ bad tomorrow, we can go to a museum.
A will be B was C is D would be
52. About a billion cans of Coca-Cola ____ drunk around the world every day.
A is B are C was D were
53. My mum's not very well. - Oh, ____
A it doesn't matter B I do apologise C sorry to hear that D not bad, thanks.
54. Hans isn't here. He ____ to see his grandmother. He'll be back tomorrow.
A has gone B had been C has been D had gone
55. Would you mind changing my appointment? ____ time on Friday is fine.
A Next B All the C Every D Any
56. When I was a child, I ____ climb the wall and jump into our neighbours' garden.
A would B did C have D used
57. Have you finished ____ the wall yet?
A paint B to paint C painting D painted
58. Lena used to find work boring ____ she became a nurse.
A unless B until C if D since
59. Can you help me? I've tried ____ hotel in the city and can't find a room.
A many B any C every D all
60. If I ____ closer to my office, I could walk to work.
A lived B would live C had lived D live
61. I ____ outside the cinema when suddenly a police car arrived.
A stood B was standing C have stood D am standing
62. Shall we go to The Riceboat for dinner? - It ____ be fully booked. They're sometimes busy on Monday.
A will B may C can D must
63. We've ____ come back from a trip to India. It was amazing.
A already B yet C just D only
64. I've got to be at work in five minutes. - Don't worry, I ____ you a lift if you want.
A give B am giving C 'll give D 'm going to give
65. My doctor advised me ____ more exercise.
A take B taking C having taken D to take
66. I couldn't ____ up with the noise in the city, so we moved to the countryside.

A put B live C set D take

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

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

68. Julia ____ married since she was 20.

A is B was C has been D is being

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

A am B will be C would be D was

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

A to take B take C took D taking

71. Boxing is a sport ____ requires a lot of speed and fitness.

A it B that C what D where

72. Jon ____ working on this project for a couple of months so he hasn't made much progress yet.

A is only B has only been C was only D had only been

73. I was wondering ____ I could ask you some questions. - Sure, go ahead.

A what B if C that D how

74. What clothes should I pack for a trip to Boston? - Well, it depends ____ the time of year that you go.

A on B with C up D to

75. Do you ever ask your neighbours to do favours ____ you?

A for B to C with D about

76. Some married couples seem to get more ____ over time.

A alike B same C like D equal

77. I don't know how much this card costs. The price label's ____ off.

A gone B taken C done D come

78. I've finished this salad and I'm still hungry. I ____ ordered something more filling.

A must have B would have C should have ____ D may have

79. Ben got the job because he ____ a very good impression at his interview.

A made B did C put D took

80. Salsa music always ____ me of my trip to Cuba.

A remembers B realises C recognizes D reminds

81. I ____ to be picking Tom up at the station but I've lost my keys.

A am supposed B am requested C am intended D am obliged

82. How about going to Colours nightclub? - There's no ____ I'm going there. It's awful!

A hope B way C time D opportunity

83. By the age of 18, I ____ not to go to university.

A had decided B decided C have decided D was deciding

84. I'm afraid your car ____ repaired before next week.

A hasn't been B wasn't C wouldn't be D can't be

85. The amount of organically grown food on sale has ____ enormously in recent years.

A raised B lifted C increased D built

86. Can you believe it? A woman has been ____ for hacking into the computer of her

online virtual husband.

A accused B suspended C arrested D suspected

87. You may borrow my laptop ___ you promise to look after it.

A unless B in case C As long as D Although

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

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

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

A down B off C over D away

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

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

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

A to learn B learn C having learned D learning

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

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

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

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

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

A remembered B happened C appeared D occurred

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

A take B set C put D bring

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

A big B high C large D good

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

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

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

A eat B eating C was eating D having eaten

99. Our students take their responsibilities very ___.

A considerably B thoroughly C seriously D strongly

100. Pia was ___ delighted with the birthday present.

A very B completely C fairly D absolutely

Раздел 1. Иностранный язык для общих целей

Тема № 1.1. Повседневная жизнь семьи. Внешность и характер членов семьи

Задание 1. Перечень вопросов по теме для устного обсуждения:

Answer the questions to practice talking about yourself, your family, your daily routine, household chores and the life of your dream

1. What can you tell a stranger about yourself?

2. What are three things that you enjoy doing most of all and the three things that you hate doing?

3. How big is your family?

4. What is better: to have a small family or a big family with a lot of children and other relations? Why?

5. What is your family like? Have you got any brothers and sisters? Are you

goodfriends with them?

6. Have you got baby brothers and sisters? Do you help your mother to take care of them? What do you do?

7. What are your family's favourite pastimes? What do you like doing together?

8. What are the things you like doing together? Have you got any family traditions? What are they?

9. In what way is your family important for you? 10. What are your parents?

11. What is the life of your dream?

12. Can you realize your dreams in future?

13. What are negative aspects of living in the city? 14. What are positive aspects of living in the city?

15. What is the house of your dream?

Задание 2. Перечень контрольных вопросов по теме:

1. What are your favourite pastimes and hobbies?

2. What is an ideal family as you see it?

3. What can you tell us about your nearest and dearest?

4. Where do you prefer to live: in the country or in the city?

Задание 3. Составьте небольшие рассказы на темы.

1. My Life.

2. My Parents.

3. My Sister's Family.

(Рекомендуемый объем – 10-15 предложений)

Задание 4. Задания, направленные на развитие лексико-грамматических навыков и навыков письма

Ex.1. Поставьте вопросы к выделенным словам.

1. My friend is a teacher (3). 2. This is a map (1). 3. It's a good map (1). 4. That's a bad cap (2). 5. It's his cap (1). 6. The match is on the table (1). 7. Her name is Mary (2). 8. Bess is a good pupil (2).

Ex.2. Вставьте вместо пропусков слова, в соответствии с контекстом

Everybody knows his own language, but it is useful to know _____ languages. Some people learn languages because they need them in their work, others travel _____, for the third studying languages is a hobby. People cannot read books in _____, know more about different _____ and traditions without knowing foreign languages. If a person _____ a foreign language well, he'll be able to go to the library and take and read books by English and American writers in the original. Knowledge of foreign languages helps young people of different countries to understand each other, to develop friendship _____ them. But we should remember that learning a foreign language _____ time and patience. English is one of the world languages. English is _____ by more than 350 million people. There's a wide range of materials and tools _____ to help you with your language studies, including dictionaries, grammar books, phrasebooks.

Ex.3. Заполните пропуски предложениями, где это необходимо.

1. "Do you work ... an office?" "No, I work ... a factory." "Do you live far ... the factory?" "Yes, I live a long way ... it." 2. Mary lives near ... a large park. She often takes her son.....a walk ... the park. ... Saturdays her sister Ann usually comes to stay ... Mary ... the week-end. 3. -I usually get ... home ... six ... the evening. 4. This is a letter ... my sister. I'm going to answer ... it now. She's coming ... Moscow. I'm going to meet ... her ... Tues day evening ... seven. 5. Nick works hard ... his English. He does a lot ... exercises ... class and ... home. 6. "What are you going to do ... the week-end?" "We're going ... Klin ... the week-end". 7. Are you going to stay here ... the week-end? 8. Do you often stay ... the of- fice ... work ... your English lessons?

Ex.4. Вставьте much или many.

1. I don't eat ... mangoes. 2. He does not eat ... fish. 3. She ate so ... dessert that she is in bed today with a stomachache. 4. That man drank so ... wine, and he smoked so ... ci- ga- rettes that he has a terrible headache today. 5. Mary must not eat too ... food because she has a weight problem. 6. My mot he says I eat too ... French fries and drink too ... beer She wants me to be healthy. 7. There is not too .. space in my flat. 8. There are not ... pic- tures in this room. 9. There are so ... teachers at our school, but not... of them are men. 10. Not... of these books are new. 11. Thanks awfully for the books you sent m yesterday. — Don't mention it, it wasn't ... bother. 12. ... of her advice was not useful at all. 13. He has got so ...pairs of socks. 14. Please don't put ... pep per on the meat. 15. There were too ... plates on the table. 16.1 never eat... bread with soup. 17. Why did you eat so ... ice cream? 18. She wrote us not very ... letters from the country. 19. ... of these student don't like to look up words in the dictionary. 20. E you drink ... coffee? — Yes, a lot. Do you watch TV ...? — No, not... . 21. Not... of the answers were correct. 22. How ... money did you spend last Friday 23. The students enjoyed the concert very... .

Ex.5. Вставьте little или few.

1. He has got ... friends. 2. I drink ... coffee. I don't like it. 3. We must hurry. We've got very ... time. 4. This university offers very ... scholar ships. 5. The Smiths have money. They aren't rich. 6. The theatre was almost empty. There were very ... people there. 7. There was ... lemonade in the bottle. There were ... peaches in the basket. 8. I have time, so I can't go with you.9. He has ... English books. 10. There is ... juice in my glass. Have you got any juice? 11. There are ... bears in the zoo. 12. Tom Canty was the son of poor parents and had very ... clothes. 13. There is too ... soup in my soup plate. Give me some more, please. 14.The children returned from the wood very sad because they had found very ... mushrooms. 15. There was too ... light in the room, and I could not read. 16. There are very ... people who don't know that the Earth is round. 17.1 made very ... progress on this assignment. 18. There is very ... hope of getting financial support for the re- search pro- ject. 19. Fortunately, very passengers were injured in a traffic accident.

Ex.6. Вставьте much, many, little или few.

1. Robert wrote so ... letters that he's never going to write a letter again. 2. She ate so ... ice cream that she's going to have a sore throat. 3. His father didn't earn ... mon- ey, but he enjoyed his job. He loved teaching English very 4. There are ... cookies in the box. I should have bought them last Monday. 5. Does your sister read ... ? — Yes, she does. And your brother? — Oh, he doesn't. He has so ... books, but he reads very 6. Do

you have ... work to do today? — No, not very 7. Walk quicker, please We have very ... time. 8. I am sorry to say, I have read very ... books by Walter Scott. 9. My brother is a young teacher. Every day he spends too ... time preparing for his lessons. 10. I know very ... about this writer. I is the first book I am reading. 11. The pupils of our class ask so questions at the lesson. They want to know everything. 12. You do not make ... mistakes ' your spelling. Do you work hard on it? — Oh, yes, I do I work very 13. He is lazy. He's done very ... today. 14. Very ... people can afford to own a plane. 15. The is ... traffic on the roads this morning. I'm so glad.

Generation Gap: Reality or a Psychological Prejudice

To my mind generation gap is rather reality than a psychological prejudice. It has always been a topical problem and it still remains urgent nowadays So what does a generation gap mean? It is a popular term used to describe big differences between people of a younger generation and their elders. This can be defined as occurring 'when older and younger people do not understand each other because of their different experiences, opinions, habits and behavior'. The term first came into prominence in Western countries during the 1960s, and described the cultural differences between the Baby Boomers and their parents. Although some generational differences have existed throughout history, during this era differences between the two generations grew significantly in comparison to previous times, particularly with respect to such matters as musical tastes, fashion, drug use, culture and politics.

Nowadays you will hardly find a boy or a girl satisfied with their parents. Neither will you find a grown-up, a parent not grumbling over 'younger generation' of their children. Pop music, ultra-modern clothes, noisy parties and children's wish to have more freedom become a stumbling-block on the way of mutual understanding between adults and their offspring and help foster differences between parents and teenagers. So it seems that in most families parents don't understand their children and children don't understand their parents.

According to the older generation teenagers are lazy, carefree, ungrateful, impolite and rude. They wear ridiculous clothes, listen to awful music and all they think about is parties, dates, friends and entertainment. Teenagers have very little responsibility and very few problems. But is it really so? If we look inside the mind of a teenager, we will see a very different picture. Teenagers are greatly worried about a great number of things: their appearance, relations with friends, parents and teachers, the way other people (especially their peers) treat them. They suffer from pimples, bullies, problems at school, misunderstanding with their boyfriend/girlfriend, lack of self-confidence, etc. Teenagers often don't know what they are good at and their future seems to be rather vague. Every day they face a lot of stressful situations and feel depressed. Besides they have constant pressure from betters and elders as to how they should act, behave, look and feel.

There are a lot of books and films devoted to the problem of the generation gap. One of such films is 'Freaky Friday' (2003). The wide generation gap between Tess Coleman (Jamie Lee Curtis) and her teenage daughter Anna (Lindsay Lohan) is more than evident. They simply cannot understand each other's preferences. They have absolutely different views on clothes, hair, music, duties and even people. On a Friday morning the mother and the daughter switch bodies. As they adjust with their new personalities, they begin to understand each other more and eventually they gain respect for the other's point of view. It is 'selfless love' that changes them back.

But of course there is no magic in real life, that's why there should be some other way to bridge the gap between parents and their children. To my mind communication is the best way to solve the problem. The more time adults and children spend together, the more they talk and discuss different things the better they understand each other. It is very important to be selfless and open-minded, patient and sincere. Despite the great changes in the electronic and technological environment in the last several decades, a defined gap does not separate today's generations as it did in the sixties and seventies. So the 'generation gap' can disappear. If we are a little wiser, children will find a key to the heart of their parents and vice versa.

1. Complete each sentence (A—H) with one of the endings (1—8):

- A. 'Generation gap' is a popular term used to describe
- B. The term first came into prominence
- C. Pop music, ultra-modern clothes, noisy parties and children's wish to have more freedom become.
- D. According to the older generation teenagers are
- E. Teenagers are greatly worried about
- F. Besides they have constant pressure from betters and elders
- G. The more time adults and children spend together, the more they talk and discuss different things.
- H. Despite the great changes in the electronic and technological environment in the last several decades

1. their appearance, relations with friends, parents and teachers, the way other people treat them.

2. the better they understand each other.

3. big differences between people of a younger generation and their elders.

4. a defined gap does not separate today's generations as it did in the sixties and seven- ties.

5. in Western countries during the 1960s.

6. lazy, carefree, ungrateful, impolite and rude.

7. a stumbling-block on the way of mutual understanding between adults and their offspring.

8. as to how they should act, behave, look and feel.

2. Explain in other words

- to come into prominence
- generational differences
- to grumble over
- a stumbling block
- to foster differences
- lack of self-confidence
- stressful situations
- to have constant pressure from smb
- to bridge the gap

3. Answer the questions

1) Why do generational differences exist?

2) How can you describe a typical teenager/grown-up?

3) What problems do teenagers usually face?

4) What books and films devoted to the problem of the generation gap do you

know?

- 5) What are the ways to bridge the gap between parents and children?
- 6) Does a defined gap separate today's generations? Why?
- 7) How can you characterize your relationships with your parents and grandparents? Do you understand each other's opinions, habits, behavior and preferences?
- 8) Do you agree that children's job is 'to try their wings' and parents' job is 'to let them fly away'? Comment on your answer.

4. Read the letters written by the teens who have problems with their parents. Give them some tips

Kathie, 16.

My parents don't understand me! 'They treat me as if I were a kid though I am already 16! I want to go clubbing and bowling, I want to meet my friends and go to different parties. 'But they tell me to think more about school and my studies. 'When I go somewhere I have to be at home not later than 10 1'M. It's ridiculous and all my friends laugh at me. My father almost had a stroke when he learnt that I had a boyfriend. Jiwow can I make them understand that I'm not a child anymore?

Ben, 15.

My classmates bully me. I don't know why. Maybe because I'm shy and a bit fat or wear spectacles. I told my parents about my problem but they said it was quite all right and that I had to patch things up myself. They seem to be absolutely indifferent to what's going on in my life. They don't care about what I feel or what I want. I'd like to become a computer programmer, but he says I must become a lawyer. But what about my dreams? I'm torn between wanting to take a stand, and not wanting to upset my parents. Nelly, 14.

My parents are too hard on me. 'We have great difficulties with understanding each other. Every day I hear "Don't listen to this music', 'Don't talk to this girl - she is spoilt', "Don't invite your friends' ... Sometimes I feel irritated and we quarrel. I'm really tired of such a don't-do-it way of upbringing. My parents are convinced that everything I do is wrong. To I really deserve such an attitude?

5. Read the quotations below. Choose any statement and comment on it

- 'The lessons of the past are ignored and obliterated in a contemporary antagonism known as the generation gap.' (Spiro T. Agnew)

- 'Parents often talk about the younger generation as if they didn't have anything to do with it.' (Haim Ginott)

- 'Every generation needs a new revolution.' (Thomas Jefferson)

'Trouble is, kids feel they have to shock their elders and each generation grows up into something harder to shock.' (Ben Lindsey)

'Every generation revolts against its fathers and makes friends with its grandfathers.' (Lewis Mumford)

'Each generation imagines itself to be more intelligent than the one that went before it, and wiser than the one that comes after it.' (George Orwell)

'Each generation goes further than the generation preceding it because it stands on the shoulders of that generation.' (Ronald Reagan)

Look at the picture by Bidstrup. What can you say about the artist's understanding of the problem of the generation gap? The words and word combinations in brackets can help you. (a topical problem, to remain urgent, to exist throughout history, to grumble over younger generation, a stumbling-block, generational differences, to have different views on smth, to bridge the gap, the lessons of the past, to shock parents, to be at

war with elders, to revolt against, to make the same mistakes)

A. Give the definition of generation gap.

B. Read the text 'Generation Gap: Reality or a Psychological Prejudice'. Comment on the title of the text.

Задание 5. 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

Задание 1. Перечень вопросов по теме для устного обсуждения:

1. Where did you go to kindergarten?
2. Where did you go to elementary school?
3. Where did you go to junior high school?
4. Where did you go to high school?
5. Did you go to college or university?
 - a. Where did you go?
 - b. What did you study?
 - c. How many years did you go?
 - d. Did you work while you went there?
6. Did you enjoy going to elementary school?
7. Does your country have middle schools?
 - a. What is the age that children begin school?
 - b. How old are students when they graduate?
8. Did you go to a good high school?
9. What do you remember about your teachers?
 - a. Who was your favorite teacher?
 - b. What teacher impressed you the most?
 - c. Do you still stay in touch with your teachers?
 - d. Did you have any teachers you didn't like?
10. How many students were in your high school?
11. Describe the students who attended your high school.
 - a. Did they have a good influence on you?
 - b. Did they make your childhood and teenage years harder or easier?
12. Were there cliques in your high school? Were there gangs?
13. Did you make friends in high school that you still keep in touch with?
14. What subjects were you good at?
15. What subjects were you bad at?
16. Did you study a foreign language in school? Was it taught well?
17. Do you know anyone who attended a private school? Do private schools offer higher quality education or are they just prestigious?
18. Did you attend college?
19. If you did, what made you decide to go to the college you did?
20. Was it a good school?
21. How many students attended it?
22. How many students were in your biggest class? How many in your smallest class? Did you prefer small classes or big classes?
23. Was it harder to study in college than in high school? How does college compare to high school? What advice would you give a high school student who is about to go to college?
24. What did you major in? Why did you choose the major you did?
25. Did you live in a dormitory while you went to college? Who were your roommates?

26. Does your country provide a good public school system?
27. Does your country have good public universities? If not, why do you think there is a lack of funding for education in your country?
28. What realistic changes would you make to your country's attitude toward education?
29. What role do you think human capital plays in the development of countries?
30. How many years did you attend college?
31. Did you study abroad?
32. Do the elite in your country attend one or two universities?
33. Do elite universities help or harm your country?
34. Where do we learn the skills necessary to become a good student - in elementary, middle or high school?
35. What are the skills that separate good students from bad students?
36. Were good grades important to you?
37. Did teachers grade students fairly? Did you ever feel like you should have gotten a better grade than you did in a class?
38. Did you procrastinate studying? Did you ever pull an all nighter?
39. Did you study with other students?
40. Did classmates talk to each other much before or after class?
41. Did you skip class very often?
42. Do college professors give students syllabuses at the beginning of term? Were you clear on what professors expected of you?
43. Are college tuitions reasonable in your country? Is it easy to get scholarships or government grants?
44. Are there good colleges in your country?
45. Do many people in your country study abroad?
46. Are there any subjects you wanted to study but they weren't available at your school?
47. Are women encouraged to pursue education?
48. Are straight-A students smarter than others or just better at memorizing things? Did you really learn in school or did you just memorize information and pass tests?
49. Do you know anyone who does not know how to read or write?
50. Do you think teachers are paid enough? Do you think teachers are well educated?

Задание 2. Перечень контрольных вопросов по теме:

1. Do you think your teachers gave too much homework? How much homework should teachers assign students?
2. Did you ride a bus or walk to school?
3. Was school ever canceled for a day when you were a child?
4. Do you think it is easier to learn as a child or as an adult?
5. Is it difficult for people without a college education to get good jobs where you live?
6. Does education guarantee a good job?
7. What are the qualities of a good student?
8. What are the qualities of a good teacher?
9. Why do you think people become teachers?
10. How much free time does a high school student in your country have?
11. Do parents home-school their children in your country?
12. What do you think of home schooling?
13. Do you know anyone who was home schooled?

14. Do you wish you had been home schooled?
15. Are teachers the only ones qualified to teach children? What makes someone qualified to teach children?
16. Can parents influence their children's schools? What can a parent do if he or she disapproves of a teacher's decision?
17. Do children have a right to an education? Should education be free?
18. Does your country provide a good public school system?
19. What improvements does the school system need?
20. Do you think your country should spend more money on schools?
21. If a school gets more money, will the quality of education always improve?
22. What would happen if public schools were abolished? Could children still get an education?
23. Once you graduate from a university should you stop learning?
24. What are some ways a person can continue to learn?
25. Are college graduates smarter than people who did not go to college?
26. Would you ever vote for a politician who did not attend college?
27. Do the elite in your country attend only one or two universities? Do elite universities help or harm your country?
28. What realistic changes would you make to your country's attitude toward education?
29. Why do students cheat during tests and exams? How do they cheat?
30. What is your attitude towards cheating? How should parents react? How should teachers react?
31. Where do we learn the skills necessary to become a good student - in elementary, middle or high school?
32. Should people go straight from school to a university, or do something different?
33. What is a "genius"?
34. Do teachers sometimes teach things that are not important?
35. Are there things your school does not teach that you think it should?
36. Are school uniforms good to have? Why or why not?
37. Would you ever want to learn a third language?
38. How important is curiosity in a student?
39. Can you teach someone who has no desire to learn?
40. What do you think about a gap year, is this something you would consider?
41. Should people go straight from school to University, or do something different?
42. Do you think it is necessary that there are windows in the classroom to provide for a proper learning atmosphere?
43. What do you wish your teachers understood about you?
44. Do you think a person can become a genius, or are they just born that way?
45. What do you consider to be a "smart" or "slow" person?
46. Are things your school teaches that you think are not important?
47. Are school uniforms good to have? Why/why not?
48. Do prefer school uniforms or casuals better?
49. Would you ever want to learn a third language? [To be "trilingual"]
50. What do you consider "hardworking" or "lazy"?
51. What is the role of schools in society?
52. Do you enjoy going to school? If so, why if not why?
53. What does your education mean to you?

54. What do you think the advantages and disadvantages of state and private schools are?
55. What would you do if you saw someone with a gun at school?
56. Are college tuitions reasonable?
57. Are foreign languages part of the curriculum? If so, which languages?
58. Are most schools coeducational in your country?
59. Are there any subjects/classes you wanted to study but they weren't available at your school/college?
60. Do you have difficulty with school work?
61. Do you think teachers are paid enough?
62. Do you think your school is a good one? Why/why not?
63. Do you think your teachers give too much homework?
64. Do you think public speaking can improve your english?
65. How can we improve our classroom?
66. Why English is hard to learn at university level?
67. How do you travel to school?
68. How long must you go to college to get a degree?
69. How much is too much homework? How should the homework load be managed?

Задание 3. Задания, направленные на развитие лексико-грамматических навыков и навыков письма

1. Поставьте следующие словосочетания во множественное число.

This magazine, that sticker, this stamp, that sandwich, this poster, this teacup, this egg, that wall, that picture, this foot, that mountain, this lady, that window, this man, that match, this knife, this book, this family, this pie, that answer, that apartment, that teacher, that comedy.

2. Поставьте следующие предложения во множественное число.

1. This is a spider. 2. That is a snail. 3. This is a star. 4. This is a film star. 5. That is a cartoon. 6. This is a boy. 7. This is a baby. 8. That is a plate. 9. That is a flower. 10. That is a bookshelf. 11. Is this a sofa? 12. Is this a bookcase? 13. Is this a man? 14. Is that a ball? 15. Is that a train? 16. Is that a plane? 17. Is the window open? 18. Is the door closed? 19. Is the boy near the window? 20. That is not a king. 21. That is not a queen. 22. That is not a bus. 23. This isn't a mountain. 24. That isn't a goose. 25. This isn't a mouse. 26. It is a sheep. 27. It is a calendar. 28. It is a cat. 29. It is not a girl. 30. It isn't a bag. 31. It isn't a tree. 32. It is not a bad egg. 33. It is a good egg. 34. Is that a flower? 35. Is this a rose?

3. Поставьте альтернативные вопросы к следующим предложениям, используя слова, данные в скобках

1. Fred is a doctor (teacher) 2. Ann is my friend (Kate). 3. They are teachers (students) 4. Those cups are brown (yellow). 5. These pencils are short (long). 6. Vera and Natasha are programmers (teachers). 7. This is a blackboard (spoon). 8. I am an economist (Sasha). 9. They are schoolboys (students). 10. Their rooms are large (small).

4. Вставьте предлоги in или to

1. In winter I usually go... bed at ten o'clock because I go... school and have to get up early. But in summer, when I don't go ... school and live ... the country, I like to go ... bed late. 2. Do you like to read ... bed? 3. We did not want to stay ... town on such a hot day, so we went ... the country. 4. It is very late. Go ... bed at once. 5. Where is your little sister? — She is ... bed. Mother always puts her ... bed at eight o'clock. 6. In summer my mother does not go ... work and I don't go ... school. We live ... the country. My father

goes ... work every day, so he stays ... town. But sometimes he comes ... the country after work and goes back ... town early in the morning, when I am still ... bed.

5. Вставьте подходящие по смыслу предлоги вместо пропусков.

1 There are very many German books ... their library. – В их библиотеке очень много немецких книг. 2 Our friends have seen nobody ... the beach. – Наши друзья никого не видели на пляже. 3 Your son dropped his ball ... the river. – Твой сын уронил в реку свой мяч. 4 There are no tomatoes and no cucumbers ... Jane`s plate. – На тарелке Джейн нет помидоров и огурцов. 5 John must put his pens ... his pencil-box. – Джон должен сложить свои ручки в пенал. 6 What did your teacher write ... the blackboard? – Что ваш учитель написал на доске?

7 Our children will see many interesting animals ... the Zoo. – Наши дети увидят в зоопарке много интересных животных. 8 Do you have anything ... your pockets? – У вас есть что-нибудь в карманах? 9 Mary doesn`t want to sit ... this chair. – Мэри не хочет сидеть на этом стуле. 10 Our granny is not ... the house. She is ... the garden. – Наша бабушка не в доме. Она в саду.

6. Вставьте предлоги on, in или into.

1. Where is the book? It is ... the table. 2. Where is the tea? It is ... the cup. 3. Put the plates ... the table. 4. Put the book ... the bag. 5. There is a beautiful picture ... the wall. 6. He went ... the room. 7. I like to sit ... the sofa ... my room. 8. Mother is cooking dinner ... the kitchen. 9. She went ... the room and sat down ... the sofa. 10. There are many people ... the park today. 11. There is a girl standing ... the bridge. Why is she crying? She has dropped her doll ... the water. 12. There is no tea ... my cup. 13. Pour some tea ... my cup. 14. Put these flowers ... the window-sill. 15. I saw many people ... the platform waiting for the train. 16. We went ... the garden and sat down ... a bench. 17. The teacher hung a picture ... the blackboard. 18. I opened the door and went ... the classroom. The teacher was writing some words ... the blackboard. The pupils were writing these words ... their exercise-books. There were some books and pens ... the teacher's table. There were two maps... the wall and some flowers ... the window-sills. I saw a pen ... the floor. I picked it up and put it ... the table.

Задание 4. 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

1. Перечень вопросов по теме для устного обсуждения:

1. What is the best way to teach vocabulary at the upper intermediate level EFL?
2. What do you think you will be able to do in English
3. What is your favorite way to practice your English?
4. How much time do you spend looking out of the window during class?
5. What is your favorite way to practice your English? (UK spelling = favorite)
6. Do you think English is a difficult language to
7. Do you think English is a difficult language to learn?
8. How do you use the Internet to learn English?
9. What kind of dormitory room would you like to stay in?
10. What search engine do you use most often when you study? Why?
11. How often do you practice your English?
12. What do you think you will be able to do in English in the future?
13. If you are really absorbed in lessons, do the classroom arrangement matter?
14. Do you think that English will completely dominate all the other languages in the future? If yes, how will it affect the world?
15. Which country is the best place to study English?
16. In your own teaching environment what forms of pronunciation of English are learners likely to encounter?
17. Are you willing to get a tutor just to further learn English?
18. Have you ever spoken English on the phone?
19. How can English language help you advance in your career?

20. Who cooks Thanksgiving dinner in your home?
21. What do you like about your classroom?
22. Why are you learning English?
23. How can I listen to conversations and improve my pronunciation?

Задание 2. Перечень контрольных вопросов по теме:

1. Have teaching methods for language learning changed over the last 50 years?
2. How did your best language teacher help you?
3. Do you need to write in a foreign language?
4. To speak a language well, why is it important to have an understanding of idioms?
5. Some people say "I'm no good at learning languages".
6. What is value of learning languages?
7. As a beginner, what are the first things that you need to be able to say?
8. Can a good teacher influence how well you enjoy learning a language?
9. Would you like to be a translator? Why? / Why not?
10. Is the classroom the best place to learn?
11. How did you learn your second language?
12. Why do some people have more difficulty than others when learning a language?
13. Are there any disadvantages?
14. Have you ever made a telephone call in a foreign language?
15. How can the Internet be a helpful tool when learning a foreign language?
16. What different techniques do you have for learning vocabulary?
17. Are teenage language exchange programs useful? Why? / Why not?
18. Is it necessary to write words down?
19. Have you had any particularly poor language learning experiences?
20. What languages would you like to learn in future?
21. Can you learn a language by watching television?
22. What personal qualities do you need to be an effective language learner?
23. What tools can help you learn a foreign language?
24. Have you ever paid for 1:1 lessons?
25. Are there some words that are similar in different languages?
26. To what extent do you agree that it's better to learn language as a child? Why or why not?
27. Is it possible to understand and write well but not be able to have a conversation?
28. Is knowing grammar more important than knowing vocabulary?
29. What is your mother tongue?
30. To speak its language well, how important is it to know something about the culture of a country?
31. Do you use free language-learning exercises on the Internet?
32. What are the problem areas that an advanced learner may have?
33. Is it good to sit an exam that shows your level in English?
34. Have you ever tried learning a new language from a textbook with audio tapes?
35. Do you think that knowing a foreign language might encourage you to live abroad in future?
36. Do you know how large your vocabulary is in your foreign language?
37. How old should a child be when a school introduces the first foreign language?
38. What's the best way to learn a foreign language?

39. Is this just a question of attitude (because of a previous bad experience) or were some people born lacking the ability to learn a new language?
40. What do you know about IELTS and TOEFL?
41. Is it a good idea to learn a language from a non-native speaker of that language?
42. What careers are possible if you speak a foreign language?
43. When you travel to a foreign country, is it always easy to use your foreign language?
44. Do you ever read websites in a foreign language?
45. Do you need to use your foreign languages at work?
46. What are the problem areas that an intermediate learner may have? 47. Could you teach your mother tongue to someone else?
48. Some people say that if you can teach something about your foreign language, then it helps you to understand it better. Do you agree?
49. Is it possible to teach yourself a language?
50. How many languages do you speak?
51. Is it possible to learn a language without studying grammar?

Задание 3. Задания, направленные на развитие лексико-грамматических навыков и навыков письма

Упр. 1. Переведите на английский язык, употребляя глагол to be в Present Simple.

1. Я ученик. Я в школе.
2. Мой брат художник. Он не инженер.
3. Моя сестра НА работе. Она врач.
4. Он студент.
5. Вы студент? — Нет, я врач,
6. Моя сестра дома.
7. Мы не в школе. Мы дома.
8. Мой брат ученик. Он в школе.
9. Ваша мама дома? - - Нет, она на работе.
10. Ваш двоюродный брат дома? - - Нет, он в школе. Он ученик.
11. Ваша сестра учительница? - - Нет, она студентка.
12. Твой папа на работе? — Нет, он дома,
13. Твоя сестра машинистка? — Да, — Она дома? - Нет, она на работе.
14. Мой дедушка ученый, 15. Моя мама не учительница. Она врач.

Упр. 2. Переведите на английский язык, употребляя глагол to be в Present Simple.

1. Чья это ручка? — Это моя ручка.
2. Чья это книга? — Это ваша книга.
3. Чей это стол? - Это стол моего брата.
4. Чья это сумка? - - Это сумка моей мамы.
5. Чей это карандаш? - - Это карандаш моей сестры.
6. Это твоя тетрадь? - Да.
7. Это тетрадь твоего брата? - - Нет, это моя тетрадь.
8. Где ваш стол? -- Он посередине комнаты.
9. Где твоя ручка? — Она в моем кармане.

10. Где тво́я тетрадь? - - Она на столе.
11. Где тво́я ма́ма? -- Она на работе.
12. Где тво́й бра́т? - Он в школе.
13. Где тво́я се́стра? -- Она дома.
14. Че́й это карандаш? - - Это мой карандаш. -А где мой карандаш? — Он на столе.
15. Че́и это часы? - - Это мои часы. - - А где мои часы? -Они на столе.

Упр. 3. Переведите на английский язык, употребляя глагол to be в Present или Past Simple,

1. Я ученик. 2. Он летчик. 3. Она доктор. 4. Мы школьники. 5. Вы рабочие. 6. Ты рабочий. 7. Они ученики. 8. Я дома. 9. Он в школе. 10. Она в кино? 11. Мы в парке. 12. Они в театре? 13. Она молодая? 14. Он старый. 15. Она не старая. 16. Они сильные. 17. Она больна. 18. Вы больны? 19. Он болен? 20. Я не болен. 21. Я был болен вчера. 22. Она не была больна. 23. Мы были в кино. 24. Они не были в кино. 25. Они не в школе. 26. Они дома. 27. Вы были в парке вчера? 28. Он был в школе вчера? 29. Он был рабочим. 30. Она была учительницей.

Упр. 4. Вставьте глагол to be в Present, Past или Future Simple.

- 1, My father ... a teacher. 2. He ... a pupil twenty years ago. 3.1... a doctor when I grow up. 4. My sister ... not ... at home tomorrow. 5. She ... at school tomorrow. 6. ... you ... at home tomorrow? 7,... your father at work yesterday? 8. My sister ... ill last week. 9. She ... not ill now. 10. Yesterday we... at the theatre. 11. Where ... your mother now? — She ... in the kitchen. 12. Where ... you yesterday? — I ... at the cinema. 13. When I come home tomorrow, all my family ... at home. 14. ... your little sister in bed now? — Yes, she ... 15. ... you... at school tomorrow? — Yes I 16. When my granny... young, she ... an actress. 17. My friend K,, in Moscow now. 18. He ... in St. Petersburg tomorrow. 19. Where ... your books now? -- They in my bag.

Упр. 5. Переведите на английский язык, употребляя глагол to be в Present, Past или Future Simple.

1. Мой брат сейчас в школе. 2. Мой брат был вчера в кино. 3. Мой брат будет завтра дома. [4. Ты будешь дома завтра? 5. Она была вчера в парке? 6 Он сейчас во дворе? 7. Где папа? 8. Где вы были вчера? 9. Где он будет завтра? 10. Мои книги были на столе. Где они сейчас? 11. Моя мама вчера не была на работе. Она была дома. 12, Мой друг не в парке. Он в школе. 13. Завтра в три часа Коля и Миша будут во дворе. 14. Мы не были на юге прошлым летом. Мы были в Москве. 15. Завтра мой дедушка будет в деревне. 16. Когда тво́я се́стра бу́дет дома? 17. Ты будешь летчиком? — Нет, я буду моряком. 18. Моя сестра была студенткой в прошлом году, а сейчас она врач. — Ты тоже будешь врачом? — Нет, я не буду врачом. Я буду инженером.

Задание 4. 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

Задание 1. Перечень вопросов по теме для устного обсуждения:

1. Are you satisfied with what's happening with your group(s)?
2. What do you think of student government?
3. What are the qualities that make you want to study for a certain professor?
4. Perhaps is it just a matter of class rules and homework demanded?
5. Do you think it's worthwhile?
6. How many students go to your college?
7. Who is your favorite teacher?
8. Do you think it's worthwhile?
9. How many subject are you taking this semester? 10. Is your college coed?
11. Are you now or have you ever been part of it? 12. Which ones?
13. What is your major? Why did you choose your major? Do you have any regrets?
14. What are the top three changes you would like to see happen at your university? 15. Are there some professors that you can learn from more easily than others?
16. What do you think of student government?

17. Does participation in student government bring any benefits to the participants? What?
18. What are the qualities that make you want to study for a certain professor?
19. Are you as independent now as you would like to be?
20. What are the top three things you hope to get out of (get as a result of) your university days?

Задание 2. Перечень контрольных вопросов по теме:

1. Are you a member of any student groups? Which ones? What do you do? Are you satisfied with what's happening with your group(s)?
2. Are there some professors that you can learn from more easily than others?
3. What other things do upperclassmen do to freshmen?
4. What is the most difficult class you have taken so far?
5. What are three big differences between your college life so far and your high school days?
6. Are you more independent from your parents now than you were in high school?
7. Are you a member of any student groups (circles or club)?
8. Have you ever pulled an all nighter? What was the situation?
9. Do you think this style of festival is held in Western countries? Why or why not?
10. What's the most difficult class you have taken so far?
11. Have you participated in a college festival? 12. What is your typical day at college like?
13. Are you now or have you ever been part of it? 14. How did you decide which college to attend? 15. Does student government do anything important?
16. What kinds of things do freshmen have to do for "initiation?"
17. Does participation in student government bring any benefits to the participants? What?

Задание 3. Задания, направленные на развитие лексико-грамматических навыков и навыков письма.

Упражнения "Употребление much, many, a lot of, (a) little, (a) few"

1. Поставьте «+» при правильном использовании «much» или «many», поставьте «-» - при неверном.
 1. We don't have many food in the house.
 2. I can't give you many information about the company.
 3. I need much apples for the pie.
 4. How many people are there in your office?
 5. There is much wine in the
 6. She doesn't have many luggage.
 7. My son earns much money now.
 8. They saw many snow in the mountains.
 9. I have tried diving many times in my life. 10. John will have much exams next year.
2. Используйте «much» или «many» для выражения «Сколько...?».
 1. How ... days?
 2. How ... sugar?
 3. How ... cigarettes?
 4. How ... work?
 5. How ... petrol?

6. How ... children?
7. How ... theatres?
8. How ... juice?

3. Поставьте «a lot of» (много) в необходимом месте в предложении. Переведите.

1. We met interesting people at the party.
2. I ate fish for lunch.
3. She bought nice shoes for the next summer.
4. They have problems in their business.
5. There is water in the bath.
4. Перепишите вопросы, заменив some на «a little» или «a few».

1. Would you like some cheese?
2. Would you like some mineral water?
3. Would you like some strawberries?
4. Can I offer you some black coffee?
5. Can I offer you some bread?
6. Shall I bring you some biscuits?
7. Shall I bring you some plums?
8. Would you like some meat?

4. Поставьте подходящее слово из скобок.

1. There is too ... (much/many/a few) salt in the soup. (В супе слишком много соли.)
2. There are ... (much/a little/a few) sky-scrappers in our city. (В нашем городе есть несколько небоскребов.)
3. I've got ... (much/a few/a little) albums of this singer. (У меня есть несколько альбомов этого исполнителя.)
4. My job allows me to travel ... (much/many/a few). (Моя работа позволяет мне много путешествовать.)
5. We've got ... (little/many/few) free time. (У нас мало свободного времени.)
6. I have never seen so ... (much/little/many) stars in the sky. (Я никогда не видел так много звезд в небе.)
7. Anna spent ... (much/a few/a little) days in Rome. (Анна провела несколько дней в Риме.)
8. I'd like just ... (much/a few/a little) tea. (Я бы хотел лишь немного чая.)
9. There was very ... (little/few/many) rain last autumn. (Прошлой осенью было очень мало дождей.)
10. Very ... (few/little/much) Russian tourists are staying at our hotel. (Очень мало русских туристов проживает в нашем отеле).

Задание 4. 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 if 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.

Контрольная работа Тема 1.1 – 1.4

Тест по теме №1.1.

1. Liz / the text-book

A Liz's text-book

B the text-book of Liz

C the Liz's text-book

2. The roof / the house A the houses roof

B the roof of the house

3. The rabbits / the cage A the rabbits's cage B the rabbits' cage

C the cage of the rabbits

4. Our dog / a new kennel A our dog's new kennel

B a new kennel of our dog

5. The Smiths / the car

A the Smiths' car

B the Smiths's car

C the car of the Smiths

6. Charles / the book

A Charles' book

B the book of Charles

C Charle's book

7. A bird / a nest

A a nest of a bird

B a bird's nest

8. those men / the umbrellas A those men' umbrellas B those men's umbrellas

C the umbrellas of those men

9. My parents / the friends

A the friends of my parents

B my parents's friends

C my parents' friends

10. Tom and Alice / the car

A Tom's and Alice's car B Tom and Alice's car

C the car of Tom and Alice

Test 2

1. Mathematics ...too difficult for me.

a. is

b. are

c. ---

3. English ... too difficult for me.

a. is

b. ---

c. are

4. The spoons ... on the table. The table ... in the room.

a. am; is

b. is; are

c. are; is

7. Mrs. Smith is very fat - ... weight over a hundred kilos!

- a. her
 - b. she
 - c. it
8. Where shall ... meet, Bob?
- a. you
 - b. you and I
 - c. we
9. He is quite right. I agree with ... completely.
- a. he
 - b. him
 - c. his
10. One has to show ... ticket at the entrance.
- a. you
 - b. his
 - c. one's
11. I can't eat ... chips because they are cold.
- a. this
 - b. these
 - c. it
12. James took the book and opened
- a. it
 - b. this
 - c. that
13. ... books are very boring.
- a. this
 - b. that
 - c. those
14. ... is our classroom. It is very light and clean.
- a. this
 - b. these
 - c. those
15. Have you ever been to USA? a. ---
- b. the
 - c. a
16. She works at this school as ...teacher. a. ---
- b. a
 - c. the
17. I couldn't hear her because of...noise of the train
- a. the b.---
 - c. a
18. I'm afraid I've broken...
- a. the chair's leg
 - b. the leg in the chair
 - c. the leg of the chair
19. Sally opened the ...and entered.
- a. kitchen's door
 - b. door of the kitchen

- c. kitchen door
20. Tim took car.
a. his father car
b. his father's car
c. his fathers' car

Тест по теме № 1.2

Test 1.

Составление разделительных вопросов

1. Will you come along with us, ... you?
a) will
b) won't
c) are
d) aren't
2. Linda knows five languages, ... she?
a) does
b) doesn't
c) do
d) is
3. He can jump for 60 minutes without a break, ... he?
a) can
b) is
c) isn't
d) can't
4. We haven't got a chair, ... we?
a) have
b) haven't
c) have not
d) are
5. I didn't send a letter, ... I?
a) didn't
b) do
c) am
d) did
6. We are happy together, ... we?
a) are
b) do
c) does
d) aren't
7. She isn't nice and amiable, ... she?
a) Is
b) does
c) do
d) isn't
8. I'm tall and pretty, ... I?
a) are
b) am

- c) am not
- d) aren't
- 9. Let's change the subject, ... we?
 - a) should
 - b) shall
 - c) are
 - d) do
- 10. Nobody answered me, ...they?
 - a) did
 - b) do
 - c) didn't
 - d) are

Test 2

Составление специальных вопросов

- 1. ... could you know that was pregnant?
 - a) why
 - b) how
 - c) when
 - d) what
- 2. ... were you doing last Monday at 6 o'clock?
 - a) what
 - b) why
 - c) when
 - d) who
- 3. ... was my dog in the evening? W... is he so muddy (грязный)?
 - a) when/what
 - b) where/why
 - c) whom/when
 - d) who/where
- 4. ... do you go for a trip? – Twice a year.
 - a) how much
 - b) how long
 - c) how often
 - d) how
- 5. ... mansion is it? – It's mine.
 - a) who
 - b) whom
 - c) how
 - d) whose
- 6. W... of you (ПОДСКАЗКА: кого из вас) should I reprimand (делать выговор)? W... is to blame?
 - a) what/whose
 - b) which/who
 - c) what/whose
 - d) when/who
- 7. For ... are you going to purchase it? – For my little son.

- a) whose
- b) whom
- c) which
- d) what

8. At ... do you aim? – I aim at money and power.

- a) why
- b) which
- c) what
- d) who

9. How ... do you earn? W... is your salary?

- a) many/which
- b) much/what
- c) much/why
- d) many/whose

10. W... doctor do you like most of all? – Dr. Christina or Dr. Juliet?

- a) which
- b) when
- c) why
- d) whom

Тест по теме №1.3.

Употребление Present Simple

1. We usually ... a bus or a taxi early in the morning to get to work.

- a) took
- b) take
- c) taken
- d) were taking

2. I ... to work now. Good-bye!

- a) go
- b) went
- c) am going
- d) goes

3. This is a great party. Everyone ...

- a) dance
- b) is dancing
- c) dances
- d) are dancing

4. Nurses ... after people in hospital.

- a) looks
- b) is looking
- c) will look
- d) look

5. My sister seldom ... our parents.

- a) visit
- b) do visit
- c) does visit
- d) visits

6. I ... four languages.

- a) am speaking
- b) speak
- c) speaks
- d) does speak

7. Our lessons ... at 10 o'clock sharp so don't be late.

- a) would start
- b) started
- c) start
- d) starts

8. In Britain people ... on the right.

- a) are driving
- b) drives
- c) drive
- d) drove

9. What time ... your brother usually ... up?

- a) are / waking
- b) will / be waking
- c) does / wake
- d) do / wake

10. He never ... about marriage with us.

- a) talks
- b) doesn't talk
- c) doesn't talks
- d) talking

Тест по теме № 1.4. Выбрать единственный верный вариант ответа.

Many, much, little, a little, few, a few

I. Choose the correct answer.

1. She puts ... sugar in her tea.

- A.many
- B.few
- C.little

2. You should add ... oil to the potatoes.

- A.little
- B.many
- C.few

3. We bought ... oranges in the shop.

- A.much
- B.a little
- C.a few

4. Everyone needs ... luck.

- A.a little
- B.a few
- C.many

5. Today we have ... lessons.

- A.many

- B.few
 C.much 6. John needs ... sleep.
 A.many
 B.much
 C.a few
 7. How ... did you play for your car?
 A.many
 B.little
 C.much
 8. Isn't there too ... furniture in her room?
 A.few
 B.much
 C.many
 9. Please, give me ... more minutes.
 A.a few
 B.a little
 C.many
 10. Jacob feels lonely as he has very ... friends.
 A.much
 B.little
 C.few

Тема № 1.5. Здоровый образ жизни и забота о здоровье: сбалансированное питание. Спорт.

Задание 1. Перечень вопросов по теме для устного обсуждения:

1. Are you good at managing time?
2. Do you wear a watch?
3. How long can you do without knowing the time?
4. Do you use a diary?
5. Are you good at meeting deadlines?
6. Are you usually on time for appointments?
7. Do you prefer to arrive exactly on time or a bit earlier?
8. What do you do if you arrive too early?
9. How much does waiting bother you?

Задание 2. Перечень контрольных вопросов по теме:

1. What's a waste of time for you?
2. When does time go slowly for you?
3. When does time go quickly for you?
4. Do you prefer being busy or having an easy schedule?
5. How are you going to spend your time when you retire?
6. What would you do if you had an extra hour a day?
7. What would you do if you could stop time?
8. If you had a pill to live 1,000 years, would you take it?
9. If you had a time machine, which period would you visit?
10. What day of the week is the hardest for you to spell?

11. On which day do you start work again?
12. What day is tomorrow?
13. What day was it yesterday?
14. What is your first working day of the week?
15. What day was it yesterday?
16. What is your last working day of the week?
17. What was the date yesterday?
18. What day was the day before yesterday?
19. Can you spell the days of the week?
20. What days of the week are the weekends?
21. What day is the day after tomorrow?
22. What day is it today?
23. Which days of the week do you have an English class?
24. What is the date today?
25. What will the date be tomorrow?

Задание 3. Задания, направленные на развитие лексико-грамматических навыков и навыков письма.

1. Вставьте as ... as или so ... as.

1. Mike is ... tall ... Pete. 2. Kate is not ... nice ... Ann. 3. My room is ... light ... this one. 4. This book is not ... thin ... that one. 5. Sergei is... old ... Michael. 6. She is ... young ... Tom's brother. 7. This woman is ... good ... that one. 8. Nick's English is not ... good ... his friend's. 9. I am not ... tall ... Pete. 10. This woman is ... young ... that one. 12. I am ... thin ... you. 13. Kate is ... lazy ... her brother. 14. This child is not ... small ... that one.

2. Переведите следующие предложения на английский язык.

1. Этот дом такой же высокий, как тот.
 2. Сегодня вода в реке не такая теплая, как вчера.
 3. Ты не такой умный, как папа.
 4. Индия не такая большая, как Китай.
 5. Темза такая же красивая, как Нева.
 6. Его бабушка не такая старая, как дедушка.
 7. Яблоки такие же вкусные, как сливы, но не такие вкусные, как груши.
 8. Русский музей такой же богатый, как Эрмитаж?
 9. Державин не такой знаменитый, как Пушкин.
 10. Днепр не такой длинный, как Волга.
 11. В прошлом году август был такой же жаркий, как июль.
- Не забывайте употреблять союз than при сравнительной степени прилагательного
Tom is taller than Kate. Том выше Кати.

3. Переведите следующие предложения на английский язык.

1. Этот дом выше того.
2. Сегодня вода в реке холоднее, чем вчера.
3. Папа умнее тебя.
4. Китай больше Индии.
5. Его бабушка моложе дедушки.

6. Груши вкуснее яблок.
7. Наша кошка меньше нашей собаки.
8. Мой брат моложе меня.
9. В прошлом году февраль был холоднее января,
10. Днепр короче Волги.
11. Эрмитаж богаче Русского музея.

4. Переведите следующие предложения на русский язык.

1. What is your height? You are taller than me.
2. She felt as strong as her brother.
3. We started earlier than you.
4. He was more careful than I.
5. This student is the most attentive in our group.
6. I need a warmer coat.
7. He is as tired as you.
8. He was one of the most experienced workers at the factory.
9. Better late than never.
10. She was not so attractive as her mother.
11. His work is not so difficult as mine.
12. He was the eldest in the family.
13. It is easier to swim in the sea than in the river.
14. This is the smallest room in our flat.

5. Вставьте as ... as, so ... as или than.

1. Our house is not ... big ... yours.
2. The new cinema in our district is much bigger ... the old one.
3. We are ... proud of our district ... you are of yours.
4. The house I live in is ... old ... the one my sister lives in.
5. Exercise No.2 is easier ... Exercise No.3.
6. Nevsky Prospect is more beautiful ... our street.
7. My composition is not ... long ... yours.

6. Раскройте скобки, употребляя требующуюся форму прилагательного.

1. This man is (tall) than that one.
2. Asia is (large) than Australia.
3. The Volga is (short) than the Mississippi.
4. Which building is the (high) in Moscow?
5. Mary is a (good) student than Lucy.
6. The Alps are (high) than the Urals.
7. This garden is the (beautiful) in our town.
8. She speaks Italian (good) than English.
9. Is the word "newspaper" (long) than the word "book"?
10. The Thames is (short) than the Volga.
11. The Arctic Ocean is (cold) than the Indian Ocean.
12. Chinese is (difficult) than English.
13. Spanish is (easy) than German.
14. She is not so (busy) as I am.

15. It is as (cold) today as it was yesterday.
16. She is not so (fond) of sports as my brother is.
17. Today the weather is (cold) than it was yesterday.
18. This book is (interesting) of all I have read this year.
19. January is the (cold) month of the year.
20. My sister speaks English (bad) than I do.
21. Which is the (hot) month of the year?
22. Which is the (beautiful) place in this part of the country?
23. This nice-looking girl is the (good) student in our group.

7. Раскройте скобки, употребляя требующуюся форму прилагательного.

1. Oil is (light) than water.
2. We shall wait for a (dry) day to go on the excursion.
3. A bus is (fast) than a tram.
4. Take some of these sweets: they are very (nice). They are (nice) than the sweets in that box.
5. He clearly did not like the explanation, and as he listened to it, he became (angry) and (angry).
6. He worked (hard) and (hard) as the end of the term came nearer.
7. The (tall) trees in the world grow in California.
8. Please be (careful) next time and don't spill the milk again.
9. Bobby was a (quiet) child. He was (quiet) than his sister.
10. Her eyes are (grey) than mine.
11. He was the (fat) man in the village.
12. As he went on, the box became (heavy) and (heavy).
13. My sister is the (tall) girl in her class.
14. Who is the (attentive) student in your group?
15. It is autumn. Every day the air becomes (cold), the leaves (yellow).
16. This is the (beautiful) view I have ever seen in my life.
17. Your handwriting is now (good) than it was last year; but still it is not so (good) as Nick's handwriting. Nick has a (good) handwriting than you. And of course Nellie has the (good) handwriting of all.

8. Переведите следующие предложения на английский язык.

1. Здание Московского университета - самое высокое в столице.
2. Наш город не такой большой, как Киев, но он такой же красивый.
3. Невский проспект — одна из самых красивых улиц Санкт-Петербурга.
4. Кто самый младший ученик в нашей группе? — Петров. Но он самый высокий.
5. Грамматика английского языка трудная, но английское произношение труднее.
6. Магазины на нашей улице больше, чем магазины на вашей улице.
7. Наш телевизор такой же хороший, как этот.
8. Эта комната светлее той.
9. Погода сегодня хуже, чем вчера. Сегодня холоднее, и идет дождь.
10. Моя комната не такая большая, как комната моей подруги, но она светлее и теплее.
11. Какая из этих книг самая интересная?
12. Ноябрь не такой холодный месяц, как январь.

13. Мой отец — очень занятый человек.
14. Крым - одно из самых лучших мест для отдыха.
15. Сегодня он чувствует себя гораздо лучше.

Задание 4. Письмо-инструкция «Профилактика несчастных случаев на работе и порядок их устранения»

A1

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

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

Use between 60-70 words.

A2 и выше

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

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

Use between 100-120 words.

Sample answer (A1)

I work as a baker.

It's often very hot.

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

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

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

If you have a headache, take a pill.

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

Sample answer (для A2 и выше)

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

Follow the rules:

Don't run!

Don't jump!

Don't throw heavy things!

Don't fall!

Don't use sharp tools and instruments without gloves!

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

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

If you have a backache, go to a doctor.

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

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

Тема № 1.6. Туризм. Виды отдыха.

Задание 1. Перечень вопросов по теме для устного обсуждения:

1. What's your favourite kind of weather?
2. What do you like doing when the weather is good?
3. What do you like doing when the weather is bad?
4. How does the weather affect your health?
5. How does the weather affect your mood?
6. Do you know the weather forecast for the next week?
7. Why is it important to know future weather conditions?

Задание 2. Перечень контрольных вопросов по теме:

1. Do you like to have small talks about the weather?
2. How much do you depend on weather reports?
3. How do you feel about the weather in your country?
4. What kind of climate do you prefer when choosing a place for a holiday?
5. Have you ever thought about moving to a country with a different climate?
6. What's the hottest temperature you have ever experienced?
7. What's the coldest temperature you have ever experienced?
8. Have you ever experienced extreme weather conditions?
9. How can extreme weather conditions affect the economy of a country?
10. Are we losing our four distinct seasons in recent years?
11. If you could abolish one form of the weather, what would it be?

Задание 4. Задания, направленные на развитие лексико-грамматических навыков и навыков письма

SOME, ANY, NO exercises.

Exercise 1. Write in a, an, some or any.

1. Is there milk in the crystal glass?
—No, there isn't_ milk in the crystal glass There's_ juice in the crystal glass.
2. — Are there_ sausages on the round plate?
-There aren't sausages on the round plate. There are sandwiches on the round plate.
3. -Is there glass on the wooden table?
—No, there isn't glass on the wooden table. There's_ cup on the wooden table.

Exercise 2. Write in a, an, some, any.

1. There's angel on the top.
2. There are ornaments on the tree.
3. Are there lights on the tree?
4. There isn't Christmas tree in the house.
5. There's jam on the wooden table.
6. Is there bread in the basket?
7. There aren't vegetables in the fridge.

Exercise 3. Complete the sentences with some/any/no.

1. There is tea in the crystal glass, but it is very hot.
2. There is fresh milk in the fridge. I can't make porridge.
3. Are there tasty apples in the bag?
4. There isn't jam on the round plate.
5. There are bananas on the wooden table. They are yellow.
6. There is butter on the plate.
7. There is cheese on the table, but there're cheese sand- wiches.
8. There isn't sausage on the table.
9. There are potatoes in the bag.
10. There aren't bananas on the table, but there are cu- cumbers there.

Exercise 4. Complete the sentences with the words

Cucumbers, tomatoes, cabbage, apples, carrots

There is some fresh _ _ on the wooden table. There aren't any _ _ in the big bag, but there are some _ _ there. There are no green _ _ on the table, but there are some tasty red _ _ there.

Exercise 5. Read the sentences. Draw your picture.

There is some food in the fridge. There is some cheese on the shelf. There are some sausages to the right of the cheese. There are two cucumbers on the shelf. There is a red tomato to the left of the cucumbers. There is some cabbage behind the tomato.

Exercise 6. Choose the correct item.

1. Is there some/any butter in the fridge?
2. There isn't any/no bread in the bag.
3. There are some/any cucumbers on the table.
4. There are any/no potatoes in the box.
5. There is/are some cheese on the shelf.

Exercise 7. Ask questions to the given answers.

1. Yes, there're some yellow tomatoes in the fridge.
2. No, there isn't any hot chocolate in the cup.
3. Yes, there are some cheese sandwiches on the round plate.
4. No, there is no salt on the shelf.

Exercise 8. Fill in some/any/no.

1. There is milk in the cup, but it is very cold.
2. There is bread on the table. I can't make sandwiches.
3. Are there oranges in the bag?
4. There isn't cheese in the fridge.
5. There are flowers in the vase. They are red.
6. There are carrots in the fridge. I can't make soup.
7. There is coffee in the cup, but it is very hot.
8. Is there cheese in the fridge?
9. There isn't juice in the glass.
10. There are grapes on the plate. They are green.
11. They've got buns in this shop.
12. I'd like potatoes, please.

13. Have you got ice-cream?
14. There aren't boys in the team!
15. There are video shops in the town!
16. This is a terrible party. There isn't _ good music!
17. I've got posters of Ricky Martin.
18. Have you got _ posters of Britney Spears?
19. 'Sit down, please.' 'But there aren't chairs!'
20. There is milk in the fridge. Go to the shop and buy .
21. I can see tomatoes in the bag. Let's make _ salad.
22. There aren't cucumbers in the fridge.
23. Would you like tea?
24. Is there cheese on the shelf?

Exercise 9. Correct the sentences.

1. Are there any milk in the fridge?
2. There is no tomatoes in the salad.
3. Is there some sugar in this coffee?
4. There are some hamburger on the menu.
5. I'd like any potatoes, please.
6. There are some jam on the bread,
7. There's some fly in my soup.
8. We've got some banana.
9. There isn't some money in my pocket.
10. There is some posters on the wall.
11. Is there a salt in this soup?

Exercise 10. Read the dialogue. Fill in the gaps with some, any, or a / an.

- A. I'd like (1) vegetable soup with bread, please.
 B. I'm afraid we haven't got (3) milk soup.
 (2) vegetable soup today. But we've got
 A. I don't like milk soup. I'll have _ (4) vegetable salad.
 B. Vegetable salad. Anything else, sir?
 A. Chicken with boiled potatoes.
 B. I'm sorry, but we haven't got _ (5) chicken. But you can have _ (6) steak.
 And there is spaghetti or chips instead of boiled potatoes.
 A. All right. (7) steak and (8) chips. Have you got (9) juice or is there any water?
 B. Of course, sir. We've got (10) orange and apple juice.
 A. Have you got (11) tomato juice?
 B. Yes, it's Spanish.
 A. That's fine. And cheese. I'd like (12) cheese and (13) fruit salad. B, Would you like (14) ice-cream?
 A, Yes, please. One ice-cream.

Производные SOME, ANY, NO. Упражнения.

Exercise 11. Choose the correct answer. Write the story in your notebook.

Liz is shopping. She wants to buy (1 — anything / some / any) new clothes. She is going to a New Year party tonight, but she has got (2 — anything / nobody / nothing) to wear.

She wants to buy (3 — some / any / something) nice and (4 — no / some / any) new shoes but she can't find (5 — something / anything / anybody) that she likes. She is also looking for a present. She wants to buy (6 — nothing / anybody / something) special for her friend.

Exercise 12. Complete the dialogue. Use the words from the box.
something, anybody, nobody, somebody

Granny: Tom, Jane, Max! Can _ (1) help me tidy up? (2) answers. Where are they?

Max: Granny! There's (3) in this room. Are you talking to yourself?

Granny: No, I'm not talking to myself. I'm asking _ (4) to help me do _ (5) about the

Max: OK. Can (6) help Granny about the house? Tom, Jane, where are you? Come here, I want you to help Granny.

Exercise 13. Fill in the blanks with the necessary pronouns (some, any, anything, some- thing, everybody, everything, no etc.):

1. Is there _ interesting in the magazine? 2. There are _ books on the table.

3. _ in the house is clean and good. 4. There is _ here. 5. She will tell us about her work.

6. She doesn't want _ new dress. 7. Is he going _ to- day?

8. Good morning, _ . 9. He never goes by train, he goes _ by aeroplane.

10. They want a house, they have _ to live.

11. Is _ coming to see us today?

12. There aren't _ pencils in the box.

13. I didn't see _ yesterday, I was at home.

Exercise 14. Вставьте вместо пропусков местоимения some, any и их производные.

1. Why are you looking under the table? Have you lost anything/ something?

2. Do they live somewhere / anywhere near Suvorov Street?

3. There is anything / something in my soup. It's mosquito!

4. I'm thirsty. Can I have some / any cold juice?

5. He can do the job alone. He doesn't need anybody else's / somebody else's help.

6. We cannot close our eyes to the facts some / any longer.

7. If anybody / somebody asks about me I'm at Kate's.

8. She can't have lost the tickets! They have got to be anywhere / somewhere!

9. I've lost my way! Isn't there anyone / someone who could direct me to Victory Square?

10. There is hardly anybody / somebody to be seen on the streets of the centre after dusk.

11. David decided that he needed to do anything / something constructive with his life.

12. Will you show me some / any of your latest sculptures?

13. «What would you like to drink?» «Oh, anything / something. Whatever you're having will be fine!»

14. Tom was in bad mood and refused to go somewhere / anywhere.

Тестирование

A1

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

1. What's the best way to get there? A. No, you have to change in Singapore.

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

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

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

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

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

All British Airways flights leave from terminal 17) ____.

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

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

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

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

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

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

19 What is the BAM?

- a) a part of the Trans-Siberian railway
- b) a railway line that crosses part of Russia

- c) a train for doctors to travel on
- 20 What main service does the Matvei Mudrov train offer?
- a) diagnosing people's health problems
 - b) doing operations in emergencies
 - c) visiting the doctors in small towns
- 21 Where does the Matvei Mudrov train stop?
- a) in the towns that have health centres
 - b) in the villages and towns along the BAM railway line
 - c) in villages with under 1,000 people
- 22 According to the article ...
- a) the BAM is 650 kilometres long.
 - b) the BAM is 4,000 kilometres long.
 - c) the BAM only has one train service.
- 23 What happens when the Matvei Mudrov train stops in a village?
- a) People come to the train to see the doctors.
 - b) The doctors visit people at home.
 - c) The doctors visit the local health centre.
- 24 According to the article ...
- a) Matvei Mudrov was the name of a doctor.
 - b) the BAM was built as a medical railway.
 - c) the train was the idea of a Russian doctor.
- 25 In Khani ...
- a) a girl needs an operation.
 - b) one patient has broken bones.
 - c) there are two patients.
- 26 What's the patients' opinion of the train's doctors?
- a) bad
 - b) not good or bad
 - c) good
- 27 In Berkakit ...
- a) the doctor sees a patient she knows.
 - b) the doctor treats a man's shoulder.
 - c) the doctor visits the town bakery.
- 28 Mikhail Zdanovich ...
- a) can go back to work after seeing the doctor.
 - b) isn't satisfied with the doctor's opinion.
 - c) offers food to the doctor after the visit.

A2

Read the text. Put the events below in order.

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

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

Eventually, he flew to Cape Town and started again on 21 January 1998. Every day he got

up at 3.30 a.m., ate a breakfast of cereal, and started running. After 20 miles he stopped for a rest and had a pasta lunch, before running another 20 miles. He drank up to 15 litres of liquid a day.

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

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

20 miles = 32 kilometres

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

Complete the questions in this dialogue.

A I got back from my holiday last week.

B Where 11) ____ ?

A Peru.

B Really? What 12) ____?

A It was fantastic, really great.

B How long 13) ____?

A Three weeks altogether - I wanted to stay longer!

B 14) ____ expensive?

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

B 15) ____

A My sister and her boyfriend.

B 16) ____ any problems?

A Nothing serious. I lost my watch.

B How 17) ____ happen?

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

B 18) ____ go back?

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

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

19. stay overnight

20. read comic books

21. buy comic books

22. meet Manga artists
23. watch videos
24. eat
25. wear your shoes in the room
26. drink
27. have a shower
28. stand in your room

B1. Complete sentences 1 to 10. Use these words.

down of off on onto to

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

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

The Hub

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

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

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

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

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

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

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

- 16 The writer's point of view seems to indicate that he or she ____

- a works for the Indian government
- b doesn't believe the tourist trade can grow in the rainy season
- c thinks that the rainy season in India is a great travel opportunity

17 Who does a billion people refer to at the beginning?

- a) the population of India
- b) the farm workers in India
- c) people in countries affected by the monsoon

18 Sajjan Garh Palace is now a _____

- a) summer home for royalty
- b) luxury hotel for monsoon visitors
- c) wildlife sanctuary

19 Which is NOT true about Alexander Frater's book?

- a) He writes about living in Mumbai for the whole monsoon.
- b) He discusses how people visit India to be "healed" by monsoons.
- c) He speaks to people in India about their views on the monsoon.

20 The phrase washed streets and fresh leaves refers to the monsoon as a _____

- a) cleansing and renewing force
- b) blessing for farmland and farm workers
- c) time for honor and tradition

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

21 The number of tourists to India drops significantly during the monsoon.

22 The government is trying to increase tourist numbers during the monsoon.

23 Visiting India during the rainy season is more expensive than other times of the year.

24 Most festivals are held before the monsoon begins.

25 The Rath Yatra festival is famous for its boat races.

26 Many hotels have open areas for guests to enjoy the rain.

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

England

Scotland

Wales

Cities

Edinburgh

Cardiff
 Belfast
 Mountains
 The Pennines
 The Grampians the Cambrians
 Ben Nevis Oceans, seas, rivers, lakes
 The Atlantic Ocean
 The North Sea
 The Severn
 The Thames;
 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.

- The Union Flag is known as
 A. The Union Tom B. The Famous Albert C. The Union Jack D. The United Mike
- 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
- The current Union Flag was created in
 A. 1606 B. 1701 C. 1801 D. 1506
- The coat of arms of the UK was adopted in
 A. 1801 B. 1837 C. 1637
- 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
- How many parts does the shield have?
 A. four B. two C. three
- 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

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 sub-tropical 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.

Контрольная работа по теме № 1.5.

1. Translate it into Russian

a toothache-
a sore throat-
hurt-
twist an ankle
a temperature-
to feel pulse-
blood pressure-
A bandage-
chemist's-
insomnia-

2. Соедини выражения:

- | | |
|----------------------|--------------------------------|
| 1. Write an email | a) Делать покупки |
| 2. Go to school | b) Просыпаться |
| 3. Work on computer | c) Написать электронное письмо |
| 4. Have breakfast | d) Идти в школу |
| 5. Get up | e) Выпить чашку чая |
| 6. Do the shopping | f) Завтракать |
| 7. Have a cup of tea | g) Работать на компьютере |

3. Заполните пропуски нужными словами:

A) Little. Few. Many. Much

1. Does your sister read ...? - Yes, she does.
2. He has so ... books, but he doesn't read them.
3. I know very .. about this writer.
4. The pupils of our class ask ... questions at the lesson.
5. Every day he spends ... time preparing for his lessons.

B) Some. Any.

1. Could you pass me ... salt, please?
2. I haven't got ... sweets.
3. There are not ... cafes in our country.
4. I need have ... snack, because I'm very hungry.
5. These children want ... fruit.

4. Write a/an or some.

1. _____ rice 2. _____ apple 3. _____ spaghetti 4. _____ banana
5. _____ butter 6. _____ eggs

5. Переведите слова и выражения на английский язык

низкокалорийная пища -
клетчатка-
взрослые-
железо-
мускул, мышца-

6. Read the text below and mark the statements as T (true) or F (false).

Many people in GB think more about their health. They eat a lot of low-fat food and more fibre. People believe that they should exercise and going in for sport more not to be fat. Smoking, drinking, drugs are very bad for your health not only for children but adults too. But everything is not so good. Many teenagers eat only chips, pizza, crisps and cola a lot. They do not get enough iron, which is necessary for healthy muscles and for some reactions in the brain.

Many people in GB think less about their health.

People believe that they should exercise more and going in for sport not to be fat.

Teenagers do not eat chips, pizza and cola a lot.

Smoking, drinking, alcohol and drugs are very bad for the health.

Контрольная работа по теме № 1.6

Тестирование

Вопрос 1

_____ tourists travel to different countries to their own.

Варианты ответов

Inbound

Outbound

Relative

Domestic

Вопрос 2

We always take walking boots when we go on holiday, so we can go _____.

Варианты ответов

shopping

recreation

trekking

outbound

Вопрос 3

Can I just _____ your details before I put the payment through?

Варианты ответов

right

correct

use

check

Вопрос 4

I will send you an email _____ your booking.

Варианты ответов

saying

confirming

taking

completing

Вопрос 5

Geraldo works as the night-shift _____ at 'The Golden Keys' hotel.

Варианты ответов

entertainer

guide

waiter

concierge

Вопрос 6

I _____ apply for the position of Restaurant Manager.

Варианты ответов

write

write to

am writing

am writing to

Вопрос 7

Claudio _____ responsible for the front desk operations.

Варианты ответов

has

is being

being

is

Вопрос 8

The hotel _____ staff at the moment.

Варианты ответов

recruits

doesn't recruit

isn't recruiting

is recruit

Вопрос 9

When _____ your hotel and catering course?

Варианты ответов

do you finish

you finishes

is finishing

do finish

Вопрос 10

'Where is George?' 'He _____ a guest with their luggage.'

Варианты ответов

help

helps

is helping

isn't helping

Вопрос 11

This _____ gives information on sightseeing in this city and includes a map of the city centre.

Варианты ответов

leaflet

advice

sight

feedback

Вопрос 12

Hello, Tourist Information. Angela speaking. _____ I help you?

Варианты ответов

What can

Where can

Which can

How can

Вопрос 13

The Hotel Miramar is _____ the Hotel Playa.

Варианты ответов

the biggest than

the bigger than

bigger than

biggest than

Вопрос 14

The brochure said _____ were included in the package deal but that some guests also tipped staff.

Варианты ответов

extras

overcharge

pay back

gratuities

Вопрос 15

I always love to go _____ when I am on holiday. I love seeing all the fish in the sea.

Варианты ответов

snorkelled

snorkelling

to snorkelling

snorkel

Вопрос 16

These days you can find very _____ holiday packages on the internet.

Варианты ответов

affordable

budget
luxury
affording

Вопрос 17

Our airline offered us a _____ coffee before our flight.

Варианты ответов

budget
compliment
request
complimentary

Вопрос 18

I would like to offer you a full _____ as a gesture of goodwill.

Варианты ответов

feedback
refund
return
receipt

Вопрос 19

_____ have the bill, please?

Варианты ответов

Can we
Can you
Shall we
Shall you

Вопрос 20

At the end of the meal we ordered coffees and ask for the _____.

Варианты ответов

receipt
bill
refund
tip

Вопрос 21

The _____ in Conaima National Park were breathtaking. My favourite was the Angel Falls because the water looked amazing as it came off the top of the rocks.

Варианты ответов

waterfalls
harbours
valleys
cliffs

Вопрос 22

What is the _____ for a return flight from New York to Milan?

Варианты ответов

fair
fare
fee
salary

Вопрос 23

All guests _____ check out before 10 a.m. on the day of their departure.

Варианты ответов

should
are allowed to
must
mustn't

Вопрос 24

Will you _____ the same credit card?

Варианты ответов

pay for
be paid with
be paying to
be paying with

Вопрос 25

Have you _____ the Grand Canyon?

Варианты ответов

ever been to
never gone
already visit
not ever seen

Вопрос 26

Islands of Micronesia

Located in the western part of the Pacific Ocean, the Federated States of Micronesia is made up of over 600 islands. These islands are divided into four states called Yap, Chuuk, Pohnpei and Kosrae. Although the total land mass of these islands is small, they are spread out over a very large area of the Pacific. If measured, this area would be five times as large as France.

The island of Yap is known for its distinctive culture and visiting it is a unique experience. It has many ancient traditions and legends. These legends are often passed on through generations through dance, which is seen as a way of entertaining as well as recording history. Both men and women learn the traditions of dancing from a young age. Visitors to this island come to learn something of the culture or to dive. The clear waters that surround the island are perfect for anyone wishing to study marine life, and for those wanting to see a manta ray this is perhaps the best place in the world. Perhaps this is why it has become such a popular diving destination.

Inhabitants of Chuuk enjoy a very relaxed pace of life and live off the sea and land. People here, as on the other Micronesian islands, live close to nature. Visitors to the atoll of Chuuk are often attracted by the superb shipwreck diving it offers. There are over 50 shipwrecked vessels for divers to explore, each home to a variety of sea life and even now, it is possible to find historic artefacts when diving among them.

Pohnpei is both the highest and biggest island in Micronesia. With a high level of rainfall each year, it is home to lush green rainforest and amazing waterfalls. This island is popular with travellers who love nature, hiking and exploring. As with the other Micronesian islands, the sea around the island is clear and full of marine life, perfect for diving and fishing.

Situated only a few hours away from Hawaii, Kosrea is home to peace-loving islanders who are known for their singing, chanting and traditional skills. It is famous for its perfectly clean, clear waters and its untouched reef. Home to over 180 different types of corals and more than 250 species of fish and marine wildlife, it is another excellent place to go diving and the sea is highly respected by the islanders who survive through fishing and farming.

But if you want to visit Micronesia, perhaps you will need to take your time. There are still plenty of other islands to explore.

Варианты ответов

Micronesia consists of nearly 600 different islands located in the Pacific Ocean. The islands are spread out and cover an area five times the size of France. On Yap, history is told through dance and passed down through generations. If you want to see manta ray, the waters around Yap offer the best opportunity. Divers often find artefacts when diving among the wrecks off Yap. As a result of heavy rainfall, there are some spectacular waterfalls on Pohnpei. More than 250 types of coral have been found in the waters off of Kosrea. Kosreans are not noted for their traditional heritage.

Контрольная работа по теме 1.7

Задание №1. Лексика. Переведите.

Liegen (lag, gelegen) –	zaehlen –
Das Land -	bilden –
Die Sehenswuerdigkeiten -	einladen (lud ein, eingeladen) –
Attraktiv -	der Berg –
Die Anziehungskraft -	besuchen –
Der Verkehr -	die Strasse –
Teilnehmen (nahm teil, teilgenommen) –	

Задание №2. Страноведение.

1. Die BRD besteht seit Wiedervereinigung Detschlands aus ... Bundeslaender.

- a) 9
- b) 16

c) 27

2. Das Bodemuseum wurde seit ... in der Liste des Weltkulturerbes der UNESCO aufgenommen.

a) 2000

b) 2010

c) 1990

3. Das Wahrzeichen Berlins ist ...

a) der Loeve

b) der Baer

c) der Fucks

4. Bonn liegt am ...

a) Rhein

b) Mosel

c) Mein

Задание №3. Грамматика.

Спишите предложения, переведите их и выпишите сильные глаголы в инфинитиве.

1. Deutschland liegt in der Mitte Europas.

2. Dieses Land laedt die Touristen in eine lange und echte Geschichte ein.

3. Deutsche Zentrale fuer Tourismus wirbt im Auftrag der Bundesregierung fuer touristische Angebote des Reiseland Deutschland.

Поставьте, где необходимо определенный артикль. Предложения переведите.

1. Viele Touristen besuchen ... Schweiz.

2. Die Hauptstadt ... Schweiz ist Bern.

3. Die Landschaften in ... Deutschland sind schoen.

Запишите числительные прописью.

1. 357 000 Quadratkilometern –

2. 82 Millionen Einwohner –

3. 7,5 Millionen Auslaender-

Распространите приведенные предложения, напишите(по образцу) и переведите их. Сравните качество действий.

Образец: Sie spricht Deutsch *gut*. –

Sie spricht Deutsch *so gut wie er*.

Sie spricht Deutsch *besser als er*.

Sie spricht Deutsch *am besten*.

1. Sie reist viel.

2. Sie arbeitet tuechtig.

3. Sie ist intelligent.

Начните предложения с выделенной курсивом группы слов и определите порядок слов (прямой или обратный). Напишите эти предложения.

1. Die BRD besteht seit Wiedervereinigung Deutschlands am 3. Oktober 1990 aus 16 Bundeslander.

2. Am beliebtesten sind fuer die Touristen die Staedte Berlin, Potsdam, Dresden, Koeln und Muenchen.

3. Zu lockenden reisezielen in Deutschland gehoeren Alpenland, die Nord – und Ostsee mit ihren Inseln.

Тест по теме 1.8.

TASK 1. Выбери правильный вариант ответа

THE REPUBLIC OF THE RUSSIAN FEDERATION

1. The official name of our homeland is...

- a) Russia
- b) the Russian Federation
- c) the Republic of the Russian Federation

2. Russia is washed by 12 seas of three oceans: ...

- a) the Pacific, the Arctic and the Atlantic
- b) the Pacific, the Arctic, the Atlantic and the Indian
- c) the Pacific, the Arctic and the Indian

3. The Caucasus Mountains are...

- a) in the East of the country
- b) between the Black and the Caspian Seas
- c) along the border with Mongolia

4. The largest mountain chain, ... , separates Europe from Asia.

- a) the Urals
- b) the Altai Mountains
- c) the Caucasus

5. Russia stretches from ...in the West to the Pacific Ocean in the East.

- a) the Baltic Sea
- b) the Caspian Sea
- c) the Black Sea

6. Russia is washed by the Bering Sea, the Sea of Okhotsk and ... in the East

- a) the Sea of Japan
- b) the Baltic Sea
- c) the Black Sea

7. The famous river in Europe is ...

- a) the Volga
- b) the Don
- c) the Neva

8. The five ancient Russian towns which are known as Zolotoe Koltso include Rostov Velikiy, Suzdal, Vladimir, Zvenigorod and ...

- a) Tver
- b) Smolensk
- c) Yaroslavl

9. The river Ob is situated...

- a) on the West Siberian Lowland
- b) on the East European Plain
- c) in East Siberia

10. The longest river in Europe is... .

- a) the Volga
- b) the Don
- c) the Neva

11. The river Volga is situated...

- a) in East Siberia

- b) on the East European Plain
 - c) on the West Siberian Lowland
12. The original name of the city on the Neva banks was...
- a) Petrograd
 - b) Leningrad
 - c) St Petersburg

TASK 2. Прочитай текст, переведи его и выполни задание после него.

The heart of Moscow is Red Square. And the heart of Red Square is the Kremlin. The first wooden Kremlin was built by Prince Yuri Dolgoruky, then it was rebuilt in the reigns of Ivan Kalita, Dmitri Donskoy and Ivan III. By the end of the 15th century new brick walls completed the construction of the present Kremlin with its beautiful red walls and towers crowned with ruby stars. The Spasskaya Tower is the symbol of the Kremlin. It was built in 1491 and is 71 metres high. The tallest Trinity Tower, the Kutafia Tower, the Tower of the Senate, the St. Nicholas Tower are unforgettable for everyone. Near the Kremlin you can see Pokrovsky Cathedral which is also known by its folk name- the Vasili Blazhenny Cathedral. It was built at the end of the 16th century by architects Barma and Posnik in memory of Russia's conquest of the Kazan Kingdom in 1552.

In front of this ancient Cathedral you can see a monument to Minin and Pozharsky. It was designed by I. Martos in 1818 to commemorate the Russian victory over the Poles in 1612.

In the middle of Red Square there was a special place of execution- Lobnoye Mesto.

There are some other places to see in Red Square. They are Mausoleum, the State History Museum, the Great Kremlin Palace with its armoury and Granovitaya Palata, the Bell Tower of Ivan the Great, Annunciation and Archangelsky Cathedrals and some others.

Find the answers (найди ответы):

1. It is the heart of Moscow -
2. It is the heart of Red Square -
3. It was built in 1491 -
4. It is the tallest tower of the Kremlin -
5. This cathedral was built in memory of Russia's conquest of the Kazan Kingdom -
6. It was a special place of execution -
7. This monument was designed to commemorate the victory over the Poles -

Раздел 2. Иностранный язык для специальных целей

Тема 2.1. Современный мир профессий. Проблемы выбора профессии. Роль иностранного языка в профессии «15.01.05 Сварщик (ручной и частично механизированной сварки (наплавки))».

Задание 1. Прочитайте и переведите текст

Metals are materials most widely used in industry because of their properties. The study of the production and properties of metals is known as metallurgy.

The separation between the atoms in metals is small, so most metals are dense. The atoms are arranged regularly and can slide over each other. That is why metals are malleable (can be deformed and bent without fracture) and ductile (can be drawn into wire). Met-

als vary greatly in their properties. For example, lead is soft and can be bent by hand, while iron can only be worked by hammering at red heat.

The regular arrangement of atoms in metals gives them a crystalline structure. Irregular crystals are called grains. The properties of the metals depend on the size, shape, orientation, and composition of these grains. In general, a metal with small grains will be harder and stronger than one with coarse grains.

Heat treatment controls the nature of the grains and their size in the metal. Small amounts of other metals (less than 1 per cent) are often added to a pure metal. This is called alloying (легирование) and it changes the grain structure and properties of metals.

All metals can be formed by drawing, rolling, hammering and extrusion, but some require hot-working. Metals are subject to metal fatigue and to creep (the slow increase in length under stress) causing deformation and failure. Both effects are taken into account by engineers when designing, for example, airplanes, gas-turbines, and pressure vessels for high-temperature chemical processes. Metals can be worked using machine-tools.

The ways of working a metal depend on its properties. Many metals can be melted and cast in moulds, but special conditions are required for metals that react with air.

Задание 2. Прочитать текст «Сварка» и ответить на вопрос:

WELDING

Welding is a process when metal parts are joined together by the application of heat, pressure, or a combination of both. The processes of welding can be divided into two main groups:

- pressure welding, when the weld is achieved by pressure and
- heat welding, when the weld is achieved by heat

Heat welding is the most common welding process used today.

Nowadays welding is used instead of bolting and riveting in the construction of many types of structures* including bridges, buildings, and ships. It is also a basic process in the manufacture of machinery and in the motor and aircraft industries. It is necessary almost in all productions where metals are used.

The welding process depends greatly on the properties of the metals, the purpose of their application and the available equipment. Welding processes are: classified according to the sources of heat and pressure used: gas welding, arc welding, and resistance welding. Other joining processes are laser welding, and electron-beam welding.

Ответить на вопрос:

What is a process when metal parts are joined together by the application of heat, pressure, or a combination of both?

Задание 3. Сопоставьте элементы с соответствующими значениями:

lead	свинец
iron	железо
mould	форма для отливки
to draw	волочить

Задание 4. Сопоставьте элементы с соответствующими значениями:

pressure welding	сварка давлением
heat welding	сварка нагреванием

electron-beam welding	электронно-лучевая сварка
gas welding	газосварка
arc welding	электродуговая сварка
laser welding	лазерная сварка

Задание 5. Прочитать текст «Сталь» и ответить на вопросы (не менее 3 ответов):

The most important metal in industry is iron and its alloy — steel. Steel is an alloy of iron and carbon. It is strong but corrodes easily through rusting, although stainless and other special steels resist corrosion. The amount of carbon in steel influences its properties considerably. Steels of low carbon content (mild steels) are quite ductile and are used in the manufacture of sheet iron, wire and pipes. Medium-carbon steels containing from 0.2 to 0.4 per cent carbon are tougher and stronger and are used as structural steels. Both mild and medium-carbon steels are suitable for forging and welding. High-carbon steels contain from 0.4 to 1.5 per cent carbon, are hard and brittle and are used in cutting tools, surgical instruments, razor blades and springs. Tool steel, also called silver steel, contains about 1 per cent carbon and is strengthened and toughened by quenching and tempering.

The inclusion of other elements affects the properties of the steel. Manganese gives extra strength and toughness. Steel containing 4 per cent silicon is used for transformer cores or electromagnets because it has large grains acting like small magnets. The addition of chromium gives extra strength and corrosion resistance, so we can get rust-proof steels. Heating in the presence of carbon or nitrogen-rich materials is used to form a hard surface on steel (case-hardening). High-speed steels, which are extremely important in machine-tools, contain chromium and tungsten plus smaller amounts of vanadium, molybdenum and other metals.

Ответить на вопрос:

What kinds of steel do you know?

Задание 6. Сопоставьте элементы с соответствующими значениями:

carbon	углерод
tungsten	вольфрам
nitrogen	азот
silicon	кремний
manganese	марганец

Тема 2.2. Промышленные технологии.

Задание 1. 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).

Задание 2. Профессионально-ориентированные задания.

Практическая работа №1. «Введение лексических единиц, работа с

текстами: первое знакомство с технической документацией конкурсов Worldskills»

Задание: прочитайте и переведите текст.

Порядок выполнения задания:

- прочитайте внимательно текст.

- переведите текст.

-выпишите в тетрадь незнакомые слова с переводом.

WorldSkills organises the world championships of vocational skills, and is held every two years in different parts of the world. The organisation, which also hosts conferences about vocational skills, describes itself as the global hub for skills. WorldSkills brings together young people, industry, government, education, and institutions, to promote the benefits of and need for skilled trade professionals. The aims of the competition include demonstrating the advantages of learning a vocational skill, and encouraging 'parity of esteem' between vocational and academic qualifications. At the most recent event, WorldSkills Abu Dhabi 2017, there were competitions in 51 skills areas with close to 1,300 young people taking part. WorldSkills Abu Dhabi 2017, took place between 15 and 18 October 2017 at Abu Dhabi, United Arab Emirates. The next WorldSkills Competition will be held in Kazan, Russia in 2019.

WorldSkills currently has 79 Member countries and regions, most of which organise national skills competitions that help to prepare the workforce and talent of today for the jobs of the future. WorldSkills International, formerly known as the International Vocation Training Organisation (IVTO), was founded in the 1940s and emerged from a desire to create new employment opportunities for young people in some of the economies that were devastated by the Second World War.

List of the trades represented in WorldSkills

Construction and Building Technology

1. Architectural Stonemasonry
2. Bricklaying
3. Cabinetmaking
4. Carpentry
5. Concrete Construction Work
6. Electrical Installations
7. Joinery
8. Landscape Gardening
9. Painting and Decorating
10. Plastering and Drywall Systems
11. Plumbing and Heating
12. Refrigeration and Air Conditioning
13. Wall and Floor Tiling

Creative Arts and Fashion

1. Fashion Technology
2. Floristry
3. Graphic Design Technology
4. Jewellery
5. Visual Merchandising/Window Dressing
6. 3D Digital Game Art

Information and Communication Technology

1. Information Network Cabling
2. IT Network Systems Administration
3. IT Software Solutions for Business
4. Print Media Technology
5. Web Design

Manufacturing and Engineering Technology

1. CNC Milling
2. CNC Turning
3. Construction Metal Work
4. Electronics
5. Industrial Control
6. Industrial Mechanic Millwright
7. Manufacturing Team Challenge
8. Mechanical Engineering CAD
9. Mechatronics
10. Mobile Robotics
11. Plastic Die Engineering
12. Polymechanics and Automation
13. Prototype Modelling
14. Welding
15. Water Technology

Social and Personal Services

1. Bakery
2. Beauty Therapy
3. Cooking
4. Hairdressing
5. Health and Social Care
6. Pâtisserie and Confectionery
7. Restaurant Service

Transportation and Logistics

1. Aircraft Maintenance
2. Autobody Repair
3. Automobile Technology
4. Car Painting
5. Heavy Vehicle Maintenance

Практическая работа №2. «Знакомство со стандартами Worldskills»

Задание: прочитайте и переведите текст.

GENERAL NOTES ON THE WSSS. The WSSS specifies the knowledge, understanding, and specific skills that underpin international best practice in technical and vocational performance. It should reflect a shared global understanding of what the associated work role(s) or occupation(s) represent for industry and business (www.worldskills.org/WSSS). The skill competition is intended to reflect international best practice as described by the WSSS, and to the extent that it is able to. The Standards Specification is therefore a guide to the required training and preparation for the skill

competition. In the skill competition the assessment of knowledge and understanding will take place through the assessment of performance. There will only be separate tests of knowledge and understanding where there is an overwhelming reason for these. The Standards Specification is divided into distinct sections with headings and reference numbers added. Each section is assigned a percentage of the total marks to indicate its relative importance within the Standards Specification. This is often referred to as the “weighting”. The sum of all the percentage marks is 100. The Marking Scheme and Test Project will assess only those skills that are set out in the Standards Specification. They will reflect the Standards Specification as comprehensively as possible within the constraints of the skill competition. The Marking Scheme and Test Project will follow the allocation of marks within the Standards Specification to the extent practically possible. A variation of five percent is allowed, provided that this does not distort the weightings assigned by the Standards Specification.

WORLD SKILLS STANDARDS SPECIFICATION SECTION RELATIVE IMPORTANCE

Work organization and management

The individual needs to know and understand:

- Laws relating to hygiene, safety, and related to plastering and drywall systems
- Different types of personal protective equipment (PPE)
- Precautions for the safe use of power and cordless tools
- Building methods and construction technology
- Basic knowledge of:
 - Electricity;
 - Plumbing;
 - Drainage;
 - Security systems;
 - Integrated entertainment systems
- Safe use, storage, and appropriate uses for materials used in plastering and drywall systems
- Balance between economics and quality dependent on the expected output and circumstances
- The need for security for the storage of tools and materials
- Good working knowledge of mathematics and geometry
- Dispose of waste safely and be aware of the possibilities for recycling

The individual shall be able to:

- Create and maintain a safe and hygienic working environment
- Install the work area to avoid injury, especially to the back, elbows, shoulders, and knees
- Apply standards and laws relating to security, safety, and hygiene in plastering and drywall systems
- Effectively use the appropriate personal protective equipment (PPE)
- Use correct power and cordless tools in a safe manner
- Store plasterboards and related products safely and securely
- Be proactive in own continuous professional development in order to keep abreast of and methods of working in the construction industry and changing technologies, for example acoustics and the sustainability and environmental impact.
- Work effectively as part of a team
- Work effectively with other trades on a construction site
- Take appropriate care of customer’s fixtures, fittings, carpets, and belongings
- Apply mathematic geometry principles to the calculation of angles, areas, perimeters, curves, arcs, volumes, ratios, etc.

Planning and communication

The individual needs to know and understand:

- Customer needs whether domestic or commercial
- Impact of the use of the building on the plastering techniques and materials used
- Required quality and standards such as the Q standard
- The prioritization of work and the planning or order of work with other trades
- Principles and methods for sourcing materials
- Stock control and rotation including the importance of use by dates
- Principles and methods of formal and informal communication

The individual shall be able to:

• Read and interpret documentation from a variety of sources • Interpret and work from different accepted specifications • Prepare specifications, mainly for private work • Provide advice and guidance to other professionals such as architects and quantity surveyors • Read and interpret drawings and specifications • Calculate materials in accordance with plans and specifications • Describe in writing and verbally the process of installation • Explain complex specialist and technical information about installations to clients and other professionals

Construction

The individual needs to know and understand:

• Standards and laws relating to construction of partitions and ceilings in plasterboard • Appropriate national standards • Specialist terminology • Construction methods including timber framed buildings • Framing systems used in construction of walls • framing systems used in construction ceilings • Screws and fastenings used in construction of walls and ceilings • Different types of plasterboard and fibre cement boards

The individual shall be able to:

• Set out the different elements of walls and ceilings • Measure accurately • Accurately cut metal profiles • Erect framing with inserts for windows and doors – square, plumb, and levelled • Screw, fix, or crimp metal components • Channel and stud metal profiles • Install curved metal work such as archways, barrelled ceilings • Cut and fix with adhesives and screws plasterboard sheets • Cut and fix with adhesives and screws fibre cement boards • Construct frames using Expanded Metal Lath (EML)

Insulation

The individual needs to know and understand:

• Standards, laws and codes of practice relating to; • Thermal insulation in buildings; • Acoustic insulation in buildings; • Fire Rating & Regulations • Safety regulations relating to the storage, handling and installation of insulation materials • Materials used in: • Thermal insulation in buildings; • Acoustic insulation in buildings; • Fire Rating & Regulations • Appropriate use of materials used in; • Thermal insulation in buildings; • Acoustic insulation in buildings: • Fire Rating and Regulations Impact of building regulations • The influence of sustainability and environmental impact on the insulation products and techniques • Current and changing technologies and practices relating to insulation

The individual shall be able to:

• Install and fix acoustic products • Install and fix thermal products • Install and fix fire proof material and other materials to prevent the spread of fire • Use resilient material • Test installations and modify accordingly

Finishing of plasterboards

The individual needs to know and understand: • Different methods of finishing plasterboards • Materials and techniques used in finishing plasterboards

The individual shall be able to: • Prepare the plasterboard to receive the finish • Cut the beads and trims • Mix plastering compounds • Finish plasterboard joins manually by taping and jointing finishes • Manually sand the finished joints • Apply full surface coating • Finish plasterboard using a skim coat of Gypsum plaster

Plastering

The individual needs to know and understand:

• Types of plaster and their uses • Types of background surfaces and their impact on

plastering • Techniques and practices for plastering • Tools and equipment used in plastering • How to complete patching and repairs • Cutting of internal and external mitred corners • Use of plaster coatings

The individual shall be able to:

• Prepare surfaces for plastering • Mix plaster to correct consistency • Apply render, float, skim, and set coats to straight and curved surfaces • Apply smooth coat finishes • Repair plasterwork

Creation and fitting of decorative mouldings.

The individual needs to know and understand:

• Methods and principles of making decorative mouldings • Range and use of decorative mouldings • Specialist finishes such as Scagliola or Venetian Plaster and other specialist techniques • Adhesives used in the fitting of decorative mouldings

The individual shall be able to: • Listen to, interpret and respect the opinion of customers • Interpret a proposed theme • Cut products accurately • Create internal and external mitres accurately • Apply and stick decorative coatings in a professional manner • Prepare and run in-situ moulds • Measure and cut components accurately • Cut and fix paper-faced cornices • Match, mitre and install cast ornamental cornices and panel mouldings including: • Moulds; • Arches; • Coving; • Dado rails; • Cornices; • Skirting; • Panel moulds; • Ceiling roses • Repair decorative mouldings

External plastering

The individual needs to know and understand:

• Legislation and guidance relating to the application of external plastering and coatings • Safe working practices in relation to external plastering • Safe working practices on scaffolding platforms • Equipment and PPE needed for external plastering work • Characteristics, quality, uses, and limitations of available materials and techniques • Methods of application • Appropriate and safe disposal of waste

The individual shall be able to:

• Meet contract specification • Apply legislation and official guidance in working methods • Use and maintain PPE, equipment, and resources appropriately and effectively • Dispose of waste safely • Measure, mark out, apply, and finish • Prepare materials and apply to external backgrounds: • Brick and/or block and/or concrete surfaces; • Plinths • Internal and external angles; • Reveals; • Walls; • Installation of Expanded Metal Lath (EML) • Form industry recognized external rendering finishes: • Two-coat work; • Three-coat work; • Internal and external angles; • Reveals • Apply textured coated finishes

Heritage 7 The individual needs to know and understand:

• Various specialist materials used on heritage sites and historical buildings • The history of the building, its fabrication and building techniques • The laws and regulations relating to planning and conservation

The individual shall be able to:

• Respect a building's history • Understand and follow plans and specifications • Communicate effectively with clients • Communicate effectively with officials • Prepare materials • Prepare the building ready for renovation or repair for both internal and external surfaces • Apply appropriate plastering techniques according to the building's history and fabrication whilst maintaining the building's integrity for both internal and external surfaces.

Тема 2.3. Технический прогресс: перспективы и последствия.

Современные средства связи.

Круглый стол-дебаты “Преимущества и недостатки современных технологий”

A1

Step 1 Write a list of modern technologies and devices

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

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

A2 и выше

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

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

Step 2

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

Sample answer:

Step 1

A1

Group 1

I can find a lot of information in the Internet.

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

I can use my computer to make presentations.

We can use our group chat in Telegram/WhatsApp.

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

Group 2

It is difficult to find important information in the Internet.

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

Computers are expensive and they often work slow.

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

We cannot have online lessons; they are very long.

A2 и выше

Group 1

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

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

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

homework.

I can use some apps to improve my English.

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

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

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

Group 2

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

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

Computers and modern applications are too expensive.

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

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

Step 2

A1

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

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

S1- I agree/I disagree

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

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

S1- I agree/I disagree

A2 и выше

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

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

S1- Yes, I do agree with you.

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

Доклад с презентацией “Знаменитые личности в моей профессии”

A1

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

The top of my profession

Write an article about a famous person.

In your article write:

- what his/her name is/was

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

You need to write 60-80 words

A2 и выше

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

The top of my profession

Write an article about a famous person.

In your article write:

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

You need to write 80-100 words

Sample answer

A1

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

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

A2 и выше

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

3.2. Типовые контрольные задания для промежуточной аттестации обучающихся

Перечень вопросов по дифференцированному зачету:

Задание 1. Прочитайте текст и сделайте письменный перевод.

1. Education in Russia.

Our educational system is not very complex. It is divided into three stages: preschool education, secondary education and higher education. Each of them has its own peculiarities.

The preschool education is provided by nursery schools and it depends upon the parents to send their children or not. There children learn the fundamentals of reading, writing, counting.

There are different types of secondary schools: general secondary, technical schools,

and vocational schools.

Every boy or girl must get secondary education. They go to school at the age of six or seven and must stay there until they are 14-17 years old. At schools pupils study academic subjects, such as Russian, Literature, Mathematics, History, Biology, a foreign language and other.

Higher education in our country is available to those having secondary education who have passed entrance examinations. Most colleges, universities and institutes are state ones, but there are also private colleges. They train specialists in different branches of science and technology.

Most higher schools have their own hostels and living and recreation complexes for students.

Our educational system is in the process of perfection to meet the requirements of our developing economy.

Our enterprises work in close collaboration with foreign enterprises of the same field and carry out the exchange of specialists.

2. Construction Worker

A construction worker is a person who works in the construction industry. They are responsible for building, repairing, and maintaining various types of buildings and structures, including homes, offices, bridges, and roads. Construction workers may work on a variety of projects, from small-scale renovations to large-scale construction sites.

Construction workers use a variety of tools and equipment to perform their jobs, including hand tools like hammers, saws, and screwdrivers, as well as power tools like drills, saws, and jackhammers. They may also use heavy equipment like cranes, bulldozers, and excavators to move materials and perform tasks like digging trenches and pouring concrete.

In addition to technical skills, construction workers need to have strong physical stamina, as their jobs can be physically demanding and require them to work in challenging conditions. They also need to have strong teamwork and communication skills, as they often work in teams and need to coordinate their activities with other workers on the job site.

That profession can offer opportunities for growth and advancement. With the right skills, training, and experience, a construction worker can build a successful and fulfilling career in the industry.

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3. WELDING

Welding is a process when metal parts are joined together by the application of heat, pressure, or a combination of both. The processes of welding can be divided into two main groups:

- pressure welding, when the weld is achieved by pressure and
- heat welding, when the weld is achieved by heat

Heat welding is the most common welding process used today.

Nowadays welding is used instead of bolting and riveting in the construction of many types of structures* including bridges, buildings, and ships. It is also a basic process in the manufacture of machinery and in the motor and aircraft industries. It is necessary almost in all productions where metals are used.

The welding process depends greatly on the properties of the metals, the purpose of their application and the available equipment. Welding processes are: classified according to the sources of heat and pressure used: gas welding, arc welding, and resistance welding. Other joining processes are laser welding, and electron-beam welding.

Ответить на вопрос:

What is a process when metal parts are joined together by the application of heat, pressure, or a combination of both?

Задание 2. Сопоставьте элементы с соответствующими значениями:

lead	свинец
iron	железо
mould	форма для отливки
to draw	волочить

Задание 3. Сопоставьте элементы с соответствующими значениями:

pressure welding	сварка давлением
heat welding	сварка нагреванием
electron-beam welding	электронно-лучевая сварка
gas welding	газосварка
arc welding	электродуговая сварка
laser welding	лазерная сварка

Задание 4. Составьте вопросы с данными словами, используя нужную форму глагола to be в настоящем времени.

1. /at home / your mother?/ Is your mother at home?
2. /your parents / well?/
3. /interesting / your job?/
4. /the shops / open today?/
5. /interested in sport / you?/
6. /near here / the post office?/
7. /at school / your children?/
8. /why / you / late?/

Задание 5. Переведите следующие предложения и определите, к каким частям речи относятся выделенные слова в предложении.

1. We usually measure volume in cubic centimetres.
2. The students were measuring the temperature in the laboratory.
3. Measuring temperature is necessary in a lot of experiments.
4. The operating speed of these systems will be measured in nano -seconds.

5. The distance measured enabled scientists to correct mistakes.

Задание 6. Выберите для этих отрицательных предложений нужную форму глаголов be или do: am not / isn't / aren't / don't / doesn't.

1. Tom doesn't work in the evenings.
2. I'm very tired. Iwant to go out this evening.
3. I'm very tired. I.....going out this evening.
4. George.....working this week. He's on holiday.
5. My parents are usually at home. They.....go out very often.
6. Barbara has travelled a lot but she.....speak any foreign languages.
7. You can turn off the television. I.....watching it.
8. There's a party next week but we.....going.

Задание 7. Составьте предложения. Поставьте глаголы, данные в скобках, во времена группы Simple (Present, Past, Future), используйте данные наречия. Предложения переведите.

Always, often, rarely, frequently, sometimes, hardly, ever, usually, occasionally, never.

1. We/provide / good service.
2. I / have / face-to-face meetings / new customers.
3. Our company / employ / external consultants.
4. I / be / busy in summer.
5. We / write / reports.

Задание 8. Выполнить перевод теста «Сварочные материалы»

1. What does the letter “E” and the numbers following it mean in the electrode marking?

- a) Electrode brand and development number
- b) Manufacturer and coating number
- c) Type of electrode and guaranteed tensile strength of the metal deposited by it in kus/mm

2. To what class of steel do welding wires Sv-12Kh11NMF, Sv-10Kh17T, Sv-06Kh19N9T belong?

- a) Low carbon
- b) Alloyed
- c) Highly alloyed

Answer: in

3. What is the role of stabilizing elements in the electrode coating?

- a) To give the weld metal increased strength, wear resistance and other special properties
- b) Ensure stable arc burning.
- c) Protect drops of electrode metal and the weld pool from atmospheric air

4. In what form is carbon dioxide contained in the cylinder?

- a) Liquid
- b) Gaseous
- c) Depends on the type of solvent used

5. What is checked when inspecting welding materials?

- a) Accompanying documentation, packaging, condition and dimensions of the material
- b) Perform inspection of the weld metal and deposited metal
- c) All requirements specified in clauses 1 and 2

6. What parameters should be monitored when checking the condition of welding fluxes?

- a) Color, uniformity and particle size distribution
- b) Bulk weight
- c) Color and uniformity

7. What is the role of alloying elements in the electrode coating?

- a) impart special properties to the deposited metal
- b) provide good separability of the slag crust
- c) reduce the degree of splashing of liquid metal

8. What class of steels does the welding wire Sv-08GS, Sv-08G2S, Sv-08AA, Sv-10NMA, Sv-18KhGS belong to?

- a) Low carbon
- b) Alloyed

9. What inert gases are used for welding metals?

- a) Carbon dioxide
- b) argon
- c) acetylene

10. Specify the requirements for the surface quality of solid wire

- a) May be used as delivered
- b) The surface of the wire must be clean, free of scale, rust, oil and dirt
- c) The surface of the wire must be cleaned of grease, dirt and oil

11. Do non-consumable electrodes serve?

- a) For surfacing
- b) To supply current to the arc zone
- c) For heating metal

12. What is cored wire?

- a) A metal rod with a coating applied to its surface
- b) Bare steel wire
- c) A steel shell, inside of which the powder is pressed.

13. What is the role of slag-forming elements in the electrode coating?

a) To give the weld metal increased strength, wear resistance and other special properties

b) Ensure stable arc burning.

c) Protect drops of electrode metal and the weld pool from atmospheric air

14. What parameters should be monitored when checking the condition and dimensions of the welding wire?

a) Type and condition of the surface

b) Wire diameter

c) Parameters specified in clauses 1 and 2

15. Determine the purpose of the gas-forming elements included in the electrode coating?

a) give the coating the appearance of a paste and hold it firmly on the rod,

b) create a protective shell to protect liquid metal droplets passing through the arc from oxygen and nitrogen in the air

c) restore metal from oxides, remove oxygen from deposited metal.

16. Determine the grades of high-alloy wire

a) Sv-08, Sv-08GS, Sv-08A

b) Sv-18HGS, Sv-10G2, Sv-08G2S

c) Sv-06X19H9T

17. What is the purpose of calcining electrodes?

a) To remove sulfur and phosphorus

b) To increase the strength of the weld metal

c) To remove moisture from the electrode coating

Задание 9. Употребите одну из предложенных форм глаголов в каждом предложении. Предложения переписать.

Had forgotten, haven't, are, is, do, have (just) arrived, are going, had gone

1. There are so many problems in my life and I ____decided yet what to do.

2. - ____you Still learning English? - Yes, I am.

3. - Why didn't you telephone? – I ____your number.

4. Two weeks____ since I started my letter to you.

5. I'm going straight home after the lesson ____over.

6. ____to see a new film. Do you want to come with us'?

7. Are your friends here yet? - Yes, they__.

8. What ____you favourite pop group?

9. What languages _____ you speak?

10.____you know what time it__?

Задание 10. Выберите правильную форму глагола.

1. When Sue heard the news, she wasn't/hasn't been very pleased.

2. 'This is a nice restaurant, isn't it? Is this the first time you are /you've been here?

3. I need a new job. I'm doing / I've been doing the same job for too long.
4. 'Ann has gone out.' 'Oh, has she? What time did she go / has she gone?'
5. 'You look tired.' 'Yes, I've played / I've been playing basketball.'
6. Where are you coming / do you come from? Are you American?
7. I'd like to see Tina again. It's a long time since I saw her / that I didn't see her.
8. Bob and Alice have been married since 20 years / for 20 years.
9. Next month she shall be / will be 20 years old.
10. - Are they still having dinner? No, they finished / have finished.

Задание 11. Выберите правильный вариант перевода:

1. He went three days ago.
 - a). Он уехал три дня назад.
 - b). Он поедет через три дня.
 - c). Она уйдет через три часа
2. We don't study on Sunday.
 - a) В воскресенье мы не учимся.
 - b) В субботу мы не учимся.
 - c) В воскресенье мы учимся.
3. My sister will enter the university next year.
 - a) Моя сестра учится в университете.
 - b) Моя сестра поступит в университет в следующем году.
 - c) Моей сестре нравится учиться в университете.

Задание 12. Соотнесите английские выражения с русскими:

timber	применять
concrete	штукатурка
steel	кирпич
lime	мелкозернистый песок
stone	связывать
brick	песок, гравий
sand	известковый раствор

Задание 13. Выберите правильный вариант перевода:

- 1) I didn't work yesterday, but I will work today .
 - a) Вчера я работал, а сегодня не буду работать.
 - b) Вчера я не работал, и сегодня снова не работаю.
 - c) Вчера я не работал, а сегодня буду работать.
- 2). We will go home in an hour.
 - a) Мы пойдем домой в час.
 - b) Через час мы пойдем домой.
 - c) Через минуту мы пойдем домой.
- 3). You should follow a healthy balanced diet.
 - a) Тебе следует придерживаться здоровой сбалансированной диеты.
 - b) Тебе не следует придерживаться здоровой сбалансированной диеты.
 - c) Ему следует придерживаться здоровой сбалансированной диеты.

Задание 15. Соотнесите английские выражения с русскими:

finesand	камень
toadapt	кирпичная вкладка
quebracho	известь
tobind	сталь
masonry	квебрахо
mortar	бетон
plaster	древесина

IV. МЕТОДИЧЕСКИЕ МАТЕРИАЛЫ, ОПРЕДЕЛЯЮЩИЕ ПРОЦЕДУРЫ ОЦЕНИВАНИЯ РЕЗУЛЬТАТОВ ОСВОЕНИЯ ДИСЦИПЛИНЫ, ХАРАКТЕРИЗУЮЩИХ ЭТАПЫ ФОРМИРОВАНИЯ КОМПЕТЕНЦИЙ

Процедура оценивания – порядок действий при подготовке и проведении аттестационных испытаний и формировании оценки.

Процедура промежуточной аттестации проходит в соответствии с Положением о промежуточной (рубежной) аттестации знаний, обучающихся ДГУНХ.

Аттестационные испытания проводятся преподавателем (или комиссией преподавателей – в случае модульной дисциплины), ведущим лекционные задания по данной дисциплине, или преподавателями, ведущими практические и лабораторные задания (кроме устного экзамена). Присутствие посторонних лиц в ходе проведения аттестационных испытаний без разрешения ректора или проректора не допускается (за исключением работников университета, выполняющих контролирующие функции в соответствии со своими должностными обязанностями). В случае отсутствия ведущего преподавателя аттестационные испытания проводятся преподавателем, назначенным письменным распоряжением по кафедре.

Инвалиды и лица с ограниченными возможностями здоровья, имеющие нарушения опорно-двигательного аппарата, допускаются на аттестационные испытания в сопровождении ассистентов-сопровождающих.

Во время аттестационных испытаний обучающиеся могут пользоваться программой учебной дисциплины, а также с разрешения преподавателя справочной и нормативной литературой, непрограммируемыми калькуляторами.

Время подготовки ответа при сдаче зачета/экзамена в устной форме должно составлять не менее 40 минут (по желанию обучающегося ответ может быть досрочным). Время ответа – не более 15 минут.

Оценка результатов устного аттестационного испытания объявляется обучающимся в день его проведения. При проведении письменных аттестационных испытаний или компьютерного тестирования – в день их проведения или не позднее следующего рабочего дня после их проведения.

Результаты выполнения аттестационных испытаний, проводимых в письменной форме, форме итоговой контрольной работы или компьютерного тестирования, должны быть объявлены обучающимся и выставлены в зачётные книжки не позднее следующего рабочего дня после их проведения.

**Лист актуализации фонда оценочных средств дисциплины
«Иностранный язык»**

Фонд оценочных средств дисциплины пересмотрен,
обсужден и одобрен на заседании кафедры

Протокол от «_____» _____ 20____ г. №_____
Зав.кафедрой_____

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Зав.кафедрой_____