

**Учреждение профессионального образования  
«Колледж Казанского инновационного университета»  
Альметьевский филиал**

**УТВЕРЖДЕН**  
в составе Основной  
образовательной программы –  
программы подготовки специалистов среднего звена  
протокол №6 от «26» августа 2025 г.

**Фонд оценочных средств по дисциплине**

**БД.02 ИНОСТРАННЫЙ ЯЗЫК**

**54.02.01 Дизайн (по отраслям)**

(на базе основного общего образования)

Форма обучения – очная

Присваивается квалификация  
**дизайнер**

Фонд оценочных средств по дисциплине БД.02 Иностранный язык программы подготовки специалистов среднего звена по специальности **54.02.01 Дизайн (по отраслям)** разработан на основе рабочей программы дисциплины.

## 1. ОБЩИЕ ПОЛОЖЕНИЯ

Фонд оценочных средств (ФОС) предназначен для контроля и оценки образовательных достижений обучающихся, освоивших программу дисциплины БД.02 Иностранный язык.

ФОС включает оценочные материалы для проведения текущего контроля и промежуточной аттестации.

ФОС разработаны на основании:

– программы подготовки специалистов среднего звена по специальности **54.02.01 Дизайн (по отраслям)**

– рабочей программы учебной дисциплины БД.02 Иностранный язык.

ФОС включает следующие виды оценочных средств: контрольные вопросы к практическим занятиям, включая формы оценки: устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование; вопросы к дифференцированному зачету.

## 2. ПОКАЗАТЕЛИ ОЦЕНКИ РЕЗУЛЬТАТОВ ОСВОЕНИЯ ДИСЦИПЛИНЫ, ФОРМЫ И МЕТОДЫ КОНТРОЛЯ И ОЦЕНКИ

Результаты освоения	Формы и методы оценки результатов освоения
<b>Личностные результаты освоения</b>	
<b>гражданского воспитания:</b> <ul style="list-style-type: none"><li>- сформированность гражданской позиции обучающегося как активного и ответственного члена российского общества;</li><li>- осознание своих конституционных прав и обязанностей, уважение закона и правопорядка;</li><li>- принятие традиционных национальных, общечеловеческих гуманистических и демократических ценностей;</li><li>- готовность противостоять идеологии экстремизма, национализма, ксенофобии, дискриминации по социальным, религиозным, расовым, национальным признакам;</li><li>- готовность вести совместную деятельность в интересах гражданского общества, участвовать в самоуправлении в общеобразовательной организации и детско-юношеских организациях;</li><li>- умение взаимодействовать с социальными институтами в соответствии с их функциями и назначением;</li><li>- готовность к гуманитарной и волонтерской деятельности.</li></ul>	устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет

<p><b>патриотического воспитания:</b></p> <ul style="list-style-type: none"> <li>- сформированность российской гражданской идентичности, патриотизма, уважения к своему народу, чувства ответственности перед Родиной, гордости за свой край, свою Родину, свой язык и культуру, прошлое и настоящее многонационального народа России;</li> <li>- ценностное отношение к государственным символам, историческому и природному наследию, памятникам, традициям народов России, достижениям России в науке, искусстве, спорте, технологиях и труде;</li> <li>- идейная убежденность, готовность к служению и защите Отечества, ответственность за его судьбу.</li> </ul>	<p>устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет</p>
<p><b>духовно-нравственного воспитания:</b></p> <ul style="list-style-type: none"> <li>- осознание духовных ценностей российского народа;</li> <li>- сформированность нравственного сознания, этического поведения;</li> <li>- способность оценивать ситуацию и принимать осознанные решения, ориентируясь на морально-нравственные нормы и ценности;</li> <li>- осознание личного вклада в построение устойчивого будущего;</li> <li>- ответственное отношение к своим родителям и (или) другим членам семьи, созданию семьи на основе осознанного принятия ценностей семейной жизни в соответствии с традициями народов России.</li> </ul>	<p>устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет</p>
<p><b>эстетического воспитания:</b></p> <ul style="list-style-type: none"> <li>- эстетическое отношение к миру, включая эстетику быта, научного и технического творчества, спорта, труда и общественных отношений;</li> <li>- способность воспринимать различные виды искусства, традиции и творчество своего и других народов, ощущать эмоциональное воздействие искусства;</li> <li>- убежденность в значимости для личности и общества отечественного и мирового искусства, этнических культурных традиций и народного творчества;</li> <li>- готовность к самовыражению в разных видах искусства, стремление проявлять качества творческой личности.</li> </ul>	<p>устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет</p>
<p><b>физического воспитания:</b></p> <ul style="list-style-type: none"> <li>- сформированность здорового и безопасного образа жизни, ответственного отношения к своему здоровью;</li> <li>- потребность в физическом совершенствовании, занятиях спортивно-оздоровительной деятельностью;</li> <li>- активное неприятие вредных привычек и иных форм причинения вреда физическому и психическому здоровью.</li> </ul>	<p>устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет</p>
<p><b>трудового воспитания:</b></p>	<p>устный опрос, словарный диктант,</p>

<ul style="list-style-type: none"> <li>- готовность к труду, осознание ценности мастерства, трудолюбие;</li> <li>- готовность к активной деятельности технологической и социальной направленности, способность инициировать, планировать и самостоятельно выполнять такую деятельность;</li> <li>- интерес к различным сферам профессиональной деятельности, умение совершать осознанный выбор будущей профессии и реализовывать собственные жизненные планы;</li> <li>- готовность и способность к образованию и самообразованию на протяжении всей жизни.</li> </ul>	<p>проверочная работа, контрольная работа, тестирование, дифференцированный зачет</p>
<p><b>экологического воспитания:</b></p> <ul style="list-style-type: none"> <li>- сформированность экологической культуры, понимание влияния социально-экономических процессов на состояние природной и социальной среды, осознание глобального характера экологических проблем;</li> <li>- планирование и осуществление действий в окружающей среде на основе знания целей устойчивого развития человечества;</li> <li>- активное неприятие действий, приносящих вред окружающей среде;</li> <li>- умение прогнозировать неблагоприятные экологические последствия предпринимаемых действий, предотвращать их;</li> <li>- расширение опыта деятельности экологической направленности.</li> </ul>	<p>устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет</p>
<p><b>ценности научного познания:</b></p> <ul style="list-style-type: none"> <li>- сформированность мировоззрения, соответствующего современному уровню развития науки и общественной практики, основанного на диалоге культур, способствующего осознанию своего места в поликультурном мире;</li> <li>- совершенствование языковой и читательской культуры как средства взаимодействия между людьми и познания мира;</li> <li>- осознание ценности научной деятельности, готовность осуществлять проектную и исследовательскую деятельность индивидуально и в группе.</li> </ul>	<p>устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет</p>
<p><b>Метапредметные результаты освоения</b></p>	
<p>МР-1. Самостоятельно формулировать и актуализировать проблему, рассматривать её всесторонне;</p>	<p>устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет</p>
<p>МР-2. Устанавливать существенный признак или основания для сравнения, классификации и обобщения языковых единиц и языковых явлений изучаемого иностранно-</p>	<p>устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференци-</p>

го языка;	рованный зачет
МР-3. Определять цели деятельности, задавать параметры и критерии их достижения;	устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет
МР-4. Выявлять закономерности в языковых явлениях изучаемого иностранного (английского) языка;	устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет
МР-5. Разрабатывать план решения проблемы с учётом анализа имеющихся материальных и нематериальных ресурсов;	устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет
МР-6. Вносить коррективы в деятельность, оценивать соответствие результатов целям, оценивать риски последствий деятельности;	устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет
МР-7. Координировать и выполнять работу в условиях реального, виртуального и комбинированного взаимодействия;	устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет
МР-8. Развивать креативное мышление при решении жизненных проблем.	устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет
МР-9. Владеть навыками учебно-исследовательской и проектной деятельности с использованием иностранного (английского) языка, навыками разрешения проблем; способностью и готовностью к самостоятельному поиску методов решения практических задач, применению различных методов познания;	устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет
МР-10. Владеть видами деятельности по получению нового знания, его интерпретации, преобразованию и применению в различных учебных ситуациях, в том числе при создании учебных и социальных проектов;	устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет
МР-11. Владеть научной лингвистической терминологией и ключевыми понятиями;	устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет
МР-12. Ставить и формулировать собственные задачи в образовательной деятельности и жизненных ситуациях;	устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет
МР-13. Выявлять причинно-следственные связи и актуализировать задачу, выдвигать гипотезу её решения, находить аргументы для доказательства своих утверждений, задавать параметры и критерии решения;	устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет

MP-14. Анализировать полученные в ходе решения задачи результаты, критически оценивать их достоверность, прогнозировать изменение в новых условиях;	устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет
MP-15. Давать оценку новым ситуациям, оценивать приобретённый опыт;	устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет
MP-16. Осуществлять целенаправленный поиск переноса средств и способов действия в профессиональную среду;	устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет
MP-17. Уметь переносить знания в познавательную и практическую области жизнедеятельности;	устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет
MP-18. Уметь интегрировать знания из разных предметных областей;	устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет
MP-19. Выдвигать новые идеи, предлагать оригинальные подходы и решения;	устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет
MP-20. Ставить проблемы и задачи, допускающие альтернативных решений.	устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет
MP-21. Владеть навыками получения информации из источников разных типов, в том числе на иностранном (английском) языке,	устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет
MP-22. Самостоятельно осуществлять поиск, анализ, систематизацию и интерпретацию информации различных видов и форм представления;	устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет
MP-23. Создавать тексты на иностранном (английском) языке в различных форматах с учётом назначения информации и целевой аудитории, выбирая оптимальную форму представления и визуализации (текст, таблица, схема, диаграмма и т.д.);	устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет
MP-24. Оценивать достоверность информации, её соответствие морально-этическим нормам;	устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет
MP-25. Использовать средства информационных и коммуникационных технологий в решении когнитивных,	устный опрос, словарный диктант, проверочная работа, контрольная

коммуникативных и организационных задач с соблюдением требований эргономики, техники безопасности, гигиены, ресурсосбережения, правовых и этических норм, норм информационной безопасности;	работа, тестирование, дифференцированный зачет
MP-26. Владеть навыками распознавания и защиты информации, информационной безопасности личности.	устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет
MP-27. Осуществлять коммуникации во всех сферах жизни;	устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет
MP-28. Распознавать невербальные средства общения, понимать значение социальных знаков, распознавать предпосылки конфликтных ситуаций и смягчать конфликты;	устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет
MP-29. Владеть различными способами общения и взаимодействия, в том числе на иностранном (английском) языке; аргументированно вести диалог и поли-лог, уметь смягчать конфликтные ситуации;	устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет
MP-30. Развёрнуто и логично излагать свою точку зрения с использованием адекватных языковых средств.	устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет
MP-31. Понимать и использовать преимущества командной и индивидуальной работы;	устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет
MP-32. Выбирать тематику и методы совместных действий с учётом общих интересов и возможностей каждого члена коллектива;	устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет
MP-33. Принимать цели совместной деятельности, организовывать и координировать действия по её достижению: составлять план действий, распределять роли с учётом мнений участников, обсуждать результаты совместной работы;	устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет
MP-34. Оценивать качество своего вклада и каждого участника команды в общий результат по разработанным критериям;	устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет
MP-35. Предлагать новые проекты, оценивать идеи с позиции новизны, оригинальности, практической значимости.	устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет
MP-36. Самостоятельно осуществлять познавательную деятельность, выявлять проблемы, ставить и формулиро-	устный опрос, словарный диктант, проверочная работа, контрольная

вать собственные задачи в образовательной деятельности и жизненных ситуациях;	работа, тестирование, дифференцированный зачет
МР-37. Самостоятельно составлять план решения проблемы с учётом имеющихся ресурсов, собственных возможностей и предпочтений;	устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет
МР-38. Давать оценку новым ситуациям;	устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет
МР-39. Делать осознанный выбор, аргументировать его, брать ответственность за решение;	устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет
МР-40. Оценивать приобретённый опыт;	устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет
МР-41. Способствовать формированию и проявлению широкой эрудиции в разных областях знаний, постоянно повышать свой образовательный и культурный уровень.	устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет
МР-42. Давать оценку новым ситуациям;	устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет
МР-43. Владеть навыками познавательной рефлексии как осознания совершаемых действий и мыслительных процессов, их результатов и оснований; использовать приёмы рефлексии для оценки ситуации, выбора верного решения;	устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет
МР-44. Оценивать соответствие создаваемого устного/письменного текста на иностранном (английском) языке выполняемой коммуникативной задаче; вносить коррективы в созданный речевой продукт в случае необходимости;	устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет
МР-45. Уметь оценивать риски и своевременно принимать решения по их снижению;	устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет
МР-46. Принимать мотивы и аргументы других при анализе результатов деятельности.	устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет
<b>Предметные результаты освоения</b>	

<p>ПРб-1. Уметь вести разные виды диалога (в том числе комбинированный) в стандартных ситуациях неофициального и официального общения объемом до 9 реплик со стороны каждого собеседника в рамках отобранного тематического содержания речи с соблюдением норм речевого этикета, принятых в стране/странах изучаемого языка;</p>	<p>устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет</p>
<p>ПРб-2. 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;</p>	<p>устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет</p>
<p>ПРб-3. Передавать основное содержание прочитанного/прослушанного текста с выражением своего отношения;</p>	<p>устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет</p>
<p>ПРб-4. Устно представлять в объеме 14-15 фраз результаты выполненной проектной работы;</p>	<p>устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет</p>
<p>ПРб-5. Воспринимать на слух и понимать звучащие до 2,5 минут аутентичные тексты, содержащие отдельные неизученные языковые явления, не препятствующие решению коммуникативной задачи, с разной глубиной проникновения в содержание текста: с пониманием основного содержания, с пониманием нужной/интересующей/запрашиваемой информации;</p>	<p>устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет</p>
<p>ПРб-6. 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;</p>	<p>устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет</p>
<p>ПРб-7. Заполнять анкеты и формуляры, сообщая о себе основные сведения, в соответствии с нормами, принятыми в стране/странах изучаемого языка;</p>	<p>устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет</p>
<p>ПРб-8. 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;</p>	<p>устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет</p>

ПРБ-9. Заполнять таблицу, кратко фиксируя содержание прочитанного/прослушанного текста или дополняя информацию в таблице;	устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет
ПРБ-10. Представлять результаты выполненной проектной работы объемом до 180 слов;	устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет
ПРБ-11. 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;	устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет
ПРБ-12. 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;	устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет
ПРБ-13. Использовать запятую при перечислении, обращении и при выделении вводных слов; апостроф, точку, вопросительный и восклицательный знаки;	устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет
ПРБ-14. Не ставить точку после заголовка; правильно оформлять прямую речь, электронное сообщение личного характера;	устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет
ПРБ-15. Знать/понимать речевые различия в ситуациях официального и неофициального общения в рамках тематического содержания речи и использовать лексико-грамматические средства с учетом этих различий;	устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет
ПРБ-16. 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);	устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет
ПРБ-17. Иметь базовые знания о социокультурном портрете и культурном наследии родной страны и страны/стран изучаемого языка;	устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет
ПРБ-18. Представлять родную страну и ее культуру на иностранном языке;	устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет
ПРБ-19. Проявлять уважение к иной культуре;	устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференци-

	рованный зачет
ПРб-20. Соблюдать нормы вежливости в межкультурном общении;	устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет
ПРб-21. Участвовать в учебно-исследовательской, проектной деятельности предметного и межпредметного характера с использованием материалов на изучаемом иностранном языке и применением информационно-коммуникационных технологий;	устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет
ПРб-22. Соблюдать правила информационной безопасности в ситуациях повседневной жизни и при работе в информационно-телекоммуникационной сети "Интернет" (далее - сеть Интернет);	устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет
ПРб-23. Использовать приобретенные умения и навыки в процессе онлайн-обучения иностранному языку;	устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет
ПРб-24. Использовать иноязычные словари и справочники, в том числе информационно-справочные системы в электронной форме.	устный опрос, словарный диктант, проверочная работа, контрольная работа, тестирование, дифференцированный зачет

### 3. ОЦЕНОЧНЫЕ МАТЕРИАЛЫ

#### 3.1. Текущий контроль

**Тема 1. О себе, друзьях и близких**

**Задания к устному опросу**

**Проверяемые результаты обучения:** МР-4, МР-21, МР-23, МР-29, МР-30, ПРБ-1, ПРБ-2, ПРБ-6, ПРБ-8, ПРБ-11, ПРБ-12, ПРБ-15

**Инструкция:** чтение и перевод текста с использованием словаря, составление своего собственного дневника.

#### **The greatest gift of life**

Two women are sitting in a café together. They're drinking coffee and sharing a piece of chocolate cake. One woman is talking. The other woman is listening carefully. The first woman seems sad. She starts crying. The other woman doesn't speak; she just hands her companion a tissue and gently touches her arm. The first woman stops crying, smiles and hugs her friend.

American politician Hubert Humphrey said, 'The greatest gift of life is friendship.' But what exactly is friendship? What is a friend? How do we make friends? How do we keep them? Why do we need them?

According to psychologists, we get on with people who share the same background, opinions, interests, personality and even physical appearance. People with glasses often sit next to other people with glasses. The saying that 'opposites attract' appears not to be true. If you love dancing, your friends probably love dancing too.

Scientific studies show that we all like people to like us. And if they like us, we like them. If they spend time with us or tell us their secrets, we want to do the same. So you often become friends with someone who wants to be your friend.

Good friends are fun to be with but they're hard to find. It's true you can make lots of contacts on social media, but are they real friends or just acquaintances? Can you be open with them? Can you rely on them? Sometimes we don't even know if an online 'friend' is a real person or someone with a fake identity.

True friendships last for a lifetime, but to have a real friendship you need to do things together and share your feelings and opinions. Studies show that true friendship survives even when friends are in different countries. But only if you keep in touch. If you don't, friendships can die.

And old proverb tells us that 'a friend in need is a friend indeed'. That means you can tell who your real friends are when you're in trouble. Real friends stay with you and help you when you need them. They never let you down or turn their back on you.

Finally, what's the difference between a good friend and your best friend? Well, a good friend knows about your life; your best friend lives your life with you. Best friends know what you're thinking and how you feel. They understand you, perhaps better than you understand yourself. You don't have to pretend when you're with your best friend; you can be yourself. Sometimes you don't even need to speak. Just like that woman in the café.

**Ответить на вопрос:** How similar are you and your friend?

**Критерии оценок:**

Оценка «**отлично**» - ставится тогда, когда студент излагает текст грамотно и красиво с соблюдением всех стилистических норм.

Оценка «**хорошо**» - обучающийся излагает текст с небольшими стилистическими ошибками.

Оценка «**удовлетворительно**» - обучающийся с трудом излагает текст, не соблюдая его смысл.

Оценка «**неудовлетворительно**» - обучающийся не может рассказать текст.

**Задание к письменной работе.** Напишите неофициальное письмо-ответ на письмо Лоренцо.

To Martin

Subject Your stay in Varese

Hi Martin,

Thanks for your nice email. We're really excited about your visit in December!

I'm seventeen years old and I'm in the second year of high school. My favourite subject is English and I'm also really into painting and drawing. I love travelling, so I'm hoping to study Art abroad after high school. I'm also a big fan of electronic music, so we definitely have something in common. ;-) Like you, I'm quite open and friendly and I get on well with everyone. At the moment, I'm really busy because I'm revising for my exams.

My mum's a doctor and my dad is a supermarket manager. We live in an apartment near the centre of Varese. Varese isn't the most famous town in Italy but it's beside a beautiful lake. It's in amazing place for walking or mountain biking because it's near some awesome mountains. Bring your walking boots!

Two important things you should know. First, Varese can be cold and wet in winter. It can even snow! Sopacka warm sweater. Also, we have a Labrador puppy called Baggio – he's sweet but a bit silly.

We're really looking forward to meeting you.

All the best,

Lorenzo

**Критерии оценок:**

Оценка «**отлично**» - ставится тогда, когда студент излагает текст грамотно и красиво с соблюдением всех стилистических норм.

Оценка «**хорошо**» - обучающийся излагает текст с небольшими стилистическими ошибками.

Оценка «**удовлетворительно**» - обучающийся с трудом излагает текст, не соблюдая его смысл.

Оценка «**неудовлетворительно**» - обучающийся не может рассказать текст.

## Задания к тестированию

Проверяемые результаты обучения: МР-4, МР-21, МР-23, МР-29, МР-30, ПРБ-1, ПРБ-2, ПРБ-6, ПРБ-8, ПРБ-11, ПРБ-12, ПРБ-15

Инструкция: 1. Выберите правильный вариант ответа

### 1 вариант

1. — What are you doing?

— I \_\_\_\_\_ to music.

- A. am listening
- B. are listening
- C. listen

2. I \_\_\_\_\_ at 7 o'clock every day.

- A. getting up
- B. get up
- C. am getting up

3. What \_\_\_\_\_ now?

- A. do you do
- B. are you doing
- C. are you do

4. — Where is Anna?

— She \_\_\_\_\_ in her room.

- A. draw
- B. draws
- C. is drawing

5. Look! \_\_\_\_\_ a bird in the tree?

- A. do you see
- B. are you seeing
- C. are you see

6. Listen! The birds \_\_\_\_\_.

- A. sing
- B. singing
- C. are singing

7. What \_\_\_\_\_ at the moment?

- A. do you read
- B. do you reading
- C. are you reading

8. Wait for me, please! I \_\_\_\_\_ on my shoes.

- A. put

- B. am putting
- C. putting

9. What time \_\_\_\_\_ your class usually \_\_\_\_\_ ?  
A. does, start  
B. is, start  
C. is, starting

10. \_\_\_\_\_ English books?  
A. Does he have  
B. Do he has  
C. Is he having

### **Ключи к тесту**

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

### **2вариант**

1. Mary and John \_\_\_\_\_ in the garden at the moment.  
A. is working  
B. are working  
C. work

2. Ann \_\_\_\_\_ this film! It's so interesting!  
A. like  
B. is liking  
C. likes

3. \_\_\_\_\_ tennis on Saturday?  
A. Does he play  
B. Is he playing  
C. He plays

4. I usually \_\_\_\_\_ to work by car.  
A. am going  
B. go

C. going

5. \_\_\_\_\_ French now?

A. John is speaking

B. Does John speak

C. Is John speaking

6. Please, be quiet! I \_\_\_\_\_ my homework.

A. am doing

B. do

C. does

7. Jim goes to the country \_\_\_\_\_.

A. now

B. every weekend

C. tomorrow

8. She \_\_\_\_\_ to watch the show now. She's busy.

A. isn't wanting

B. don't want

C. doesn't want

9. We \_\_\_\_\_ a big house by the lake.

A. having

B. have

C. are having

10. I \_\_\_\_\_ Tom right now. There are too many people here.

A. don't see

B. am not seeing

C. am seeing

### **Ключи к тесту**

1.B

2.C

3.A

4.B

5.C

6.A

7.B

8.A

9.B

10.B

## **Тема 2. Образование, спорт**

### **Задания к устному опросу**

**Проверяемые результаты обучения:** МР-4, МР-14, МР-16, МР-17, МР-23, МР-30, ПРБ-1, ПРБ-2, ПРБ-3, ПРБ-5, ПРБ-6, ПРБ-11, ПРБ-12, ПРБ-14, ПРБ-24

**Инструкция:** чтение и перевод текста с использованием словаря, составление рассказа по теме.

### **Playing for the Blues**

In 1827 two universities played a cricket match. It was Oxford versus Cambridge. The match lasted two days. (That's actually quite short for cricket: international games often last five days!) Oxford won the match. It was the beginning of a long and famous sporting rivalry; a rivalry which continues to this day.

The two ancient universities compete in many sports and games. You can take part in American football or wind surfing, badminton or ice hockey, cycling or volleyball, rugby or chess. In 2013 they even organized an interuniversity cheerleading competition! Traditionally, the most important sports in Oxbridge (Oxford + Cambridge) are cricket, athletics and rowing. But there is one contest between the two universities that is famous all around the world – the Boat Race.

The first Boat Race between Oxford and Cambridge took place in 1829. Oxford won the race easily. The second Boat Race didn't take place in 1830, however. It was in 1836. This time Cambridge beat Oxford. The Cambridge team had a light blue ribbon on their boat that day and perhaps because of their victory, light blue became their official colour. Dark blue was the colour of Oxford. At Cambridge the three principal sports clubs began to give prizes to their most successful sportsmen. Those prizes were called "the blues".

Normally when you 'get the blues', it means you feel sad. But Oxbridge students who get the blues are happy because a 'blue' is the most prestigious prize a sportsperson can win. To get a full blue, you have to compete against Cambridge or Oxford. Taking part is enough: you don't need to win. You also win a full blue for competing in a national competition and a half blue for participating at a regional level.

Did you know that Hugh Laurie (TV's Dr House) won a full blue? He used to row for Cambridge and in 1980 he rowed in the Boat Race. Unfortunately, his team lost the race, but only by a few centimeters. It was the closest race of the twentieth century.

The sporting rivalry between Oxford and Cambridge is serious but there are some funny stories too. In the Boat Race in 1912 both boats sank. Some people say the Cambridge team tried to continue the race by swimming but that may not be true. The next day they raced again, and Oxford won. And in 1919 the two universities played a rather strange rugby match. The weather was bad. In fact, it was so foggy that nobody could see the ball or the other players. Nobody was surprised when they didn't finish the match.

### **Критерии оценок:**

Оценка «**отлично**» - ставится тогда, когда студент излагает текст грамотно и красиво с соблюдением всех стилистических норм.

Оценка «хорошо» - обучающийся излагает текст с небольшими стилистическими ошибками.

Оценка «удовлетворительно» - обучающийся с трудом излагает текст, не соблюдая его смысл.

Оценка «неудовлетворительно» - обучающийся не может рассказать текст.

**Задание к письменной работе.** Напишите биографию личности, которая вдохновляет вас.

### **Paragraph 1**

Mention why you chose this person; say why he/she is famous/important/inspiring:

The person I am writing about is my hero/an inspiration. I am writing about a famous ...

### **Paragraphs 2–3**

Talk about their early life, their talents or achievements, and what they did:

X was born in .../went to school in .../studied at .../got a degree in ...

She can/could ...

She is/was good at ...

She played/won .../became a .../worked as a ...

### **Paragraph 4**

Talk about what the person did later (or does today):

In later life, she.../He died in .../She is now ...

### **Paragraph 5**

Sum up this person's life in a few words. Perhaps mention his/her personality:

His/Her life shows/was ...

He/She is/was very intelligent/a positive role model.

### **Connect your sentences**

- Explain when things happened: *ten years later, next, after, then, finally*
- Add information: *and, also, what's more*
- Give reasons: *that's why, so, because (of)*

### **Критерии оценок:**

Оценка «отлично» - ставится тогда, когда студент излагает текст грамотно и красиво с соблюдением всех стилистических норм.

Оценка «хорошо» - обучающийся излагает текст с небольшими стилистическими ошибками.

Оценка «удовлетворительно» - обучающийся с трудом излагает текст, не соблюдая его смысл.

Оценка «неудовлетворительно» - обучающийся не может рассказать текст.

## Тестирование

**Проверяемые результаты обучения:** МР-4, МР-14, МР-16, МР-17, МР-23, МР-30, ПРБ-1, ПРБ-2, ПРБ-3, ПРБ-5, ПРБ-6, ПРБ-11, ПРБ-12, ПРБ-14, ПРБ-24

**Инструкция:** выбрать правильный ответ

### Вариант 1

**1. Какое время используют для описания обычных, повседневных действий, которые происходили в прошлом?**

- A. Present Simple
- B. Future Simple
- C. Past Simple

**2. В каком варианте указано предложение в Past Simple Tense?**

- A. We have six lessons on Friday.
- B. We had six lessons on Friday.
- C. We were having six lessons on Friday.

**3. «I ... to the gym at five o'clock the day before yesterday». Какое слово здесь пропущено?**

- A. went
- B. cleaned
- C. gone

**4. В каком глаголе «-ed» читается как [d]?**

- A. rained
- B. jumped
- C. looked

**5. В каком ряду указаны только правильные глаголы?**

- A. have, do, play
- B. watch, look, gather
- C. study, travel, forget

**6. В каком варианте указано предложение в Past Simple Tense?**

- A. Pete answers well and that is why he get a “five”.
- B. Pete answered well and that is why he got a “five”.
- C. Pete answered well and that is why he had got a “five”.

**7. Выберите наречие, используемое в Past Simple Tense:**

- A. a week ago
- B. now
- C. always

**8. Какое слово здесь лишнее: «looked», «loved», «sounded», «included»?**

- A. loved
- B. looked
- C. included

**9. В каком варианте указано предложение в Past Simple Tense?**

- A. Aline ate a porridge and drank a cup of coffee.
- B. Aline is eating a porridge and drinking a cup of coffee.
- C. Aline eats a porridge and drinks a cup of coffee.

10. «He ... his house in 2001». Какое слово здесь пропущено?

- A. built
- B. was built
- C. builded

Ключ к тесту:

№ вопроса	Правильный вариант ответа
1	С
2	В
3	А
4	А
5	В
6	В
7	А
8	В
9	А
10	А

## Вариант 2

1. В каком из нижеперечисленных глаголов в Past Simple Tense окончание «-y» меняется на «-i»?

- A. study
- B. play
- C. stay

2. В каком варианте указано предложение в Past Simple Tense?

- A. After school Jessy did not go home at once.
- B. After school Jessy do not go home at once.
- C. After school Jessy did not went home at once.

3. В каком варианте представлен правильный вариант диалога?

- A. Hello! When did you went to bed yesterday? – Hi! I went to bed at about eleven o'clock yesterday.
- B. Hello! When do you go to bed yesterday? – Hi! I went to bed at about eleven o'clock yesterday.
- C. Hello! When did you go to bed yesterday? – Hi! I went to bed at about eleven o'clock yesterday.

4. Выберите наречие, которое не используется в Past Simple Tense:

- A. last Sunday
- B. nowadays
- C. three month ago

5. Какое слово здесь лишнее: «played», «cried», «tried»?

- A. played
- B. cried
- C. tried

6. В каком из ниже приведенных глаголов в Past Simple Tense наблюдается удвоение конечного согласного?

- A. talk
- B. work
- C. stop

**7. В каком варианте представлен правильный вариант диалога?**

- A. How do your children spend the whole day? – They spend the whole day fishing.
- B. How did your children spend the whole day? – They spent the whole day fishing.
- C. How were your children spend the whole day? – They spent the whole day fishing.

**8. В каком глаголе «-ed» читается как [id]?**

- A. liked
- B. skated
- C. helped

**9. К какому глаголу в Past Simple Tense при прибавлении окончания «-ed» буква “y” меняется на букву “i”?**

- A. marry
- B. enjoy
- C. stay

**10. В каком ряду все глаголы являются неправильными?**

- A. answer, be, do
- B. think, buy, listen
- C. run, read, sing

**Ключ к тесту:**

№ вопроса	Правильный вариант ответа
1	A
2	A
3	C
4	B
5	A
6	C
7	B
8	B
9	A
10	C

**Критерии оценки:**

-соответствие ответов правильным вариантам.

Оценка «**отлично**» - если обучающийся правильно ответил на 9-10 вопросов теста в отведенное время

Оценка «**хорошо**» - если обучающийся правильно ответил на 6-8 вопросов теста в отведенное время

Оценка «**удовлетворительно**» - если обучающийся правильно ответил на 3-5 вопросов теста в отведенное время

**Время выполнения:** 40 мин

### **Тема 3. Путешествие**

#### **Задания к устному опросу**

**Проверяемые результаты обучения:** МР-1, МР-4, МР-21, МР-23, МР-27, МР-29, ПРБ-1, ПРБ-2, ПРБ-5, ПРБ-6 – ПРБ-8, ПРБ-11 – ПРБ-20, ПРБ-24

**Инструкция:** чтение и перевод текста с использованием словаря, выполнение упражнения, пересказ текста.

#### **Graham Hughes (the Odyssey expedition)**

On 1 January 2009, Graham Hughes from Liverpool, England, sailed across the River Plate from Argentina to Uruguay on a ferry. He was setting out on an incredible solo journey. He was going to visit every country in the world. And he was going to be the first person to do it without flying.

He was doing it to set a Guinness World Record and to collect money for the charity WaterAid. But he also wanted to show that the world isn't such a dangerous place.

Graham hoped to complete the trip in under a year. In the end it took him almost four years.

It started well. He visited all twelve countries in South America in only two weeks. But then in the Caribbean, he met his first big problem – islands! You can't travel overland to every country in the world, often there are no ferries between islands and Graham can't walk on water. He solved his problem by hitchhiking on other people's boats.

From North America, he sailed to Iceland on a container ship. Europe was easy. He got a railway ticket which allowed him to travel everywhere in Europe by train. It only took him a few weeks to visit five countries. Then he arrived in Africa.

He was planning on just three months there. It took him almost three years! He had problems with transport and also with authorities. For example, he had a valid passport, but he also needed a visa to enter Mauritania. Unfortunately, they weren't selling visas at the border. So, he travelled 1,250 miles by bus all the way back to the place where he knew that he could get a visa – Morocco. When he returned to Mauritania a week later, he couldn't believe his eyes. They were selling visas at the border. And they were \$5 cheaper than the visas in Morocco!

During his journey Graham was never seriously ill. And nobody stole anything particularly valuable from him. However, he was arrested twice. Once in Cape Verde, when the police thought he was transporting immigrants. And again in the Congo, for being a spy! On both occasions he spent six days in jail.

He had some bad times but many more good times. Above all, he learned how hospitable people can be. One time when he was travelling on a night bus in Iran, he saw an old woman who was talking on her phone. She handed it to him. It was the woman's grandson. 'My grandmother's worried because the bus arrives very early,' he explained in English. 'She wants to invite you home to make you breakfast.' Graham accepted the invitation.

Finally, after three years, ten months and twenty-one days Graham arrived in the 201<sup>st</sup> and final country on his odyssey. It was South Sudan, the newest state in the world, a country that didn't even exist when he started his journey.

### **Критерии оценок:**

Оценка «**отлично**» - ставится тогда, когда студент излагает текст грамотно и красиво с соблюдением всех стилистических норм.

Оценка «**хорошо**» - обучающийся излагает текст с небольшими стилистическими ошибками.

Оценка «**удовлетворительно**» - обучающийся с трудом излагает текст, не соблюдая его смысл.

Оценка «**неудовлетворительно**» - обучающийся не может рассказать текст

**Задание к письменной работе.** Напишите пост блога, используя нижеперечисленные советы.

#### Paragraph 1

Mention where you went:

*I recently visited ...*

*My cousin/friend invited me ...*

*I stayed with my aunt in ...*

*It's a seaside town/a tourist centre/a small town in the mountains.*

#### Paragraph 2

Mention how you got there and what the journey was like:

*We flew to ... /caught the train to ...*

*The journey was slow/(un)comfortable/tiring/pleasant/scenic.*

#### Paragraph 3

Talk about how you spent your time:

*On the first/last/second/third day, ...*

*(On) the next day ...*

*We swam, sunbathed, went sightseeing/mountain biking.*

*I had a(n) amazing/magical/enjoyable/fantastic time.*

#### Paragraph 4

Sum up your overall experience:

*... made a positive impression.*

*People were welcoming/great/friendly/interesting.*

*Overall, I had a wonderful/enjoyable time.*

*It was great fun.*

### **Критерии оценок:**

Оценка «**отлично**» - ставится тогда, когда студент излагает текст грамотно и красиво с соблюдением всех стилистических норм.

Оценка «**хорошо**» - обучающийся излагает текст с небольшими стилистическими ошибками.

Оценка «**удовлетворительно**» - обучающийся с трудом излагает текст, не соблюдая его смысл.

Оценка «неудовлетворительно» - обучающийся не может рассказать текст.

### Задания к проверочной работе

**Проверяемые результаты обучения:** МР-1, МР-4, МР-21, МР-23, МР-27, МР-29, ПРБ-1, ПРБ-2, ПРБ-5, ПРБ-6 – ПРБ-8, ПРБ-11 – ПРБ-20, ПРБ-24

**Инструкция:** 1. Выберите правильный вариант ответа по смыслу

### Вариант 1

Arrivals, boarding pass, book a flight, budget, airline, cancelled, check-in (desk), delayed, departure lounge, gate, hand luggage, security, trolley

I booked my(1) ... to New York online with a (2) ... airline. It was a bargain! I printed my (3) ... at home, so I didn't need to go to the (4) ... . I just went straight to (5)... . I checked a monitor in the (6) ... and saw that my flight was (7)... by half an hour. I wasn't happy but at least it wasn't (8) ... ! My (9) ... was heavy, so I got a (10) ... and went round the shops. I bought a present for Caitlin. Then I went to the (11)... to board the plane. The flight was fine. I went to sleep thinking about Caitlin waiting for me in (12)... at JFK.

### Ключи к проверочной работе

№ вопроса	Правильный вариант ответа
1	flight
2	budget
3	boarding pass
4	security
5	departure lounge
6	check-in (desk)
7	delayed
8	cancelled
9	hand luggage
10	trolley
11	gate
12	arrivals

### Вариант 2

Arrivals, boarding pass, book a flight, budget, airline, cancelled, check-in (desk), delayed, departure lounge, gate, hand luggage, security, trolley

1. A bag or case that you take onto the plane with your
2. A company that sells cheap flights.
3. A thing that you put your bags on.
4. A thing that you need to get on the plane.
5. A place with lots of shops and restaurants.
6. The place where they check you and your luggage.

7. The place where you first show your ticket.
8. The place where you go after you land.
9. The place where you wait to board the plane.
10. To buy a plane ticket.
11. Bad news: your flight is late.
12. Worse news: your flight is not taking off.

### Ключи к проверочной работе:

№ вопроса	Правильный вариант ответа
1	hand luggage
2	budget airline
3	trolley
4	boarding pass
5	departure lounge
6	check-in (desk)
7	security
8	arrivals
9	gate
10	book a flight
11	delayed
12	cancelled

### Критерии оценки:

-соответствие ответов правильным вариантам.

Оценка «**отлично**» - если обучающийся правильно ответил на 9-10 вопросов в проверочной работе в отведенное время

Оценка «**хорошо**» - если обучающийся правильно ответил на 6-8 вопросов в проверочной работе в отведенное время

Оценка «**удовлетворительно**» - если обучающийся правильно ответил на 3-5 вопросов в проверочной работе в отведенное время

**Время выполнения:** 40 мин

### Тема 4.Шопинг

#### Задания 1 к устному опросу

**Проверяемые результаты обучения:**MP-1, MP-4, MP-8, MP-19, MP-27, MP-29, MP-36, ПРБ-1–ПРБ-3, ПРБ-5, ПРБ-6, ПРБ-7, ПРБ-11–ПРБ-13, ПРБ-15

**Инструкция:** чтение и перевод текста с использованием словаря, выполнение упражнения, пересказ или составление текста

I'm Matt Murphy and I'm a mystery shopper. Companies pay me to visit shops and pretend to be an ordinary customer. Afterwards, I report on what I saw. Was the shop tidy? Did the shop assistants smile? Could they answer my difficult questions? Were the changing rooms clean? Was there a long queue for the checkout?

I started when I was a student. I wanted to work part-time but I didn't want a normal job because some weeks I was too busy with my studies at college. Mystery shopping was ideal because I could choose to work during quieter weeks. I registered

with a market research company and they put my name on their database. They were happy with my work and began offering me more hours. Now I'm studying for a Master's degree, but I still work as a mystery shopper when I need a little extra money.

Usually my work takes me to chain stores, shopping malls and department stores. But sometimes my job is to visit a cinema or a restaurant. Once I had to stay the night in a hotel (in the most boring town in England!) My favourite job was when I flew to Berlin for a travel agency. It was a lot of fun.

Being a mystery shopper is harder than some people think. You need a good memory and good writing skills (you have just twenty-four hours to write a 1,600-word report). The most important thing is to be discreet— you have to act 'normally' a tall times, even when you're secretly filming people with a hidden camera under your coat (that's not as easy as it seems!)

What do I like about my job? Well, the money isn't bad. On a good day, I can earn about £150. I also enjoy the variety of being a mystery shopper— it's not always as enjoyable as the trip to Berlin but it's never boring. And finally, I sometimes go back to a shop I visited before. It's always great to see the service is better because then I know that my job is making a difference.

The job isn't perfect, of course. Some companies don't pay you (you just get a discount on something you 'bought'). And sometimes there is no work for many weeks. Mystery shopping is a good way to earn extra money but it's not enough to live on. The biggest problem is that it changed how I feel about shopping. I used to love it, but now I'm annoyed when I have to go out to buy milk!

### **Упражнение 1.** Переведи полезные советы и предложи свои.

1. Trust your instincts— buy the first nice thing you see.
2. Be patient and take your time.
3. Try to check all the clothes in the shop.
4. Never buy dirty clothes.
5. Don't worry if something looks shabby.
6. Don't buy underwear or sleepwear.
7. Don't buy second-hand shoes.
8. It's better to buy accessories in chain stores.
9. Make friends with the people who work in the shop.
10. We should also look at the men's clothes.

### **Упражнение 2.** Объясните значение выделенных слов

1. This blouse costs just £7! What a *bargain*!
2. This *designer label* sweatshirt looks *brand new*.
3. These shoes don't *fit*— they're too small.
4. This hat *is just perfect for you*.

**Задание к письменной работе.** Изучите правила написания письма и составьте письмо-жалобу в правильном порядке.

### **Paragraph 1**

Give your reason for writing:

*I am writing to complain about* □ ...

### **Paragraphs 2–3**

Say what went wrong, what you did and what other problems you had:

*Unfortunately, .../Sadly, ...*

*This was most inconvenient/a big problem.*

*To make matters worse,...*

### **Paragraph 4**

Give suggestions on ways the company can improve its service:

*This is unacceptable.*

*I feel that you should improve* □

*.../change* □ *.../make*

*sure* □ *.../check* □ *.../employ people to answer phone calls.*

### **Paragraph 5**

Say what compensation you want :

*I believe you should give me a refund/an apology.*

### **Formal beginning and ending**

Remember to begin and end your letter with formal expressions:

*Dear Sir/Madam, ...*

*I look forward to your reply.*

*Yours faithfully, ...*

### **A letter of complaint**

A. After the exam, I went back to the shop to return the other four cans and to ask for a refund. Unfortunately, the shop assistant refused to give me my money back. To make matters worse, we both felt nervous and jumpy and later in the evening I had a panic attack.

B. Dear Sir/Madam,

C. I believe I should receive a refund of £6 . I enclose the receipt and I look forward to your reply.

D. Yesterday I bought six cans of Orange Tree in a shop near my school. My friend Freya and I drank some at lunchtime. Unfortunately, it immediately made us ill. I got a terrible headache and Freya had an allergic reaction – her skin went red. This was a big problem because we had an exam in the afternoon.

E. I am writing to complain about Orange Tree , the new orange juice your company makes.

F. Yours faithfully,

G. It is unacceptable to sell such a bad product. I feel you should stop selling it immediately. Or at least you should put a health warning in big letters on the cans.

### **Критерии оценок:**

Оценка «**отлично**» - ставится тогда, когда студент излагает текст грамотно и красиво с соблюдением всех стилистических норм.

Оценка «**хорошо**» - обучающийся излагает текст с небольшими стилистическими ошибками.

Оценка «**удовлетворительно**» - обучающийся с трудом излагает текст, не соблюдая его смысл.

Оценка «**неудовлетворительно**» - обучающийся не может рассказать текст.

### **Задания к проверочной работе**

**Проверяемые результаты обучения:** МР-1, МР-4, МР-8, МР-19, МР-27, МР-29, МР-36, ПРБ-1–ПРБ-3, ПРБ-5, ПРБ-6, ПРБ-7, ПРБ-11–ПРБ-13, ПРБ-15

**Инструкция:** чтение и перевод текста с использованием словаря, пересказ текста.

DOYOULOVECHOCOLATE?

IF YOU DO, THEN YOU KNOW THAT CHOCOLATEBARS AREN'T AS BIG AS THEY USED TO BE.

In 2013 the average chocolate bar weighed fifty-five grams; in 2016 it was only forty-nine grams. Chocolate bars are smaller and lighter than before. They aren't worse than they used to be but they aren't better either. And they certainly aren't cheaper. So why is it happening? Here are the most important reasons.

**COCOA:** In 2015–16 West Africa had some of its worst weather in recent years. Cocoa production fell, so now chocolate is more expensive than before.

**HEALTH:** Many people today want to be better and healthier. Larger chocolate bars have more calories so they are becoming less popular than smaller bars.

And the last but not the least important reason – **MONEY:** Smaller bars at the same price mean bigger profits from sales. This situation isn't good enough! It's certainly not the best news for chocoholics like me! Let's hope our favourite snack doesn't become too expensive in the future!

### **Тема 5. Фитнес и здоровье**

#### **Задания 1 к устному опросу**

**Проверяемые результаты обучения:** МР-2, МР-8, МР-12, МР-25, МР-32, ПРБ-1–ПРБ-3, ПРБ-5, ПРБ-6, ПРБ-8, ПРБ-13, ПРБ-15, ПРБ-21

**Инструкция:** чтение и перевод текста с использованием словаря, выполнение упражнения, составление рассказа по теме.

**“Blue zones” and what we can all learn from them**

The suburbs of a town in San Bernardino County, California; villages in Greece and Costa Rica; a city in Okinawa, Japan; a small town in Sardinia. At first sight, these places are very different. Some of them are in the most developed countries in the world, while in others the way of life hardly ever seems to change. But Dan Buettner, an American writer and explorer, noticed that these very different places have one thing in common: people there have a good chance of living to be a hundred years old or more. He called these places ‘blue zones’ and decided to spend time with the people who lived there to try to find out the secret to their long lives.

The first thing Dan noticed about the inhabitants of blue zones was their healthy diet. They eat a lot of fruit and vegetables. They don’t eat much meat but get their protein from beans, lentils or nuts. They don’t eat many dairy products, either. Their diets are low in sugar and salt. And they don’t consume a lot of fast food or soft drinks.

Secondly, Dan noticed something very interesting, not about what the people ate, but how they ate. In ‘blue zones’ people often have two meals a day, not three, and they don’t usually have snacks between meals. They stop eating when they no longer feel hungry – not when they feel ‘full up’. They don’t go on diets but often go without food for a day or during a special time of year. Most importantly, in blue zones people see food as a gift and meals as a special time. They switch off TVs or smart phones and give thanks before they eat. Then they sit, eat, talk, take their time and enjoy their food.

Another thing that Dan noticed was that people living in blue zones across the world all seem to share certain habits in their lifestyles. They get exercise naturally by working outdoors. They stay fit by walking (not driving). And they sleep well (seven or eight hours a night, usually).

Finally, Dan found that the inhabitants of blue zones in all those different places around the world have a similar way of looking at life. They are generally optimistic. Many of them believe that a “higher power” is looking after them. And nearly all of them feel they belong to a larger group. Community is very important to them. Neighbors, friends and family come together often, and people from different generations (for example grandparents and grandchildren) have a lot of contact with each other. Older people are important and respected members of the community.

Dan returned to America, where he writes and gives talks on the lessons he learned from talking to people in blue zones. He believes it’s never too late to change how we live for the better – because, as the Chinese say, ‘live well, live long ...’

**Задание к тексту. Выберите правильный ответ**

1 People in blue zones

- A have very little in common.
- B move there when they’re old.
- C often live longer than normal.
- D don’t share their secret with others.

2 Dan Buettner

- A was the first person to travel to all these places.
- B wanted to live to be 100.
- C thought of the phrase ‘blue zones’.

D gave the people in 'blue zones' some advice about food.

3 Meals in blue zones

A are a chance for people to be alone.

B. bare a time to relax.

C last a short time.

D are special silent occasions.

4 It's true to say that people in blue zones

A work very hard.

B have active lifestyles.

C don't have cars.

D go to bed early.

5 The people Dan spent time with

A are never unhappy.

B are all religious.

C spend a lot of time with others.

D love older people more than others

**Ключи к заданию:** 1 – C; 2 – C; 3 –B; 4 –B; 5 –C.

## **Задания 2 к устному опросу**

**Инструкция:** чтение и перевод текста с использованием словаря, пересказ текста

### **Freedom or is it?**

New studies, new friends and maybe a new home in a new town. The first month at university is a taste of freedom.

When you were at school, you had to be there from 8.30 to 3.30 every day. At home, you had to eat meals at regular times. You couldn't listen to loud music and you couldn't stay out late. But when you're a student, you don't have to follow the same rules.

I remember my first weeks at university. Suddenly I didn't have to go to class every day. I could wear what I wanted. I didn't have to tidy my room—it was my decision. I could spend all night partying with friends – my choice. I could listen to loud dubstep at two in the morning. Breakfast at 4 a.m.? Why not? I could eat when I wanted. But student life wasn't perfect. Firstly, food didn't magically appear like it did at home. You had to buy it and then cook it! Secondly, there were four other guys in my flat in halls and they were also enjoying 'freedom'. One never washed up. Another stole other people's food from the fridge. And nobody cleaned the bathroom. I had to do it myself because the others were too lazy. I began to complain: 'These dishes won't wash themselves!' 'Turn that music down – it's 4 a.m.!'

It was then I realised two things: one, I was turning into my parents, and two, freedom has a downside.

**Критерии оценок:**

Оценка «**отлично**» - ставится тогда, когда студент излагает текст грамотно и красиво с соблюдением всех стилистических норм.

Оценка «**хорошо**» - обучающийся излагает текст с небольшими стилистическими ошибками.

Оценка «**удовлетворительно**» - обучающийся с трудом излагает текст, не соблюдая его смысл.

Оценка «**неудовлетворительно**» - обучающийся не может рассказать текст

**Задание к письменной работе.** Заполните пропуски в предложениях, используя заметки и краткие сообщения.

- In notes and short messages, you can leave out:

– greetings and polite expressions like *Dear ...*, *How are you?*, *Best wishes*, ... etc.

– pronouns like *I*, *you*, *he*, *she*, *there*, etc. and auxiliary verbs like *be*, *do*, *have*, etc. at the start of sentences:

*I love you.*

*Do you want to pick me up?*

– the verb to be and the definite article (*the*):

*The cat food is under the sink.*

- You can use contractions, initials and emoticons instead of full names and words:

*Get L to feed Cleo. (L = Lucy)*

*Dep 11.30 (Dep = Departure)*

*(I'm happy)*

- To give instructions in notes and messages, you can use imperatives and bullet points:
- check out bus and train times
- don't forget the plants

1. I tried to call you but ... .. no answer.
2. ... .. bad news.
3. ... .. think ... u can look after Cleo?
4. Check out ...London – Hereford buses.
5. Get L ...to feed Cleo and water ... plants.
6. ...have to go home.
7. ...instructions ... on ... fridge.
8. ...tin opener ... in ... top drawer.
9. ... ..on ... bus now. ... gets in at 15.40.

### **Критерии оценок:**

Оценка «**отлично**» - ставится тогда, когда студент излагает текст грамотно и красиво с соблюдением всех стилистических норм.

Оценка «хорошо» - обучающийся излагает текст с небольшими стилистическими ошибками.

Оценка «удовлетворительно» - обучающийся с трудом излагает текст, не соблюдая его смысл.

Оценка «неудовлетворительно» - обучающийся не может рассказать текст.

### Задания к проверочной работе

**Проверяемые результаты обучения:** МР-2, МР-8, МР-12, МР-25, МР-32, ПРБ-1–ПРБ-3, ПРБ-5, ПРБ-6, ПРБ-8, ПРБ-13, ПРБ-15, ПРБ-21

**Инструкция:** Выполните задания

#### 1. Прочитайте текст и заполните пробелы 1 – 8 выражениями из списка а – h

People have always been in need of a consistent language to do business across the globe and lots of non-native English speakers are trying to solve this problem. It's not always easy (1)\_\_\_\_\_. Just think of 615,000 words in the Oxford English Dictionary! However, some experts claim they have the answer.

As early as the 1920s, Charles Kay Ogden created Basic English, (2) \_\_\_\_\_. Ogden said that it would take seven years to learn English, seven months for Esperanto, and seven weeks for Basic English. The concept gained its greatest publicity just after the Second World War (3) \_\_\_\_\_. Winston Churchill and Franklin Roosevelt supported the idea of using Basic English as an international language, and Churchill recommended it (4) \_\_\_\_\_. Amused critics said that “blood, toil, tears and sweat” translates into Basic English as “blood, hard work, eyewash and body water. (5) \_\_\_\_\_, it did not die. Another simplified version of the English language appeared called Globish. It was created in the 1990s by Jean-Paul Nerrière (6)\_\_\_\_\_. It uses only the most common 1,500 English words and phrases and continues to expand as a tool of common understanding in simple international communication. This expansion of Globish has made some people worried about the cultural diversity and the purity of non-English languages. Some also find Globish limited in what it can express (7)\_\_\_\_\_.

Nerrière himself is sometimes described as a remarkable man (8)\_\_\_\_\_. He hopes that “some day it will be accepted as a viable alternative by the European Union or the United Nations.”

The simple goal of Globish is to reach only a level— a common ground— where everyone understands everyone else, everywhere in the world.

- a. though the idea got lots of criticism
- b. whose ambition is to promote global understanding between nationalities
- c. a constructed language with 850 words
- d. as the English language can be extremely complicated
- e. as a tool for world peace
- f. but the idea is that with 1,500 words you can express everything
- g. specifically with the business world in mind

h. in a speech at Harvard University in 1943

**2. Прочитайте предложения. Заполните пропуски в предложениях соответствующими формами слов.**

- 1 1. The number of people taking language courses is ... nowadays. **INCREASE**
- 2 2. The interest among students in this educational programme has ... significantly. **FALL**
- 3 3. Experts predict a ... in migration. **RISING**
- 4 4. The unemployment rate has ... by 7% over the last decade. **DECREASE**
- 5 5. Our college offers a new ... programme for teenagers. **DEVELOP**
- 6 6. Measures should be taken to stimulate economic ... **GROW**
- 7 7. Something should be done! The situation needs ... **IMPROVE**
- 8 8. The new traffic management system will ... the negative effects of cars in the city centre. **LESS**9. It's necessary to ... the regional economy. **STRONG**

**Ключи к проверочной работе**

1. – d, 2. – c, 3. – e, 4. – h, 5. – a, 6. – g, 7. – f, 8. – b.  
2.1 – increased, 2 – fall, 3 – rise, 4 – decreased, 5 – developmental, 6 – growth, 7 – improve, 8 – lessen, 9 – strengthen.

**Критерии оценки:** соответствие ответов правильным вариантам.

Оценка «**отлично**» - если обучающийся правильно ответил на 15-17 вопросов теста в отведенное время

Оценка «**хорошо**» - если обучающийся правильно ответил на 11-14 вопросов теста в отведенное время

Оценка «**удовлетворительно**» - если обучающийся правильно ответил на 8-10 вопросов теста в отведенное время

**Время выполнения:** 40 мин

**Тема 6. Личность, чувства и эмоции**

**Задания к устному опросу**

**Проверяемые результаты обучения:** МР-4, МР-8, МР-12, МР-23, МР-36, ПРБ-1–ПРБ-6, ПРБ-8, ПРБ-13, ПРБ-15, ПРБ-21, ПРБ-22

**Инструкция:** чтение и перевод текста с использованием словаря, составление своего собственного дневника.

Chelsea Chase, 18, from Cheam and her boyfriend, Eddie, want to reinvent themselves. What are you going to do? Eddie isn't going to shave, he's going to try to grow a beard! And he's going to take care of his skin. I'm going to get a piercing. And I'm going to get my hair cut short but I'm not going to dye it red like Eddie wants. We want to get in shape, so we're going to join a gym. I'm going to lose weight and Eddie's going to build up his muscles. Are you going to change your personalities too? Yes, we are. We aren't going to be so impatient and bad-tempered. We're going to be more sociable, energetic and outgoing. We're going to study harder and Eddie's going to look for a job next summer. And what about spring cleaning? Are you going to tidy your room? No, I'm not! (I did it last week).

### **Критерии оценок:**

Оценка «**отлично**» - ставится тогда, когда студент излагает текст грамотно и красиво с соблюдением всех стилистических норм.

Оценка «**хорошо**» - обучающийся излагает текст с небольшими стилистическими ошибками.

Оценка «**удовлетворительно**» - обучающийся с трудом излагает текст, не соблюдая его смысл.

Оценка «**неудовлетворительно**» - обучающийся не может рассказать текст.

**Задание к письменной работе.** Изучите правила написания пригласительного письма и составьте свое письмо с приглашением на торжество.

### **Making an invitation**

- Make your invitation short and clear.
- Remember to:

–give it a title,

– give a place, date and time and contact details,

– encourage people to accept it:

*I'd like to invite you to ...*

*I'm having a party on ...*

*Would you like to come?*

*Do you think you'll be able to come?*

*I'd like you to come.*

*It'll be great fun.*

*I (really) hope you can make it.*

### **Receiving an invitation**

- Remember to say thank you (even if you decline the invitation):

*Thanks (so much) for inviting me to...*

*It was great/I was thrilled to get your invitation to...*

*I really appreciate the invitation to...*

*It's really nice of you.*

- When you accept an invitation,  
– confirm you're coming:

*(Of course), I'l (definitely) be there/I'll come to ...*

*I'm delighted to accept your invitation.*

*(I'm) (really) looking forward to it.*

– check the arrangements:

*What time are we meeting?  
How are we getting there?  
Do I need to bring anything?*

- When you decline an invitation, give a reason and repeat your thanks:

*I'd really love to come but .../It's really nice of you but ...  
I'm really sorry but I'm afraid I can't make it.  
Unfortunately, I won't be able to ...  
Thanks anyway.*

### **Критерии оценок:**

Оценка «**отлично**» - ставится тогда, когда студент излагает текст грамотно и красиво с соблюдением всех стилистических норм.

Оценка «**хорошо**» - обучающийся излагает текст с небольшими стилистическими ошибками.

Оценка «**удовлетворительно**» - обучающийся с трудом излагает текст, не соблюдая его смысл.

Оценка «**неудовлетворительно**» - обучающийся не может рассказать текст.

### **Задания к проверочной работе**

**Проверяемые результаты обучения:** МР-4, МР-8, МР-12, МР-23, МР-36, ПРБ-1–ПРБ-6, ПРБ-8, ПРБ-13, ПРБ-15, ПРБ-21, ПРБ-22

**Инструкция:** Выберите вместо пропусков правильный ответ а-f:

1. ... It's going to rain.
2. It won't rain. Everything will be fine. ...
3. We're going to miss the train. ...
4. Don't worry, the train won't be on time. ...
5. ... I'm going to be sick.
6. ... It'll make you feel better.

- A. I think you should eat something.
- B. I believe it's usually late.
- C. In my opinion, it'll be sunny all day.
- D. I feel ill.
- E. It leaves in fifteen minutes and the station is miles away.
- F. Look! There are black clouds in the sky.

### **Ключи к проверочной работе**

- 1 F
- 2 C
- 3 E
- 4 B
- 5 D
- 6 A

## **Тема 7. Работа и профессиональные качества**

### **Задания 1 к устному опросу**

**Проверяемые результаты обучения:** МР-2, МР-4, МР-8, МР-16, МР-17, МР-23, МР-30, МР-44, ПРБ-2, ПРБ-3, ПРБ-6, ПРБ-7, ПРБ-11–ПРБ-14, ПРБ-15, ПРБ-22, ПРБ-24

**Инструкция:** чтение и перевод текста с использованием словаря, составление рассказа по теме.

### **CONFESSIONS OF APROCRASTINATOR**

#### **SUNDAY**

I'm sitting a History exam next Thursday. It's an important exam. I want to get a good mark. So, I know what I should do. I should revise for a few hours every day until I'm prepared. I get out my History book. Tonight, I'm going to study the Second World War. But I don't open the book. Instead, I switch on my computer and start playing War plans. 1...Time flies when you're having fun. I pick up my History book. It falls open at a chapter called 'The Marshall Plan'. That's it! I need a plan. Thirty minutes later I have a great study plan. Now, all I need to do is to start studying. However, it's almost midnight, so I give up and go to bed.

#### **MONDAY**

My History book is open and I have a yellow highlighter in my hand. I'm ready to revise. I glance at my reflection in the window. 'I'm going to pass this exam,' I tell myself. Then I notice my hair is a mess. I need a haircut. So I go on YouTube and watch some hairstyle videos. 2... I redo my study plan. I'm really going to work hard tomorrow.

#### **TUESDAY**

I'm going to revise for three hours. I'm about to start when I feel peckish, so I go to the kitchen to get a biscuit. 3... I get some orange squash. I carry on studying for a few minutes but then I need to go to the toilet. After that, I call my friend Vicky. She's sitting the same exam as me. I ask how she's getting on. We talk for ages. Finally, I start revising seriously. 4... I can't find it in all the clutter on my desk. I should clear it up. Three hours later my room is tidy. I'm exhausted. I fall into bed.

#### **WEDNESDAY**

I'm in a panic. I really don't want to fail this exam. My brother yells up the stairs, 'There's football on the telly in ten minutes!' He comes up to the landing. 'England are playing Germany.' I ignore him. I can't watch football. I'm going to study all night.

#### **THURSDAY**

I studied until 4 a.m. I felt dreadful in the morning but I did the exam. I think I passed but I'm not sure. I wonder why I always put off important things until the last moment. It's not sensible. 5... It means I never do the things I have to do until panic makes me do them. I want to change. Procrastination makes me miserable. I find a YouTube video called 'How to stop procrastinating'. I'm going to watch it. But maybe not right now.

#### **Критерии оценок:**

Оценка «**отлично**» - ставится тогда, когда студент излагает текст грамотно и красиво с соблюдением всех стилистических норм.

Оценка «хорошо» - обучающийся излагает текст с небольшими стилистическими ошибками.

Оценка «удовлетворительно» - обучающийся с трудом излагает текст, не соблюдая его смысл.

Оценка «неудовлетворительно» - обучающийся не может рассказать текст.

**Задание к письменной работе.** Изучите правила написания официального письма и составьте свое письмо-заявление на работу.

- In the subject box, give reason for writing your email, e.g. *Job application.*
- In the first sentence, explain why you are writing: *I'm writing to you to apply for the job as/of ...*
- Mention your age, education and any relevant work experience you have. You can use the Present Perfect to describe your experience and recent achievements: *I've just completed a course in first aid.*
- Mention three or four of your personal qualities that you think are useful for the job: *I consider myself to be ...*
- Say that you hope to receive a reply/would like to attend an interview: *I look forward to hearing from you/attending an interview.*
- Don't use emoticons, exclamation marks (!) or informal language, e.g. *Hey, dude!*
- Don't try to be funny or write irrelevant information, e.g. *My friend Dave lives opposite your restaurant.*

### **Formal beginning and ending**

*Remember to begin and end your email with formal greetings:*

*Dear + name, e.g. Dear MrCampbell, ... Dear MsRichard, ... Dear Sir/Madam, ... (if you don't know the person's name)*

### **Критерии оценок:**

Оценка «отлично» - ставится тогда, когда студент излагает текст грамотно и красиво с соблюдением всех стилистических норм.

Оценка «хорошо» - обучающийся излагает текст с небольшими стилистическими ошибками.

Оценка «удовлетворительно» - обучающийся с трудом излагает текст, не соблюдая его смысл.

Оценка «неудовлетворительно» - обучающийся не может рассказать текст.

### **Задание к практической подготовке**

**Проверяемые результаты обучения:** МР-2, МР-4, МР-8, МР-16, МР-17, МР-23, МР-30, МР-44, ПРБ-2, ПРБ-3, ПРБ-6, ПРБ-7, ПРБ-11–ПРБ-14, ПРБ-15, ПРБ-22, ПРБ-24

**Инструкция:** составьте монолог на тему «Моя будущая профессия – воспитатель детского сада» с использованием пройденной лексики.

- my dream — моя мечта
- come true — сбыться

- take exams — сдавать экзамены
- leave school — закончить школу
- enter an institute (a college) — поступить в институт (колледж)
- get education — получить образование
- find a job — найти работу
- be independent — быть независимым
- be interested in — интересоваться
- study hard — усердно учиться
- be in two minds — быть враздумье
- decide — решить
- make up one's mind — решить
- change one's mind — передумать
- follow my parents' profession — продолжить профессию родителей
- choose — выбрать
- make a choice — сделать выбор
- the right choice — правильный выбор
- the wrong choice — неверный выбор
- make a career — сделать карьеру
- be successful — быть успешным
- by profession — по профессии
- educator — воспитатель
- babysitter — няня
- speech therapist — логопед
- my dream — моя мечта

## Тестирование

**Проверяемые результаты обучения:** МР-2, МР-4, МР-8, МР-16, МР-17, МР-23, МР-30, МР-44, ПРб-2, ПРб-3, ПРб-6, ПРб-7, ПРб-11–ПРб-14, ПРб-15, ПРб-22, ПРб-24

**Инструкция:** выбрать правильный ответ

### Вариант 1

Ms Hay: How <sup>1</sup>long /long ago /much have you been with us?

Rob: I've been here <sup>2</sup>for /from /since almost six months now. I started <sup>3</sup>for /last /on September.

Ms Hay: Have you <sup>4</sup>always /ever /just thought about applying to be a manager?

Rob: No, I <sup>5</sup>don't /hasn't /haven't, to be honest. Why?

Ms Hay: Well, because you <sup>6</sup>already /always /ever work hard and you're clever.

Rob: But I've <sup>7</sup>didn't /never /yet been to university. I haven't studied Maths <sup>8</sup>for /since /yet I left school.

Ms Hay: That doesn't matter. We started our own training programmes six months <sup>9</sup>ago /long ago /since. Have you started studying French <sup>10</sup>ever /just /yet?

Rob: Yes, I've <sup>11</sup>always /ever /just started a course at the college. I haven't done any exams <sup>12</sup>before /never /yet but I've <sup>13</sup>already /last /never learnt quite a lot.

**Ключ к тесту:**

№ вопроса	Правильный вариант ответа
1	Long
2	For
3	Last
4	Ever
5	Haven't
6	Always
7	Never
8	Since
9	Ago
10	Yet
11	Just
12	Yet
13	already

**Вариант 2****1. Поставьте глагол в Past Simple или Present Perfect:**

Rob: <sup>1</sup>(you/hear) the news? Ellie <sup>2</sup>(just/leave) the country. She <sup>3</sup>(fly) to Japan last night.

Ben: Why <sup>4</sup>(she/go) to Japan? <sup>5</sup>(she/find) a job there?

Rob: No, she hasn't, but she's looking. She <sup>6</sup>(start) studying Japanese last month when she <sup>7</sup>(lose) her job. She <sup>8</sup>(already/learn) a lot.

Ben: <sup>9</sup>(you/find) a new flatmate yet?

Rob: No, I haven't. I <sup>10</sup>(not start) looking yet. Why?

Ben: Well, I <sup>11</sup>(never/like) my flat and your flat is great, so ..

**Ключ к тесту:**

№ вопроса	Правильный вариант ответа
1	Have you heard
2	Has just left
3	Flew
4	Has she gone
5	Has she found
6	Started
7	Lost
8	Has already learnt
9	Have you found
10	Haven't started
11	Have never liked

**Критерии оценки:**

- соответствие ответов правильным вариантам.

Оценка «**отлично**» - если обучающийся правильно ответил на 9-11 вопросов теста в отведенное время

Оценка «**хорошо**» - если обучающийся правильно ответил на 6-8 вопросов теста в отведенное время

Оценка «**удовлетворительно**» - если обучающийся правильно ответил на 3-5 вопросов теста в отведенное время

**Время выполнения:** 40 мин

## **Тема 8. Наука, компьютеры, соц.сети**

### **Задания к устному опросу**

**Проверяемые результаты обучения:** МР-4, МР-8, МР-10, МР-15– МР-19, МР-23 – МР-25, МР-27 – МР-30, МР-36, МР-44, ПРб-1– ПРб-3, ПРб-5, ПРб-6, ПРб-11, ПРб-12, ПРб-13, ПРб-24

**Инструкция:** чтение и перевод текста с использованием словаря, пересказ текста.

Two women are sitting in a café together. They're drinking coffee and sharing a piece of chocolate cake. One woman is talking. The other woman is listening carefully. The first woman seems sad. She starts crying. The other woman doesn't speak; she just hands her companion a tissue and gently touches her arm. The first woman stops crying, smiles and hugs her friend. American politician Hubert Humphrey said, 'The greatest gift of life is friendship.' But what exactly is friendship? What is a friend? How do we make friends? How do we keep them? Why do we need them? According to psychologists, we get on with people who share the same background, opinions, interests, personality and even physical appearance. People with glasses often sit next to other people with glasses. The saying that 'opposites attract' appears not to be true. If you love dancing, your friends probably love dancing too. Scientific studies show that we all like people to like us. And if they like us, we like them. If they spend time with us or tell us their secrets, we want to do the same. So you often become friends with someone who wants to be your friend. Good friends are fun to be with but they're hard to find. It's true you can make lots of contacts on social media, but are they real friends or just acquaintances? Can you be open with them? Can you rely on them? Sometimes we don't even know if an online 'friend' is a real person or someone with a fake identity. True friendships last for a lifetime, but to have a real friendship you need to do things together and share your feelings and opinions. Studies show that true friendship survives even when friends are in different countries. But only if you keep in touch. If you don't, friendships can die. An old proverb tells us that 'a friend in need is a friend indeed'. That means you can tell who your real friends are when you're in trouble. Real friends stay with you and help you when you need them. They never let you down or turn their back on you. Finally, what's the difference between a good friend and your best friend? Well, a good friend knows about your life; your best friend lives your life with you. Best friends know what you're thinking and how you feel. They understand you, perhaps better than you understand yourself. You don't have to pretend when you're with your best friend; you can be yourself. Sometimes you don't even need to speak. Just like that woman in the café.

### **Критерии оценок:**

Оценка «**отлично**» - ставится тогда, когда студент излагает текст грамотно и красиво с соблюдением всех стилистических норм.

Оценка «**хорошо**» - обучающийся излагает текст с небольшими стилистическими ошибками.

Оценка «**удовлетворительно**» - обучающийся с трудом излагает текст, не соблюдая его смысл.

Оценка «**неудовлетворительно**» - обучающийся не может рассказать текст

**Задание к письменной работе.** Изложите свою точку зрения, используя слова и выражения ниже.

#### Paragraph 1

In the introduction, first restate the essay question and then state your own opinion. Use a question or an interesting comment to make your reader want to continue reading.

#### Paragraphs 2 and 3 (in the order you prefer)

Give your own opinion with some arguments or examples. Mention other arguments and say why you disagree with them.

#### Paragraph 4

Summarise the debate and state your opinion again. Connect your sentences

In my opinion, ... / It seems to me ... / I believe ... /

I think ...

I'm not suggesting ... / I don't believe ...

Some people say ... but ...

Nowadays ... / Today ... / In many ways ...

First of all, ... / Firstly, ... / Secondly, ... / Finally, ...

However, ... / But ... / On the other hand, ...

After all, ... / Basically ... / When you think about it, ...

In addition, ... / What's more, ...

To sum up, ... / In conclusion, ...

### **Критерии оценок:**

Оценка «**отлично**» - ставится тогда, когда студент излагает текст грамотно и красиво с соблюдением всех стилистических норм.

Оценка «**хорошо**» - обучающийся излагает текст с небольшими стилистическими ошибками.

Оценка «**удовлетворительно**» - обучающийся с трудом излагает текст, не соблюдая его смысл.

Оценка «**неудовлетворительно**» - обучающийся не может рассказать текст.

### **Задание к Тестированию**

**Проверяемые результаты обучения:** МР-4, МР-8, МР-10, МР-15– МР19, МР-23 – МР-25, МР-27 – МР-30, МР-36, МР-44, ПРБ-1– ПРБ-3, ПРБ-5, ПРБ-6, ПРБ-11, ПРБ-12, ПРБ-13, ПРБ-24

**Инструкция:** поставить глагол в форме инфинитива или герундия.

### Вариант 1

I want <sup>1</sup>(be) a scientist when I leave school. I'd really like <sup>2</sup>(become) an astrophysicist. I enjoy <sup>3</sup>(work) in the laboratory and I love <sup>4</sup>(watch) the sky at night. The problem is I need <sup>5</sup>(pass) Maths and it's my worst subject. I keep on <sup>6</sup>(fail). My friends say I should <sup>7</sup>(forget) my dream and think about <sup>8</sup>(study) something else at university. But I can't <sup>9</sup>(do) that. So I've decided <sup>10</sup>(take) extra Maths classes at the weekend. I don't mind <sup>11</sup>(give up) some free time to try <sup>12</sup>(make) my dream come true.

### Ключ к тесту:

№ вопроса	Правильный вариант ответа
1	To be
2	Becoming
3	Working
4	Watching
5	To pass
6	Failing
7	Forget
8	Studying
9	Do
10	To take
11	Giving up
12	To make

### Вариант 2

1. I (help) you if you (help) me.
2. If you ... (lend) me your phone, I ... (call) her.
3. How much ... (you/pay) me if I ... (give) you this game?
4. If we ... (play) again, you ... (not win).
5. They ... (win) if we ... (not try) harder.
6. If you ... (not like) it, what ... (you do)?
7. I ... (not go) if they ... (not pay) me.
8. If you ... (not practise), you ... (not get) better

### Ключ к тесту:

№ вопроса	Правильный вариант ответа
1	Will help, help
2	Lend, will call
3	Will you pay, give
4	Play, will not win
5	Will win, don't try
6	Don't like, will you do
7	Will not go, don't pay
8	Don't practice, will not get

**Критерии оценки:**

- соответствие ответов правильным вариантам.

Оценка «отлично» - если обучающийся правильно ответил на 8-10 вопросов теста в отведенное время

Оценка «хорошо» - если обучающийся правильно ответил на 6-7 вопросов теста в отведенное время

Оценка «удовлетворительно» - если обучающийся правильно ответил на 3-5 вопросов теста в отведенное время

**Время выполнения:** 40 мин

**Тема 9. Культура, творческая работа****Задания 1 к устному опросу**

**Проверяемые результаты обучения:** МР-4, МР-21, МР-23, МР-29, МР-30, ПРБ-1, ПРБ-2, ПРБ-5, ПРБ-6, ПРБ-8, ПРБ-12– ПРБ-14, ПРБ-17, ПРБ-18, ПРБ-22– ПРБ-24

**Инструкция:** чтение и перевод текста с использованием словаря, пересказ или составление текста

WOMAN BOUGHT A PAINTING THAT COULD BE WORTH \$50 MILLION FOR \$5. HOW DID SHE DO IT?

One day a 73-year-old American called Teri Horton saw a large colourful painting in a California thrift shop. She had never bought such a big painting before but she liked the colours and thought it would be a fun present for a friend who was depressed, so she bought it for \$5. (The shop assistant had asked for \$8 but Teri was good at bargaining.) After she had bought it, she took it to her friend's house. The friend, however, didn't like the painting, and anyway, they hadn't managed to get it through the door and into her home, so Teri decided to sell it at a yard sale. A local Art teacher saw it and thought it looked familiar. Had Jackson Pollock painted it? Teri had never heard of him. Before she retired, she'd worked as a truck driver and she was no art expert. But she soon found out that Pollock was a world famous abstract artist who had died in 1956 and whose paintings sell for millions. Unfortunately, nobody had signed the painting and some experts claimed it wasn't authentic. However, after an expert had found a finger print on the painting that seemed to be Pollock's, a buyer offered her \$9 million. She turned it down. She says she won't sell it for less than \$5 million.

**Задания 2 к устному опросу**

**Инструкция:** чтение и перевод текста с использованием словаря, пересказ текста.

***SHCHUKIN COLLECTION***

Hundreds of people wait in line in Volkhonka Street to see one of the most anticipated events of the season: 150 works from the Sergei Shchukin collection of late 19th and early 20th-century European art, exhibited in the halls of the museum as they were once shown in the Shchukin house. The collection was recently displayed in Paris, where it attracted 1.2 million visitors. A wealthy cloth merchant, Shchukin began collecting art during trips to France from 1889 to 1914. He met artists and art dealers,

learned about collecting, and bought paintings that often ran against both his own and established tastes, intuiting that these works would become important. He hung them in his Moscow mansion, where the collection was open to the public from 1908 and where Shchukin himself occasionally conducted tours for his guests. After the October revolution the paintings were moved to various museums and storage facilities until they were divided, mainly between the Pushkin Museum in Moscow and the Hermitage in St. Petersburg. The exhibit's first hall has only one painting: Matisse's "Dance". In the white marble hall, visitors gaze at the canvas in reverent silence. The Shchukin collection includes 37 paintings by Matisse. It was through him that Shchukin met Pablo Picasso and eventually collected 50 of his paintings. The next two halls display Picasso's works. A hall dedicated to Sergei Shchukin has the most diverse contents. Visitors are delighted. "What a joy that one of our countrymen collected this art and pensioners like me can come here and bask in it!" exclaimed one woman. When asked what he liked most about the exhibit, another visitor replied, "Oh, I love Monet, Degas, Matisse, Picasso... I love everything!"

### **Задания 3 к устному опросу**

**Инструкция:** чтение и перевод текста с использованием словаря, пересказ текста или составление рассказа по теме.

In 1960, there were about twenty-five universities in Britain and only about five percent of eighteen-year-olds went to university. Today the situation is very different – there are more than a hundred universities and more than thirty percent of eighteen-year-olds get a place at university. Young people usually start choosing their university and the subject they want to study at the start of the last year of secondary school. Most universities organise 'open days' for pupils, where they can speak to students and staff and decide if the university is the right place for them. Many foreign students also decide to study in Britain – about twenty percent of students in the UK are from abroad. Some universities ask candidates to come for an interview or an exam. A-level exam results are important too because you can lose your place at university if your results are bad. Students can choose from hundreds of university courses. In 2014, the most popular courses were Medicine, Law, Psychology, Art/Design and Computer Science. There are also many different types of universities. Perhaps the most famous are the 'historic' ones, which began in the Middle Ages, such as Oxford, Cambridge and Edinburgh. 'City universities' are usually in the centre of large towns and cities – examples are Birmingham, Bristol, Manchester and the colleges of the University of London. There are also newer 'campus universities,' such as Sussex, Kent and Warwick, where all the buildings are together, usually in the countryside. Some universities are small and friendly; others have tens of thousands of students. A typical study bedroom in a hall of residence. Of course, some universities have a better reputation than others. Choosing the university that is right for you is very important. For this reason, most students in Britain choose to study far from their hometown (only twenty-two percent of students live with their parents). Students in the first year of university typically live in university accommodation called 'halls of residence'. Students have to share a kitchen and bathroom with three to five other students, but every student has a 'study bedroom' where he/she can study or sleep. In the second and third years, it's popular to rent a flat or house with friends. For some people, this is one of the best things about being a student!

Studying at university is often very different to learning at school. Lectures are the most common type of teaching – sometimes there are more than a hundred students in the room at one time. But students also spend a lot of time doing ‘private study’ – reading and making notes in the library or at home. Most students go to university for three or four years to get a Bachelor’s degree. About ten percent of students drop out (they leave university without finishing their course). Studying in Britain is very expensive these days. Students have to pay the university for their teaching each year (usually more than £9,000 a year). You also have to add to this the cost of living (about £12,000 a year). It’s not surprising that many students work part-time or during the holidays, and most graduates (students with a degree) have large experience of work.

### **Критерии оценок:**

Оценка «**отлично**» - ставится тогда, когда студент излагает текст грамотно и красиво с соблюдением всех стилистических норм.

Оценка «**хорошо**» - обучающийся излагает текст с небольшими стилистическими ошибками.

Оценка «**удовлетворительно**» - обучающийся с трудом излагает текст, не соблюдая его смысл.

Оценка «**неудовлетворительно**» - обучающийся не может рассказать текст

### **Задания 4 к устному опросу**

**Инструкция:** чтение и перевод текста с использованием словаря, выполнение упражнения.

I just came back from a visit to my landlord – the lonely neighbour that I want to tell you about. This is certainly a beautiful country! In all England here everyone can be alone and happy. Mr. Heathcliff and I are such a suitable pair to share this feeling. He could not imagine how my heart warmed towards him when I noticed his black eyes filled with the desire to be alone, as I rode up, and announced my name. ‘Mr. Heathcliff?’ I said. A nod was the answer. ‘Mr. Lockwood, your new tenant, sir. I am here as soon as possible after my arrival, to express the hope that I have not bothered you coming to Thrushcross Grange: I heard yesterday you had had some thoughts. ’Thrushcross Grange is my own, sir,’ he interrupted, wincing. ‘I should not allow any one inconvenience me. Anyway, walk in!’ The ‘walk in’ was muttered with closed teeth, and expressed the sentiment, ‘Go to Hell’: even the gate over which he leant manifested no sympathising movement to the words; and I think that I had to accept the invitation: I felt interested in a man who seemed more exaggeratedly reserved than myself. Wuthering Heights was the name of Mr. Heathcliff’s house. ‘Wuthering’ is a strong provincial adjective, descriptive of the atmospheric storm to which the house is exposed in stormy weather. Happily, the architect had foresight to build it strong: the narrow windows are deeply set in the wall, and the corners defended with large jutting stones. Before going through the door, I paused to admire a quantity of grotesque carving over the front. I detected the date ‘1500’, and the name ‘Hareton Earnshaw’. I would have made a few comments, and requested a short history of the place from the owner; but his attitude at the door appeared to demand my speedy entrance, or complete departure, and I had no desire to aggravate his impatience. The apartment and furniture would have been nothing extraordinary as belonging to a homely, northern farmer, with a stubborn facial ex-

pression and blond hair. Such an individual seated in his armchair, his mug of ale on the round table before him, is to be seen in any house among these hills, if you go at the right time after dinner. But Mr. Heathcliff formed a singular contrast to his dwelling and style of living. He was a dark-skinned gipsy but in dress and manners a gentleman. Possibly, some people might suspect him of a degree of pride; I have a sympathetic chord within that told me it was nothing of the sort. I took a seat at the end of the fire place opposite that towards which my landlord came up, and filled up the silence by attempting to pat the dog, who had left her nursery, and was sneaking wolfishly to the back of my legs. My caress provoked a long gnarl. ‘You’d better let the dog alone,’ growled Mr. Heathcliff in unison, checking fiercer demonstrations with a punch of his foot. ‘She’s not accustomed to be spoiled – not kept for a pet.’ Then, striding to a side door, he shouted again, ‘Joseph!’

**Answer the following questions:**

1. What Heathcliff and the narrator of the text have in common?
  - A. They loved to be alone.
  - B. They loved the beauty of the country.
  - C. They loved riding horses.
2. How did Heathcliff react to his guest?
  - A. He welcomed his guest to come into the house.
  - B. He did not want to invite him in.
  - C. He was very interested in his guest.
3. Why did the narrator want to get acquainted with Heathcliff?
  - A. Heathcliff was his neighbour.
  - B. Heathcliff had a wonderful place to live.
  - C. Heathcliff had a trait of character which interested the author.
4. The word “wuthering”, according to the narrator, means
  - A. something connected with storms and winds.
  - B. something with very small windows.
  - C. something solidly built.
5. What didn’t the narrator do at the entrance although he was very interested in doing so?
  - A. He didn’t look around.
  - B. He didn’t ask Heathcliff about the writing on the doorway.
  - C. He didn't make any comments about the writing.
6. Why did the narrator find Heathcliff’s house so strange?
  - A. The house was huge.
  - B. The furniture was old-fashioned.
  - C. The house and Heathcliff did not match.
7. How did Heathcliff react to the guest’s desire to pet the dog?
  - A. He became angry.
  - B. He became embarrassed.
  - C. He didn’t react at all.

**Ключ к тесту**

№ вопроса	Правильный вариант ответа
1	C

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

**Read the text again and decide if the statements are true (1), false (2) or not stated (3) according to the text.**

- A. Heathcliff was a friendly person.
- B. Heathcliff invited Mr. Lockwood in without any hesitation.
- C. The name of the house had to do with stormy weather.
- D. Mr. Lockwood stopped to read the sign at the entrance because he did not want to try Heathcliff's patience.
- E. All the furniture in the house was antique.
- F. Heathcliff's personality did not match his home.
- G. Heathcliff did not like the way Mr. Lockwood treated the dog.

#### **Ключ к тесту**

№ вопроса	Правильный вариант ответа
A	Not stated
B	True
C	True
D	False
E	True
F	Not stated
G	True

#### **Критерии оценки:**

- соответствие ответов правильным вариантам.

Оценка «**отлично**» - если обучающийся правильно ответил на 6-8 вопросов теста в отведенное время

Оценка «**хорошо**» - если обучающийся правильно ответил на 4-6 вопросов теста в отведенное время

Оценка «**удовлетворительно**» - если обучающийся правильно ответил на 3-5 вопросов теста в отведенное время

**Время выполнения:** 40 мин

**Задание к письменной работе.** Написать краткий обзор об искусстве, согласно нижеперечисленным правилам.

- Start with a heading that indicates your opinion and if possible, mark the number of stars (↔↔↔↔↔↔↔) you think the event deserves.
- You can make some personal comments:

*I'd never heard of ... before but...*

*A friend told me it was ...*

*I was looking forward to going to ... but ...  
I'm a big fan of ...*

- Give some factual details:

*It's the group's third album.*

*The exhibition is on at ... until ...*

*It opens at 10 a.m.*

*This is ...'s second novel.*

*You can listen to it for free on ...*

*It's a murder mystery.*

- Give your opinion:

– positive comments: *totally brilliant, really good, I loved it, I enjoyed it*

– fifty-fifty comments: *quite good, not bad, alright, OK*

– negative comments: *absolutely awful, really bad, very boring*

– comparisons: *not as good as, the best thing they've done, I don't like it as much as ..., slightly better, even worse*

- Justify your opinion:

*It was a waste of money – the sound was terrible and they only played for forty minutes.*

- Give recommendations:

*You should/shouldn't ...*

*It's worth ... -ing*

*I recommend it.*

*Go and see it.*

*Don't miss it.*

*Forget about it.*

*Don't waste your time or money on ...*

### **Критерии оценок:**

Оценка «**отлично**» - ставится тогда, когда студент излагает текст грамотно и красиво с соблюдением всех стилистических норм.

Оценка «**хорошо**» - обучающийся излагает текст с небольшими стилистическими ошибками.

Оценка «**удовлетворительно**» - обучающийся с трудом излагает текст, не соблюдая его смысл.

Оценка «**неудовлетворительно**» - обучающийся не может рассказать текст.

### **Задание к практической подготовке**

**Проверяемые результаты обучения:** МР-4, МР-21, МР-23, МР-29, МР-30, ПРБ-1, ПРБ-2, ПРБ-5, ПРБ-6, ПРБ-8, ПРБ-12– ПРБ-14, ПРБ-17, ПРБ-18, ПРБ-22– ПРБ-24

**Инструкция:** составьте диалог на тему «Развитие культуры у малышей» с использованием пройденной лексики.

theatre – театр  
cinema – кино  
cartoon – мультфильм  
creating cartoons in the kindergarten – создание мультфильмов  
playing a role in the theater – играть роль в театре  
music – музыка  
style of music – стили музыки  
types of musical instruments – виды музыкальных инструментов  
listening to music and creating own sounds – слушать музыку и создавать звуки  
literature – литература  
reading fairy tales and stories for children – чтение сказок и историй детям  
heroes of fairy tales – персонажи мультфильмов  
poetry – поэзия  
art – искусство  
styles in art – виды искусства  
to practice an art – заниматься искусством  
folk art – народное искусство  
decorative art – декоративное искусство  
collage – коллаж  
drawing – рисунок  
landscape – пейзаж  
mosaics – мозаика  
do a painting – написать картину  
his painterly talents – его талант к живописи  
creative work – творчество  
to group – подбирать гармонично краски, цвета  
a picture show – выставка картин  
chalk – мел  
brush – кисть  
paintbox - коробка с красками  
watercolour – акварель  
sketch-book - альбом, тетрадь для рисования  
to mix paints - смешивать краски

### **Задания к проверочной работе**

**Проверяемые результаты обучения:** МР-4, МР-21, МР-23, МР-29, МР-30, ПРБ-1, ПРБ-2, ПРБ-5, ПРБ-6, ПРБ-8, ПРБ-12– ПРБ-14, ПРБ-17, ПРБ-18, ПРБ-22– ПРБ-24

**Инструкция:** Выполните задания

#### **1. Прочитайте текст и заполните пробелы 1 – 7 глаголами в Past Perfect**

In July 2010, seven-year-old Kieron Williamson had an art exhibition. Kieron<sup>1</sup>(paint) thirty-three water colours of landscapes for the exhibition in Holt, Norfolk. At his previous exhibition in 2009, Kieron <sup>2</sup>(sell) sixteen paintings. How much money<sup>3</sup>(he/make)? £18,200. This time people <sup>4</sup>(come) from countries all around the world to buy his paintings. By the time the exhibition finished, all thirty-three paintings <sup>5</sup>(go) and Kieron

<sup>6</sup>(make) £150,000! The Williamsons were delighted. They <sup>7</sup>(not expect) the paintings to sell so well

## 2. Choose the correct answer.

- A. Kieron started/had started painting at the age of five after his parents gave/had given him a drawing pad.
- B. In 2012 Kieron published/had published a book. It sold/had sold out only forty-eight hours after it went/had gone on sale.
- C. By the time he was/had been ten, Kieron started/had started using oil paints instead of water colours.
- D. By 2013 he became/had become famous and the media already gave/had already given him the name 'Mini-Monet'.
- E. Once he earned/had earned enough, he bought/had bought his parents a new house.
- F. When Pablo Picasso died/had died at the age of ninety-one, he created/had created tens of thousands of works of art.
- G. After he and his friend Paul Gauguin has/ had had an argument, Vincent van Gogh will lose/lost part of his ear.
- H. By the time she is/ was seven, Georgia O'Keefe has already decided/had already decided to become an artist.
- I. Frida Kahlo spent/had spent many years alone in her room after she had/ had had a serious traffic accident at the age of eighteen.
- J. Before Leonardo Da Vinci will become/ became an apprentice to the artist Verrocchio in 1466, he never studied/had never studied art.

## KEYS

1. 1 – had painted, 2 – had sold, 3 – had he made, 4 - had come, 5 – had gone, 6 – had made, 7- hadn't expected;

2. A – started, had given, B – published, sold, had gone, C – was, had started, D – became, had already given, E – had earned, bought, F – had died, created, G – had had, lost, H – was, had already decided, I – spent, had had, J – became, had never studied

**Критерии оценки:** соответствие ответов правильным вариантам.

Оценка «**отлично**» - если обучающийся правильно ответил на 15-17 вопросов теста в отведенное время

Оценка «**хорошо**» - если обучающийся правильно ответил на 11-14 вопросов теста в отведенное время

Оценка «**удовлетворительно**» - если обучающийся правильно ответил на 8-10 вопросов теста в отведенное время

**Время выполнения:** 40 мин

## Контрольная работа

**Проверяемые результаты обучения:** МР-4, МР-21, МР-23, МР-29, МР-30, ПРБ-1, ПРБ-2, ПРБ-5, ПРБ-6, ПРБ-8, ПРБ-12– ПРБ-14, ПРБ-17, ПРБ-18, ПРБ-22– ПРБ-24

**Инструкция:** Выполните задания

### 1. Выберите правильный ответ.

Next year is my first year at university and I need your advice.<sup>1</sup>...I live in the halls of residence or rather rent a flat with some friends?

Definitely halls of residence! You meet a lot of new people with whom you have a lot<sup>2</sup>... . You<sup>3</sup>... follow too many rules – you<sup>4</sup>... just keep quiet after 10 p.m. and you<sup>5</sup>... have visitors at night.

When I started living on my own, I<sup>6</sup>... learn to be independent. I had no parents telling me to<sup>7</sup>... my bed or wash up. But living in halls of residence taught me to<sup>8</sup>... my room tidy. You never know when somebody is going to<sup>9</sup>... your room to see you!

1.a must b should c could

2.a of homework b of time c in common

3.a mustn't b couldn't c don't have to

4.a should b don't have to c mustn't

5.a don't have to b must c mustn't

6.a had to b must c should

7.a clean b make c do

8.a clean b do c keep

9.a get rid of b turn into c come round to

## 2. Поставьте слова в нужную форму.

Hi Cara, please help me because I don't know what to do. As you know, some time ago I got an<sup>1</sup>...(INVITE) to Mark's birthday party. I was quite<sup>2</sup>... (SURPRISE) but I was looking forward to it. I even made some<sup>3</sup>... (ARRANGE) with Mark's friends about his birthday present. But a few days ago Mark and I had an<sup>4</sup>... (ARGUE). I was rude to him and now I don't<sup>5</sup>... (INTENTION) to go to his party or even talk to him. But I'm really<sup>6</sup>... (WORRY) that Mark might be really<sup>7</sup>... (DISAPPOINTMENT) that I didn't tell him about changing my<sup>8</sup>... (DECIDE). He hates unreliable people, and now I won't be any<sup>9</sup>... (DIFFER) from them! Maybe I should tell Mark about my<sup>10</sup>... (FEEL) and apologize for my behavior? But will he talk to me? Please, tell me what to do! Remember, the party is tomorrow, so be quick!

## 3. Выберите правильный вариант:

When I was in primary school, I didn't enjoy<sup>1</sup>... to Science lessons. I especially hated<sup>2</sup>... experiments in the lab because I wasn't very<sup>3</sup>... and often 4...guesses. Everything changed when we went on a school trip to the Science Museum. I was fascinated by robots and I tried hard<sup>5</sup>... how they<sup>6</sup>... . I got really interested in them and shortly afterwards I managed<sup>7</sup>... two basic robots. I'm planning to<sup>8</sup>... building robots in the future. And if somebody ever<sup>9</sup>... me about my favourite subject, I<sup>10</sup>... that it's Science, of course.

1.a to go b going c go

2.a do b doing c does

3.a precise b enormous c confused

4.a guessed b did c made

5.a to understand b understanding c understand

6.a do b act c work

7.a to build b building c build

8.a try b teach c continue

9.a asks b 'll ask c is going to ask

10.a says b 'll say c said

#### 4. Раскройте скобки и поставьте глагол в подходящее время

There was an amazing Sound and Light show in our town yesterday. The most spectacular part was <sup>1</sup>... a fairy tale about a violinist who saved a town with his music. There was a recorded narrative and an orchestra performing <sup>2</sup>... , which made the show even more <sup>3</sup>... . The <sup>4</sup>... especially loved the special lighting effects. The presenter of the show explained that the young director <sup>5</sup>... some successful computer animations before. In an interview after the <sup>6</sup>... ,the director mentioned that he <sup>7</sup>... on a water show. I'm sure that if this young man <sup>8</sup>...working hard to develop his talents further, we will definitely see even more fascinating shows soon.

1. a taken place b set in c based on
2. a live b life c alive
3. a hilarious b pathetic c impressive
4. a audience b playwright c performer
5. a has produced b produced c had produced
6. a concerto b performance c stage
7. a was working b worked c works
8. a gives up b keeps on c manage

#### 5. Выберите правильный вариант

Hi Simon, it's Amy. Can you do some shopping for dinner tonight? Mum and Dad are coming. Please buy <sup>1</sup>*the/some* meat or fish. How about some fresh <sup>2</sup>*hamburger/hamburgers*? We also need <sup>3</sup>*some/any* oil because we've got <sup>4</sup>*little/a little* at home. There are <sup>5</sup>*lots/lot* of tomatoes in <sup>6</sup>*a/the* garden. Maybe we could make <sup>7</sup>*a/the* tomato salad? What do you think? Please buy <sup>8</sup>*a/some* bread because we haven't got <sup>9</sup>*some/any* left. Oh, and I nearly forgot – get <sup>10</sup>*an/ some* salt. See you later!

#### KEYS

1. 1 – b, 2 – b, 3 – c, 4 – a, 5 – c, 6 – a, 7 – a, 8 – keep, 9 – b
2. 1 – invitation, 2 – surprised, 3 - arrangement, 4 – argument, 5 – intend, 6 – worried, 7 – disappointed, 8 – decision, 9 – differences, 10 – feelings
3. 1 – b, 2 – b, 3 – b, 4 – c, 5 – a, 6 – c, 7 – a, 8 – a, 9 – a, 10 – b
4. 1 – c, 2 – c, 3 – c, 4 – a, 5 – c, 6 – b, 7 – c, 8 – c
5. 1 – some, 2 – hamburgers, 3 – some, 4 – a little, 5 – lots, 6 – the, 7 – a, 8 – some, 9 – any, 10 - some

#### Тема 10. Внешность, мода

##### Задания 1 к устному опросу

Проверяемые результаты обучения: МР-1, МР-4, МР-21, МР-23, МР-27, МР-29, ПРБ-1, ПРБ-2, ПРБ-5, ПРБ-6 – ПРБ-8, ПРБ-11 – ПРБ-20, ПРБ-24

Инструкция: чтение, перевод и ответы на вопросы. Дискуссия по теме.

Emma: “People usually organise their own end-of-year celebrations, but this is great fun! It's nice to get together and everyone looks brilliant.”

Guy: "I decided to wear trainers and a T-shirt with my suit, but I regret it now. I feel underdressed. I'm thinking of going home and getting changed."

Brandon: "I didn't buy a suit because I'm saving for a holiday. This one belongs to my brother. I usually dress casually, but actually I think smart clothes are OK. Several people have told me I look good, although one of them was my mum."

It's 9 p.m. and in the ballroom of a large UK hotel, a group of well-dressed secondary school students are dancing, gossiping and taking selfies. Exams are finished and everyone is waiting for their results. However, this is the school's first prom, and no one is worrying about grades tonight.

Proms first became popular in the US in the 1930s. For some teens, this 'night to remember' is their first real chance to get dressed up. Preparations often cost a fortune, and the average US family spends nearly \$1,000 per child on clothing, accessories, hair, etc.

The high cost of proms and the pressure to look good mean that attitudes are changing. Organizations such as Operation Prom, which provide low-income students with free formal clothing, are becoming more and more popular.

Moreover, an increasing number of students are organizing their own cheaper, more relaxed celebrations.

At the same time, prom nights are becoming more common in the UK, probably thanks to the influence of American film and TV culture.

Everyone here in the hotel tonight seems happy and relaxed, but what do they really think of their first prom night?

### **Отвeтьте на вопросы:**

1. What do you think the people in the photo are celebrating?
2. When do you wear formal outfits? Do you like them? Say why.
3. How much does the average US family spend per child on prom night?
4. Why are attitudes to prom night changing in the US?
5. Why are proms becoming more popular in the UK these days?

### **Задания 2 к устному опросу**

**Инструкция:** Прочитайте и переведите текст, затем ответьте на вопросы после текста

#### **GREAT STYLE HAS NO SIZE**

My style icon is Ashley Graham. She is stunning and glamorous. She has dark eyes, pale skin and long, straight hair. She's also well-built with a full figure and wide hips. In this photograph, she's wearing an elegant fake fur jacket over a loose-fitting black cotton dress, a wide leather belt and stylish black high-heeled shoes with a matching handbag.

Ashley is probably the most famous plus-size model in the world. She believes the fashion industry is wrong to use skinny size-zero models and tours schools to talk about the importance of accepting one's body shape.

#### **DIFFERENT LOOKS FOR DIFFERENT TIMES**

My style icon is Tinie Tempah. He is slim and handsome with short curly hair. This rapper and TV personality often appears on lists of the world's best-dressed men.

But Tinie doesn't always dress the same. When he performs on stage, he usually wears casual clothes. In the photo on the right he's wearing a red cotton shirt with a logo on it, tie-dye jeans, designer sunglasses and beige trainers. But in the photo on the left, Tinie is all dressed up. He looks fashionable in a shiny red suit with tight trousers, a plain white shirt and a black bow tie. I love his flexible style!

### Ответьте на вопросы:

1. Fashion shows often present size-zero models. Do you think this is a problem? Say why. Discuss in pairs
2. Who is your style icon at the moment? Find a photo of this person and write a description of him/her
3. In pairs, discuss what you usually wear on school days and at the weekend.

### Критерии оценок:

Оценка «**отлично**» - если обучающийся переводит текст грамотно, без фонетических и грамматических ошибок, с соблюдением всех стилистических норм.

Оценка «**хорошо**» - если обучающийся переводит текст с небольшими фонетическими, грамматическими и стилистическими ошибками.

Оценка «**удовлетворительно**» - если обучающийся с трудом понимает текст, не может воспроизвести его смысл.

Оценка «**неудовлетворительно**» - если обучающийся не может понять текст.

**Время выполнения:** 35-40 мин

**Задание к письменной работе.** Напишите письмо, используя подсказки, данные ниже.

### An informal email

Beginning your email

Start with a friendly greeting, e.g. *Hi there,...!*

1 Mention your last contact with the other person, e.g. *for a long time.!*

2... Mention the message you are replying to, e.g.

3... Sounding informal Write in a chatty style, similar to the way you speak.

Use short, simple sentences. Choose informal words and expressions, e.g. ... *instead of*.

4... instead of *Would you like* Use exclamation marks (!), emoji is and abbreviations (LOL = laugh out loud).

5... = by the way), but don't overuse them. Use contractions, e.g.

6... instead of Leave out words like pronouns (usually I), and verb

7... instead of I'm hoping you can Ending your email Give a reason for ending your message, e.g. Anyway,

8... Send greetings or refer to future contact, e.g. Give or See you on Saturday. or Give

9... Finish with a friendly goodbye, e.g. CU soon/

### Критерии оценок:

Оценка «**отлично**» - ставится тогда, когда студент излагает текст грамотно и красиво с соблюдением всех стилистических норм.

Оценка «**хорошо**» - обучающийся излагает текст с небольшими стилистическими ошибками.

Оценка «удовлетворительно» - обучающийся с трудом излагает текст, не соблюдая его смысл.

### Задания к тестированию

**Проверяемые результаты обучения:** МР-1, МР-4, МР-21, МР-23, МР-27, МР-29, ПРБ-1, ПРБ-2, ПРБ-5, ПРБ-6 – ПРБ-8, ПРБ-11 – ПРБ-20, ПРБ-24

**Инструкция:** Выберите правильный вариант ответа

#### Вариант 1

1. — What are you doing?

— I \_\_\_\_\_ to music.

Am listening

Are listening

listen

2. I \_\_\_\_\_ at 7 o'clock every day.

Get up

Getting up

Am getting up

3. What \_\_\_\_\_ at the moment?

Are you reading

Do you reading

Do you read

4. Tim and Molly always \_\_\_\_\_ lunch together.

have

having

are having

5. \_\_\_\_\_ English books?

Does he have

Do he has

Is he having

6. What time \_\_\_\_\_ your class usually \_\_\_\_\_ ?

does, start

is, start

is, starting

7. Listen! The birds \_\_\_\_\_.

Are singing

singing

sing

8. What \_\_\_\_\_ now?

Are you doing

Do you do

Are you do

9. — Where is Anna?

— She \_\_\_\_\_ in her room.

Is drawing  
draws  
draw

10. We never \_\_\_\_\_ to school by bicycle.

go  
going  
are going

11. Look! \_\_\_\_\_ a bird in the tree?

Do you see  
Are you seeing  
Are you see

12. Wait for me, please! I \_\_\_\_\_ on my shoes.

Am putting  
put  
putting

### **Ключкестированию:**

- 1 Am listening
- 2 Get up
- 3 Are you reading
- 4 have
- 5 Does he have
- 6 does, start
- 7 are singing
- 8 are you doing
- 9 is drawing
- 10 go
- 11 do you see
- 12 am putting

### **Вариант 2**

#### **Выберите правильный ответ:**

1. I \_\_\_\_\_ to the city center.

driving  
is driving  
are driving  
am driving

2. He \_\_\_\_\_ to music now.

are listening  
is listening  
listening  
am listening

3. Mary \_\_\_\_\_ a French book.

are reading

reading

am reading

is reading

4. Mr Smith is busy. He \_\_\_\_\_ on the phone.

is talking

talking

am talking

are talking

5. — Mom, I'm busy.

— \_\_\_\_\_ ?

You studying

Are you studying

Is you studying

You are studying

6. — He's very good at Maths.

— \_\_\_\_\_ classes?

is he take

He is taking

are he talking

Is he taking

7. — It's time to have dinner.

— \_\_\_\_\_ ?

Is they cooking

Are they cooking

Are they cook

They are cooking

8. We \_\_\_\_\_ now. We've finished.

not exercise

not exercising

isn't exercising

aren't exercising

9. — Are you using the computer?

— No, \_\_\_\_\_

we aren't

we don't

we are

we not

10. — Is the boy sleeping?

— Yes, \_\_\_\_\_ .

he isn't

he is

he's

he sleeping

11. I \_\_\_\_\_ anything at the moment.

amn't writing

not writing

not write

am not writing

12. Why \_\_\_\_\_ ?

you cry

are you criing

you crying

are you crying

### **Ключ к тестированию:**

1 am driving

2 is listening

3 is reading

4 is talking

5 Are you studying

6 Is he taking

7 Are they cooking

8 aren't exercising

9 we aren't

10 he is

11 am not writing

12 are you crying

### **Критерии оценки:**

- соответствие ответов обучающихся ключу теста;

Оценка «**отлично**» - если обучающийся правильно выполнил все тестовые задания в отведенное время

Оценка «**хорошо**» - если обучающийся правильно выполнил 2 тестовых задания и частичное выполнение других заданий в отведенное время

Оценка «**удовлетворительно**» - если обучающийся правильно одно задание и частичное выполнение других заданий в отведенное время

Оценка «неудовлетворительно» ставится в случае невыполнения тестовых заданий, либо частичного выполнения некоторых из них в общем объеме менее 50%

## **Тема 11. Научные исследования, технологии**

### **Задания к устному опросу**

**Проверяемые результаты обучения:** МР-1, МР-4, МР-8, МР-19, МР-27, МР-29, МР-36, ПРБ-1–ПРБ-3, ПРБ-5, ПРБ-6, ПРБ-7, ПРБ-11–ПРБ-13, ПРБ-15

**Инструкция:** чтение и перевод текста с использованием словаря, пересказ или составление текста

### *SCIENCE FICTION OR SCIENCE FACT?*

Most of us have watched or read stories about lifelike robots and super-intelligent machines. However, in today's world, science fiction is quickly becoming science fact. From facial identification systems in our phones, to algorithms that help us search the Internet, the development of Artificial Intelligence (AI) has changed the way we interact with technology

What is AI?

There are two types of AI, narrow and general. Narrow AI is already a part of our lives. It focuses on one particular task and can be used for our GPS systems or the voice-recognition systems that let us talk to our devices. General AI is a kind of machine super-intelligence and is still more of an idea than a reality. It is designed to do better than humans in all tasks that require mental effort. There are disagreements about when general AI might become a reality. Some experts say never, while others believe it could happen as early as 2045.

Why are some experts worried?

The rapid progress of research into general AI worries big names such as Elon Musk and Bill Gates. They have been warning of the possible dangers of AI for some time. One of the biggest questions is who will be in control when machines become more intelligent than people. Elephants are stronger than humans for example, but we can control them. We are able to do this because we possess greater intelligence than them. When our technological creations become more intelligent than us, will we control them or will they control us.

Will there be evil robots?

Are super-intelligent machines going to take over the world and make us their slaves? Most researchers agree that computers will never experience love or hate in the same way we do. This means that, despite sensational stories in the tabloid press, the rise of the killer robots is definitely more science fiction than scientific fact. A physical body is not a requirement for the existence of super-intelligence. In fact, all that is really necessary is electricity and the Internet. AI is more likely to do something 'evil' because humans tell it to. Either that, or we will programme it to do something helpful, but it will cause harm as it attempts to achieve this.

How can we make sure AI is safe?

Experts have proposed that we speed up research on AI safety immediately. It may take longer to design important safety procedures than to develop general AI itself. There are many other basic but important questions about a world shared with artificially intelligent beings. For example, how will we earn money if machines can do most jobs? What legal rights and responsibilities will robots and other super-intelligent machines have? What will happen when it becomes impossible to tell the difference between a human and a machine? Ultimately, we need to begin an important conversation about what sort of future we want and how AI can help us get there.

### **Ответьте на вопросы в группах.**

1. What is the most interesting or boring museum you've ever been to? What did/didn't you like about it?
2. Have you ever been to a science and technology museum or exhibition? What was it like?
3. Do you read the information museums provide about their exhibits? Say why.

### **Критерии оценок:**

Оценка «**отлично**» - если обучающийся излагает текст грамотно, без фонетических и грамматических ошибок, с соблюдением всех стилистических норм.

Оценка «**хорошо**» - если обучающийся излагает текст с небольшими фонетическими, грамматическими и стилистическими ошибками.

Оценка «**удовлетворительно**» - если обучающийся с трудом излагает текст, не может воспроизвести его смысл.

Оценка «**неудовлетворительно**» - если обучающийся не может пересказать текст.

**Время выполнения:** 35-40 мин

**Задание к письменной работе.** Написать неофициальное электронное письмо-ответ Джереми.

Hi Jamie,

How are you getting on?

Well, I hope.

I'm feeling a bit down. My school work isn't going so well this term and my girlfriend doesn't seem to like me anymore.

I feel like doing something fun this weekend but I'm not sure what. I'd love to hang out with you and Lisa.

Are you free?

What do you reckon we could do?

All the best,

Jeremy

### **Критерии оценок:**

Оценка «**отлично**» - ставится тогда, когда студент излагает текст грамотно и красиво с соблюдением всех стилистических норм.

Оценка «**хорошо**» - обучающийся излагает текст с небольшими стилистическими ошибками.

Оценка «**удовлетворительно**» - обучающийся с трудом излагает текст, не соблюдая его смысл.

### **Задания по практической подготовке**

**Проверяемые результаты обучения:** МР-1, МР-4, МР-8, МР-19, МР-27, МР-29, МР-36, ПРБ-1–ПРБ-3, ПРБ-5, ПРБ-6, ПРБ-7, ПРБ-11–ПРБ-13, ПРБ-15

**Инструкция:** обсудите с группой тему «Современные технологии развития детей дошкольного возраста», используя подсказки, данные ниже.

- 1) Make notes for discussion.
  - Make notes on points about which you agree or disagree. This gives ideas to talk about if you are asked for your reaction to the topic.
  - Noting good and poor examples will also help you react to the topic.
  - Note ideas, points, concepts you do not understand. Use these notes as guides to formulate questions.
- 2) Get involved in class discussion. Get involved when—
  - Someone asks a question you can answer.

- You can comment on what has already been said.
  - You can give information to clarify the topic or correct an error.
- 3) Tips for further involvement.
- If you are reluctant to speak before the class, try to say something early in the discussion. The longer you wait, the harder it becomes. Also, if you wait too long, someone else may ask your question or make the comment you intended to make.
  - Sit close to the front of the class. This makes it easier to get the instructor's attention to ask a question or make a comment.
  - Make comments brief and to the point. It is better to say too little than too much.
  - Always direct your comments to the group. Avoid getting involved in arguments with individual class members.
  - Jot down ideas as you think of them during the discussion so that you will have notes to refer to when you get a chance to speak.
  - Organize your comments. Relate what you say with what has already been said.

### **Задания к проверочной работе**

**Проверяемые результаты обучения:** МР-1, МР-4, МР-8, МР-19, МР-27, МР-29, МР-36, ПРБ-1–ПРБ-3, ПРБ-5, ПРБ-6, ПРБ-7, ПРБ-11–ПРБ-13, ПРБ-15

**Инструкция:** Выполните задания

### **Вариант 1**

**Задание. Раскройте скобки**

#### *How to look after your brain*

You can't expect 1 to have (have) a healthy body if you don't try 2... (exercise) regularly. Similarly, if you want 3... (keep) your brain fit, you need to remember 4... (use) it. Many people enjoy 5... (read), which is both pleasurable and good for your imagination. You could also try 6... (do) sudoku or crossword puzzles regularly, or, if you hate 7... (solve) puzzles, perhaps you'd prefer 8... (learn) a strategic game such as chess or Go. If you don't fancy 9... (try) any of these, you could learn 10... (play) a musical instrument. You will 12... (find) plenty more advice online

**Ключ к проверочной работе**

- 1 to exercise
- 2 to keep
- 3 to use

- 4 reading
- 5 doing
- 6 solving
- 7 to learn
- 8 trying
- 9 to play
- 10 find

### Вариант 2

1 He keeps making (make) the same mistakes! 2 She got up late but she managed ... (catch) the train. 3 My parents didn't let me ... (go) to bed late when I was a child. 4 You should ... (concentrate) more in your science lessons. 5 We started ... (take) an interest in astronomy after the trip to the planetarium. 6 I remember ... (see) a drone for the first time a couple of years ago. 7 I must remember ... (phone) my grandma this evening. 8 Can you imagine ... (walk) on the Moon? 9 We hope ... (study) artificial intelligence at university. 10 Now I regret ... (buy) you a new mobile phone

### Ключ к проверочной работе

- 1 to catch
- 2 go
- 3 concentrate
- 4 to take/taking
- 5 seeing
- 6 to phone
- 7 walking
- 8 to study
- 9 buying

### Критерии оценки:

- соответствие ответов обучающихся ключу теста;

Оценка «**отлично**» - если обучающийся правильно выполнил все тестовые задания в отведенное время

Оценка «**хорошо**» - если обучающийся правильно выполнил 2 тестовых задания и частичное выполнение других заданий в отведенное время

Оценка «**удовлетворительно**» - если обучающийся правильно одно задание и частичное выполнение других заданий в отведенное время

Оценка «**неудовлетворительно**» ставится в случае невыполнения тестовых заданий, либо частичного выполнения некоторых из них в общем объеме менее 50%

### Тема 12. Несчастные случаи и чрезвычайные ситуации, страховка

#### Задания к устному опросу

**Проверяемые результаты обучения:** МР-2, МР-8, МР-12, МР-25, МР-32, ПРБ-1–ПРБ-3, ПРБ-5, ПРБ-6, ПРБ-8, ПРБ-13, ПРБ-15, ПРБ-21

**Инструкция:** чтение, перевод и ответы на вопросы. Дискуссия по теме.

### Aaron 'Wheelz' Fotheringham

Aaron Fotheringham was born with a disease which made walking impossible. However, by the time he was four, he had learned to get around on crutches. A few years later, he left the crutches behind and began using a wheelchair. He and his brother Brian soon became a regular sight on the streets of their neighbourhood in Las Vegas, Aaron in his wheelchair and Brian on his BMX. One life-changing day, the boys had just arrived at the local skate park when Brian had an idea. Perhaps his younger brother could try one of the ramps in his chair. Aaron accepted the challenge. On his first attempt he fell, but he was determined to succeed, so he tried again. At the end of the day, he realised he had found a sport that he loved.

He called it wheelchair motocross (WCMX). Aaron started out as an amateur athlete, entering BMX competitions and posting his videos online. At the time he was working on a new trick. His dedication paid off when he eventually managed to do a backflip. No one had ever done that in a wheelchair before! A few years later, 'Wheelz' as he was now known, set another record: the first ever double backflip.

In 2010, Aaron turned professional and joined the action sports show Nitro Circus Live. While he was performing in Brazil in 2012, he successfully jumped a fifteen metre gap. The crowd went wild. Four years later, on the evening of 7 September, the Brazilians were cheering him on again. This time Aaron was there to open the Rio Paralympics. Though he has suffered a few injuries, Aaron takes safety very seriously. Through his passion, he wants to change the way the world thinks about people in wheelchairs, and to inspire everyone, disabled or not, to overcome their own challenges.

**Ответьте на вопросы.**

1. How many extreme sports can you list in one minute?
2. Which have you tried?
3. Which would/wouldn't you like to try?

**Критерии оценок:**

Оценка «**отлично**» - если обучающийся переводит текст грамотно, без фонетических и грамматических ошибок, с соблюдением всех стилистических норм.

Оценка «**хорошо**» - если обучающийся переводит текст с небольшими фонетическими, грамматическими и стилистическими ошибками.

Оценка «**удовлетворительно**» - если обучающийся с трудом понимает текст, не может воспроизвести его смысл.

Оценка «**неудовлетворительно**» - если обучающийся не может понять текст.

Время выполнения: 35-40 мин

**Задание к письменной работе.** Написать короткую историю.

### **A short story**

#### General

Short stories are usually written in either the first or third person point of view.

Beginning Catch the reader's attention: use a detail related to the place where the story begins or a statement by one of the main characters. That day the skies were clear, the sun was hot, and the sea was a beautiful deep blue. Say where and/or when the story happened. Use longer sentences to set the scene. Ava was at the beach lying on the golden sand, listening to the radio and happily watching the surfers riding the powerful waves.

#### Middle

Describe the action. Use mainly the Past Simple with the occasional Past Continuous and Past Perfect. Avoid long strings of the Past Simple. Use direct speech to express the characters thoughts or give them a voice.

'This is the life' she thought. Use a variety of verbs to report speech e.g. scream, whisper, ask, shout, etc. From nowhere, a lifeguard ran past her at full speed, shouting at people to get out of the way. Use shorter sentences and/or dramatic linkers to add drama.

All of a sudden, the huge, dark fin of a shark appeared.

#### End

Describe how you or the main characters felt at the end, what you/they learned from the story, or decisions you/they made because of what happened. That was the day Ava decided to become a lifeguard.

### **Критерии оценок:**

Оценка «**отлично**» - ставится тогда, когда студент излагает текст грамотно и красиво с соблюдением всех стилистических норм.

Оценка «**хорошо**» - обучающийся излагает текст с небольшими стилистическими ошибками.

Оценка «**удовлетворительно**» - обучающийся с трудом излагает текст, не соблюдая его смысл.

Оценка «**неудовлетворительно**» - обучающийся не может рассказать текст.

### **Задания к проверочной работе**

**Проверяемые результаты обучения:** МР-2, МР-8, МР-12, МР-25, МР-32, ПРБ-1–ПРБ-3, ПРБ-5, ПРБ-6, ПРБ-8, ПРБ-13, ПРБ-15, ПРБ-21

**Инструкция:** Выполните задания

### **Вариант 1**

#### **Задание. Раскройте скобки**

1 By the time they arrived at the stadium, the game ... (already/start).2 While she ... (travel) round South America, she ... (visit) Rio de Janeiro.3 I ... (rock climb) yesterday evening between 6 and 7 o'clock, which is why I ... (not hear) your call.4 What ... (you learn) to do by the time you ... (be) five years old?5 I ... (run) after the ball when suddenly I ... (pull) a muscle. It ... (feel) as if someone ... (shoot) me!6 It ... (be) a lovely day when I woke up. The sun ... (shine) and the birds ... (sing), but then all of a sudden it ... (start) to pour with rain.7 I ... (ask) for freshly squeezed orange juice so I was upset when I ... (see) the waiter pouring me an orange drink from a bottle. 8 They ... (decide) to follow a healthier diet after they ... (see) a documentary about the effects of processed foods

#### **Ключ к проверочной работе**

- 1 had already started
- 2 was travelling, visited
- 3 was rock climbing, didn't hear
- 4 had you learnt, were
- 5 was running, pulled, felt, had shot
- 6 was, was shining, were singing, started
- 7 had asked, saw
- 8 decided, had seen

### **Вариант 2**

#### *Unlucky Katie*

Katie Ormerod is a world-class snowboarder who qualified for the 2018 British Winter Olympic team and she 1was (be) a favourite to take home a medal. In 2017, she had injured her back, but by the time the 2018 season started she 2... (recover). Katie 3... (arrive) in South Korea before the 2018 Games and 4... (start) practising on the Olympic course. She 5... (only do) a few practice runs when she 6... (fall) and broke her wrist. Thankfully, it wasn't serious so she decided to carry on. Two days later, she 7... (train) again when she 8... (crash) and broke her heel in two places! This time it was serious, and she was out of the Games.

#### **Ключ к проверочной работе**

- 2 had recovered

- 3 arrived
- 4 started
- 5 had only done
- 6 fell
- 7 was training
- 8 crashed

**Критерии оценки:** соответствие ответов правильным вариантам.

Оценка «отлично» - если обучающийся правильно ответил на 8 вопросов теста в отведенное время

Оценка «хорошо» - если обучающийся правильно ответил на 6 вопросов теста в отведенное время

Оценка «удовлетворительно» - если обучающийся правильно ответил на 3-5 вопросов теста в отведенное время

**Время выполнения:** 40 мин

### **Тема 13. Городской транспорт, переезд**

#### **Задания к устному опросу**

**Проверяемые результаты обучения:** МР-4, МР-8, МР-12, МР-23, МР-36, ПРБ-1–ПРБ-6, ПРБ-8, ПРБ-13, ПРБ-15, ПРБ-21, ПРБ-22

**Инструкция:** чтение и перевод текста с использованием словаря, составление рассказа по теме

#### **HOW TO SURVIVE A HOLIDAY WITH YOUR PARENTS**

When was the last time you hit the dance floor with your mum, heard stories about when your dad was a rebellious teenager, or buried your annoying younger brother in the sand? Well, these were just some of the highlights of this year's family holiday to Spain. When my parents invited me to join them on holiday, my first thought was that I'd rather spend a week at the dentist having all my teeth pulled out. Then I thought again. 'In September, I'll be leaving home and heading for university and I won't see them nearly as often after that. My bank account is almost empty, so I can't afford my own week in the sun. Plus, although my brother can sometimes be a pain, he's more fun than he is annoying, and he does tend to think I'm pretty cool.' Perhaps, I thought, I ought to grab the opportunity and, for the last time, head off with my family on holiday. So, how was it? Well, I survived, and to be fair, it was surprisingly fun. What had seemed like a terrible idea, turned out to be a memorable experience. What made it a success? Read on for my three golden rules.

#### **Rule 1**

As you read this, your parents are probably searching online for tips on ‘how to survive a holiday with teenagers’. Packing a positive attitude can help things go smoothly for everyone. Try to appreciate simple pleasures such as sun, sea and a lack of homework. Plan to ask your parents some questions. What were family holidays like when they were teenagers? They’ll appreciate you showing some interest, and you might uncover some juicy gossip. Even if you aren’t 100% happy, try not to go on about it all the time. So the evening entertainment at the hotel isn’t exactly Beyoncé live? Well, at least you’re not revising for exams.

## Rule 2

Things will probably go wrong, but try to see the funny side. In Spain, we decided to go off the beaten track and visit the ruins of an ancient castle. We hired a car, planned the route, hit the road and got lost almost immediately. Using his non-existent Spanish, my dad asked a farmer the way. Whatever my dad said, the farmer thought it was hilarious. Soon we were all laughing along with him, though we still don't really know why! We turned back and eventually found the castle we were looking for, but the farmer who made us laugh is what we’ll really remember from that day.

## Rule 3

Your parents may well need a break more than you do, so let them have it. If you are sharing a room and want to spend ages in the bathroom, pick a time when they aren’t there. If they want a lie-in, be careful not to wake them up too early. One or two kind gestures from you such as volunteering to do some shopping, or bringing everyone a cold drink will help make the holiday better for them. Oh, and remember your headphones and a good book. There will be times when you need some peace and quiet, too. So those are my golden rules for enjoying a holiday with your family. In the end, it’s all about being patient, looking for fun and respecting each other’s needs. Well that, and taking as many embarrassing photos of them as possible :) !

### **Ответьте на вопросы.**

1. What exaggeration in the text shows the blogger’s initial feelings about the invitation to join his parents on holiday?
2. What comparison in the text shows the blogger’s attitude to his younger brother? Is it positive or negative?
3. Which adverb does the blogger use to say that the holiday was more enjoyable than he had expected?
4. Does the sentence that includes the adjectives terrible and memorable express a positive or negative attitude?

### **Критерии оценок:**

Оценка «**отлично**» - если обучающийся переводит текст грамотно, без фонетических и грамматических ошибок, с соблюдением всех стилистических норм.

Оценка «**хорошо**» - если обучающийся переводит текст с небольшими фонетическими, грамматическими и стилистическими ошибками.

Оценка «**удовлетворительно**» - если обучающийся с трудом понимает текст, не может воспроизвести его смысл.

Оценка «**неудовлетворительно**» - если обучающийся не может понять текст.

**Время выполнения:**35-40 мин

**Задание к письменной работе.** Написать официальное письмо – запрос, согласно нижеперечисленным правилам.

### **Subject**

Fill in the subject box with your reason for writing.

### **Greeting**

If you know the person's name, write *Dear + name*.

If you don't know the person's name, write *Dear Sir/Madam*.

### **Opening**

State clearly why you are writing:

*I am writing to enquire about ...*

*I would (really) like to ...*

*I am interested in/keen to ...*

*.../some doubts.*

### **Be polite**

Write in a polite style with complete sentences, use full forms instead of contractions and use more formal linkers: *however, furthermore and...* .

You can use indirect questions and formal requests:

*...I wonder if you could confirm what time ...*

You shouldn't use slang words, smileys (), abbreviations (lol, btw, pls), exclamation marks (!) or leave out words like pronouns, articles or the verb to be.

### **Signal topics**

Signal new topics:

*Concerning ...,*

*Turning to ... and Finally.*

### **Be relevant**

Don't include irrelevant information, ask silly questions or try to be funny.

### **Ending**

Conclude your email in a formal way, by writing:

...

*I hope to hear from you soon.*

*... (Kind) regards,  
Yours sincerely (if you know the person's name) or  
Yours faithfully (if you don't) and your name.*

### **Критерии оценок:**

Оценка «**отлично**» - ставится тогда, когда студент излагает текст грамотно и красиво с соблюдением всех стилистических норм.

Оценка «**хорошо**» - обучающийся излагает текст с небольшими стилистическими ошибками.

Оценка «**удовлетворительно**» - обучающийся с трудом излагает текст, не соблюдая его смысл.

Оценка «**неудовлетворительно**» - обучающийся не может рассказать текст.

### **Задания к проверочной работе**

**Проверяемые результаты обучения:** МР-4, МР-8, МР-12, МР-23, МР-36, ПРБ-1–ПРБ-6, ПРБ-8, ПРБ-13, ПРБ-15, ПРБ-21, ПРБ-22

**Инструкция:** Выполните задания

### **Вариант 1**

#### **Задание. Выберите правильный вариант**

1. If you want a good price, you should leave/book/ switch a flight in advance. 2. Please close/put/fasten your seatbelt. The plane is going to take off.3. You should throw/fold/hide away your tray table before take-off and landing.4. You should answer questions the staff ask when you go by/through/between security at the airport. 5. Can you raise your window blind/curtain/cover so I can see the view, please?6. They had a good trip and arrived home carefully/safely/securely.

#### **Ключ к проверочной работе.**

1 book

2 fasten

3 fold

4 through

5 blind

6 safely

### **Вариант 2**

#### **Задание. Выберите нужное слово**

1. Charger first aid kit penknife power bank sunblock torch travel adapter *travel pillow*  
You need this when your phone runs out of power. 2. This protects your skin from the sun. ...3 .It stores electrical energy that you can use later to charge your devices. ...4. Take this object with you so that you can see at night. ...5.You need this to charge your electronic devices in a foreign country. ...6. A small, pocket-sized gadget you can cut things with. ...7. Put your head on this when you are travelling by plane or train. ...8. You need one at home and one in the car for health emergencies. ..

### **Ключ к проверочной работе.**

1. Charger
- 2.sunblock
- 3.powerbank
4. torch
- 5.traveladapter
- 6.penknife
- 7.travelpillow
- 8.first aid kit

**Критерии оценки:** соответствие ответов правильным вариантам.

Оценка «**отлично**» - если обучающийся правильно ответил на 6-8 вопросов теста в отведенное время

Оценка «**хорошо**» - если обучающийся правильно ответил на 4-5 вопросов теста в отведенное время

Оценка «**удовлетворительно**» - если обучающийся правильно ответил на 2-3 вопросов теста в отведенное время

**Время выполнения:** 40 мин

## **Тема 14. Учеба, карьера**

### **Задания к устному опросу**

**Проверяемые результаты обучения:** МР-2, МР-4, МР-8, МР-16, МР-17, МР-23, МР-30, МР-44, ПРБ-2, ПРБ-3, ПРБ-6, ПРБ-7, ПРБ-11– ПРБ-14, ПРБ-15, ПРБ-22, ПРБ-24

**Инструкция:** чтение и перевод текста с использованием словаря, составление рассказа по теме

### **A world where work is fun**

Many people worry that automation will bring mass unemployment. But look around you: automation is here already. We've got self-service checkouts, self-parking cars and ultra-intelligent personal assistants inside our phones. And yet, there are still plenty of jobs available.

As technology progresses, machines and robots will take over more jobs so it's probably not a good career move to train to be a lorry driver or technical translator. But don't worry: not all jobs are in danger of extinction. Unpredictable jobs are unlikely to be lost. It's hard to program machines to work as gardeners, plumbers or construction workers. And robots are no good at creating things or managing or interacting with people. So we'll still need entertainers, executives, social workers, teachers and therapists. And with an increasingly aging population, there will definitely be plenty of jobs in health care. Another reason to look on the bright side is that new technologies generate new jobs. The Industrial Revolution destroyed many jobs in the 18th and 19th centuries. But it also created new jobs with better working conditions. Over the last few decades personal computers have destroyed 3.5 million jobs in the USA but they've created over 19 million new ones. Automation will lead to millions of new technology jobs, jobs that are not common today such as data detectives and personal memory managers. By 2030 automation will have made the economy more efficient. We'll definitely have a shorter working week and more leisure time as we share the work that's available. Machines and robots will do the boring jobs and we'll be free to do jobs we enjoy. We'll be living in a world where work is fun.

Many people assume that some jobs are sure to be safe. They argue we'll always need humans to carry out tasks that robots will never be able to do. They also say that technological changes will create lots of new career opportunities. But what if they're wrong? I believe that by 2030 technology will have advanced so far that robots will be doing almost every job you can imagine. There will be robot singers, graphic designers, sports stars, childcare workers and doctors. There will even be nano-robots that we inject into our bodies to protect our health. What will our lives be like when there are no jobs? Work is good for our well-being. It improves our self-esteem. To a large extent, our jobs define who we are. They give us our identity, a status and a social life. On a more basic level, how will people survive if they don't earn a salary? Perhaps automation will make our economies so productive that a generous government will provide a Universal Basic Income: free money for everyone! But I'm not holding my breath.

### **Ответьте на вопросы.**

1. What university course would you like to do, and why?
2. What will you have to do to apply for a place on that course?
3. What skills, achievements and interests could help you receive an offer to study your chosen course?

**Задание к письменной работе.** Написать личное заявление, используя подсказки, данные ниже

### **Personal statement as part of a university application**

General

Be positive and don't be too modest. The idea of a personal statement is to advertise yourself. Don't just describe your experience, reflect on it and say how it will help you on the course or in the job. Do not include irrelevant information. Write in a formal, concise style.

#### Opening paragraph(s)

1. Begin with a sentence or quote that catches the reader's attention and makes them want to read more.
2. Say why you are interested in the course you are applying for and what excites you about the subject.

#### Main body

3. Give details of any relevant work experience, volunteering or other experience, and the skills you learnt while doing it.
4. Mention any activities or hobbies that are connected to the subject you want to study
5. Mention any training or achievements and say how they will help you on the course or in your career.

#### Conclusion

6. Emphasise your enthusiasm and say why you deserve a place on the course.
7. Mention any long-term ambitions connected to employment or further studies

#### **Критерии оценок:**

Оценка «**отлично**» - ставится тогда, когда студент излагает текст грамотно и красиво с соблюдением всех стилистических норм.

Оценка «**хорошо**» - обучающийся излагает текст с небольшими стилистическими ошибками.

Оценка «**удовлетворительно**» - обучающийся с трудом излагает текст, не соблюдая его смысл.

Оценка «**неудовлетворительно**» - обучающийся не может рассказать текст.

#### **Задания к проверочной работе**

**Проверяемые результаты обучения:** МР-2, МР-4, МР-8, МР-16, МР-17, МР-23, МР-30, МР-44, ПРБ-2, ПРБ-3, ПРБ-6, ПРБ-7, ПРБ-11– ПРБ-14, ПРБ-15, ПРБ-22, ПРБ-24

**Инструкция:** Выполните задания

#### **Вариант 1**

#### **Задание. Раскройте скобки**

1. The presentation won't have finished (not finish) by five o'clock. 2. What do you think you ... (do) this time next year? 3. They ... (not land) in Australia by 7 p.m. 4. ... the professor ... (come) to a decision by tomorrow? 5. At this time tomorrow we ... (sit) in the exam room with the question paper in front of us! 6. I can't have coffee at ten tomorrow because I ... (play) tennis.

**Ключ к проверочной работе:**

2. you will be doing
3. won't have landed
4. Will (the professor) have come
5. will be sitting
6. will be playing

**Вариант 2**

**Задание. Выберите нужное слово**

1. What time may/does the train leave? 2. At five thirty but it's five thirty already! It is going to be/is being late. 3. We will go/are going to the cinema after school. Would you like to come? 4. Great! What time do you meet/are you meeting? 5. I think I will have/will have had a gap year when I finish school. I'm sick of studying. 6. That's a big decision. Are you sure you may not/won't regret it?

**Ключ к проверочной работе:**

1. does
2. is going to be
3. are going
4. are meeting
5. will have
6. won't

**Критерии оценки:** соответствие ответов правильным вариантам.

Оценка «отлично» - если обучающийся правильно ответил на 6 вопросов теста в отведенное время

Оценка «хорошо» - если обучающийся правильно ответил на 4 вопроса теста в отведенное время

Оценка «удовлетворительно» - если обучающийся правильно ответил на 2-3 вопросов теста в отведенное время

**Время выполнения:** 40 мин

**Тема 15. Общение, отношения, решение конфликтов и проблем**

**Задания к устному опросу**

**Проверяемые результаты обучения:** МР-4, МР-8, МР-10, МР-15– МР-19, МР-23 – МР-25, МР-27 – МР-30, МР-36, МР-44, ПРБ-1– ПРБ-3, ПРБ-5, ПРБ-6, ПРБ-11, ПРБ-12, ПРБ-13, ПРБ-24

**Инструкция:** чтение и перевод текста с использованием словаря, составление рассказа по теме

### Is Honesty Always the Best Policy?

1. Most of us say we value honesty, yet we are all dishonest occasionally. Should you always attempt to tell the truth, or can it sometimes be acceptable to lie?

2. There are many reasons why you should always try to be honest. To begin with, lying is morally wrong because it deceives and misleads people. Furthermore, although many public figures set poor example, most adults know it is wrong to lie for personal or financial gain, or to hide guilt or cover for someone who has done wrong. Finally, lies create distance and destroy relationships. For this reason, lying to someone you love is particularly unacceptable.

3. Having said that, it may sometimes be preferable not to tell the whole truth. For instance, when we want to avoid hurting someone's feelings or appear to be well-mannered, we might agree that a friend's new haircut is 'nice', or thank someone for a 'lovely' gift, regardless of how we actually feel about these things. What is more, people sometimes lie or make up stories to avoid upsetting someone vulnerable. For example, it may be easier for a young child to accept that the family dog 'has gone to live on a farm', than to try to deal with the death of a much-loved pet.

4. To conclude, honesty is generally the best policy, but there are times when lying can make things easier for other people. Personally, I believe it's usually better to tell a harmless white lie than to hurt someone.

#### **Ответьте на вопросы.**

1. A 'white lie' is a lie about a small or unimportant thing, usually told to avoid hurting someone's feelings. Can you think of some common examples?

2. Is it possible to always tell the truth?

**Задание к письменной работе.** Выберите одну из тем и напишите эссе «за» и «против».

Следуйте инструкциям:

1. Make notes on arguments for and against the topic you have chosen.
2. Think of supporting examples and reasons to include in your essay.

Темы:

1. Young people should always do exactly as their parents tell them.

2. Friends are the best source of advice for teenagers.
3. National lotteries do more harm than good.

### **Критерии оценок:**

Оценка «отлично» - ставится тогда, когда студент излагает текст грамотно и красиво с соблюдением всех стилистических норм.

Оценка «хорошо» - обучающийся излагает текст с небольшими стилистическими ошибками.

Оценка «удовлетворительно» - обучающийся с трудом излагает текст, не соблюдая его смысл.

Оценка «неудовлетворительно» - обучающийся не может рассказать текст.

### **Задание к проверочной работе**

**Проверяемые результаты обучения:** МР-4, МР-8, МР-10, МР-15– МР19, МР-23 – МР-25, МР-27 – МР-30, МР-36, МР-44, ПРб-1– ПРб-3, ПРб-5, ПРб-6, ПРб-11, ПРб-12, ПРб-13, ПРб-24

**Инструкция:** выберите правильный вариант

### **Вариант 1**

‘Will you 1cover for me this afternoon at the club, Georgie?’ Michael asked me today. He was supposed to help at the gymnastics club after school. Michael was very good at 2m... things up but he hadn’t made an 3e... to her about why he couldn’t be there. He had told her the 4t... . He didn’t try to lie to me either because I always saw straight 5t... him and, anyway, I knew the story. Michael had fallen for a girl who he really liked, and they started 6g... out. The problem was he got really 7j... when she spoke to other boys. She is a really nice girl who would never 8l... anyone down and disappoint them, but Georgie started to boss her 9a... so she 10b... up with him. Although she had broken his 11h..., I hadn’t felt much 12s... for him at the time because of the way he’d behaved. But now that Michael was going to ask her to forgive him, I changed my mind and said ‘Yes, I will cover for you.

### **Ключ к проверочной работе.**

- 2 making
- 3 excuse
- 4 truth
- 5 through
- 6 going
- 7 jealous
- 8 let
- 9 around

10 broke  
11 heart  
12 sympathy

## Вариант 2

1 Until/When people I don't know (not know) talk to me, I ... (get) very nervous. 2 They always ... (say) what they think if/before they ... (disagree) with someone. 3 If/Unless a stranger ... (knock) on the door, the dogs ... (start) barking. 4 After/Provided that I ... (lose) my temper, I usually ... (feel) embarrassed. 5 She ... (win) the race unless/as long as she ... (train) hard. 6 Unless/After you ... (win) the lottery, you ... (be able) to buy a car. 7 He ... (not buy) a new house as long as/unless he ... (get) a well-paid job. 8 Provided that/Until you can ... (pay) me back by Saturday, I ... (lend) you the money.

### Ключ к проверочной работе.

1 get  
2 say, disagree  
3 knocks, start  
4 lose, feel  
5 will win, trains  
6 win, will be able to  
7 won't buy, gets  
8 pay, will lend

### Критерии оценки:

- соответствие ответов обучающихся ключу теста;

Оценка «отлично» - если обучающийся правильно выполнил все задания в отведенное время

Оценка «хорошо» - если обучающийся правильно выполнил 2 задания и частичное выполнение других заданий в отведенное время

Оценка «удовлетворительно» - если обучающийся правильно одно задание и частичное выполнение других заданий в отведенное время

Оценка «неудовлетворительно» ставится в случае невыполнения заданий, либо частичного выполнения некоторых из них в общем объеме менее 50%

## Тема 16. Успехи и неудачи

### Задания к устному опросу

Проверяемые результаты обучения: МР-4, МР-21, МР-23, МР-29, МР-30, ПРБ-1, ПРБ-2, ПРБ-5, ПРБ-6, ПРБ-8, ПРБ-12– ПРБ-14, ПРБ-17, ПРБ-18, ПРБ-22– ПРБ-24

**Инструкция:** чтение и перевод текста с использованием словаря, составление рассказа по теме.

### **And finally ...**

And finally, a popular new trend in the UK. Hair-facing is a way of brushing your hair so it covers your face completely. To find out more about it, we talked to some teenagers at their school in Brighton. They told us that hair-facing was becoming really popular there. They agreed the trend would last because it was fun. One girl explained she had only started hair-facing a few days before. She confessed she had always looked down on it until she had tried it. Another girl claimed she felt more relaxed with her hair over her eyes. A teacher said he didn't like the fashion. He complained that he couldn't see his pupils' faces so he didn't know if they were sleeping in class. He said he would ban it if he could. However, another teacher told him not to criticise it if he'd never tried it.

And finally, the second World Dog Surfing Championships are taking place in California. Earlier today, we spoke to one of the organisers. He said that about fifty dogs were competing in this year's championships. That doesn't sound like a lot but he asked us to remember that only five dogs had taken part the year before. He also pointed out that the event had attracted more spectators and media interest than ever. He explained there were different prizes depending on the weight of the dogs and the size of the waves. He admitted the dogs couldn't surf as well as humans but claimed that the dogs were learning fast and predicted that the performances would be better than the previous year's. He added that there were also prizes for the best dressed dogs.

#### **Критерии оценок:**

Оценка «**отлично**» - ставится тогда, когда студент излагает текст грамотно и красиво с соблюдением всех стилистических норм.

Оценка «**хорошо**» - обучающийся излагает текст с небольшими стилистическими ошибками.

Оценка «**удовлетворительно**» - обучающийся с трудом излагает текст, не соблюдая его смысл.

Оценка «**неудовлетворительно**» - обучающийся не может рассказать текст

**Задание к письменной работе.** Написать обзор какой-либо пьесы, согласно нижеперечисленным правилам.

- Begin with an interesting opening sentence:

*If anyone's ever told you that theatre was boring, then you must see ...*

*Well, that's ten minutes of my life that I'll never get back.*

- Use a variety of adjectives, e.g. *brehtaking, hilarious, forgettable, dull* but avoid vague adjectives like *good, bad, nice*.
- Modify some of the adjectives (but not all) with adverbs, e.g. *utterly, completely, really, rather, slightly, very*.
- Summarise your opinion:

*It stands head and shoulders above the other plays. Unfortunately, this play is a complete flop. It left me cold.*

*I have mixed feelings about this play.*

- Make recommendations:

*I can't recommend it highly enough. Get your tickets now.*

*If I were you, I'd stay at home and watch something on TV.*

### **Критерии оценок:**

Оценка «**отлично**» - ставится тогда, когда студент излагает текст грамотно и красиво с соблюдением всех стилистических норм.

Оценка «**хорошо**» - обучающийся излагает текст с небольшими стилистическими ошибками.

Оценка «**удовлетворительно**» - обучающийся с трудом излагает текст, не соблюдая его смысл.

Оценка «**неудовлетворительно**» - обучающийся не может рассказать текст.

### **Задания к проверочной работе**

**Проверяемые результаты обучения:** МР-4, МР-21, МР-23, МР-29, МР-30, ПРБ-1, ПРБ-2, ПРБ-5, ПРБ-6, ПРБ-8, ПРБ-12– ПРБ-14, ПРБ-17, ПРБ-18, ПРБ-22– ПРБ-24

**Инструкция:** Выполните задания

### **Вариант 1**

#### **Задание. Выберите нужное слово**

break breaking headlines looked back newsreader on-demand programme spoilers.

A Can we watch the eight o'clock news? B OK, but just the 1 headlines if that's OK. A good film is about to start on Channel 2. AI'd like to hear the 2... news about the new political scandal. B I'm sorry, you know I don't want to miss the film. I didn't see it at the cinema. Peter Smith got his first big 3... with this film. He hasn't 4... since. A Well, I saw it at the cinema. I can show you a site that tells you all about what happens. B I hate 5... ! I don't want to know what happens. I want to find out for myself! A Well, I'm sure you'll be able to see it at the weekend. There's so much 6... content these days you can see almost anything whenever you want. B Ok, I give in. Let's watch the news 7... . And, anyway, I like the 8... . She's got a lovely voice.

**Ключ к проверочной работе:**

- 2 breaking
- 3 break
- 4 looked back
- 5 spoilers
- 6 demand
- 7 programme
- 8 news reader

**Вариант 2**

1 Even though I've been acting for ages, I always get nervous before an episode/audition.2 The director believes the actors should only have a few meaningful props/sets.3 The first night was disappointing as the leading actor kept forgetting his plot/lines!4 They were pleased they had booked the tickets in advance as the play was a fl op/sell-out.5 The painting was so abstract/realistic that no one could understand what it was about.6 Despite the initial setbacks, the show really came to nothing/took off.7 Despite being a little-known/award-winning actor, he managed to get the part

**Ключ к проверочной работе:**

- 1 audition
- 2 props
- 3 lines
- 4 sell-out
- 5 abstract
- 6 took off
- 7 little-known

**Критерии оценки:**

- соответствие ответов обучающихся ключу теста;

Оценка «**отлично**» - если обучающийся правильно выполнил все задания в отведенное время

Оценка «**хорошо**» - если обучающийся правильно выполнил 2 задания и частичное выполнение других заданий в отведенное время

Оценка «**удовлетворительно**» - если обучающийся правильно одно задание и частичное выполнение других заданий в отведенное время

Оценка «**неудовлетворительно**» ставится в случае невыполнения заданий, либо частичного выполнения некоторых из них в общем объеме менее 50%

**Тема 17. Деньги, выплаты, торговля и банковское дело****Задания к устному опросу**

**Проверяемые результаты обучения:** МР-4, МР-21, МР-23, МР-29, МР-30, ПРБ-1, ПРБ-2, ПРБ-6, ПРБ-8, ПРБ-11, ПРБ-12, ПРБ-15

**Инструкция:** чтение и перевод текста с использованием словаря, составление рассказа по теме.

### **The way we pay**

1 Barter: a long time ago In the beginning, there was no money. No coins, notes or credit cards. 0... Barter: swapping one thing for another. 'I'll give you a rabbit for that bowl,' said the hunter to the potter. 'Make it two and it's a deal,' replied the potter. 2 Currency: 3,000 BCE The problem with barter is portability. It might be all right carrying a rabbit or two around when you go shopping but what if you have a deer to trade? It could break your back. 1... The solution was money. The first currency was probably invented 5,000 years ago in Mesopotamia. A grain called the shekel was used as money. Later, the Chinese started keeping shells in their purses. Animals, feathers, seeds, salt and cocoa beans have all been used as money

3 Coins: 1,000 BCE Things like shells and feathers, however, are fragile, they can break. Consequently, from about 3,000 BCE, the Chinese started making shells from metal. Eventually, these metal shells were replaced by metal coins. But there was a problem: cheap metal coins were no good for buying expensive items. 2... The solution was to make coins from precious metals such as gold and silver. The Greeks and Turks started doing this about 2,700 years ago. 4 Notes: 806 CE The first notes weren't made of paper but of animal skin. 3... The first proper paper banknotes were probably printed in China in 806 CE. At first, people were suspicious of paper money and wouldn't accept it but gradually, of course, they got used to it. 5 Cheques: 1717

A cheque is basically an 'I Owe You', a piece of paper promising to pay in the future. Such forms of payment have been around for thousands of The way we pay has changed a lot throughout history. Penny Cash takes a look at the chronology of money. 3.16 years. 4... The first bank to issue a modern printed cheque with a serial number that you could check was the Bank of England in 1717. However, although cheques were commonly used until the 1990s, they're seldom used today. 6 Cards: 1950s & 1960s The first credit cards were introduced in the US in the 1950s. 5... They allowed us to go shopping without cash and to get money from ATMs (first introduced in 1967). Ever since then, we've been suffering trying to remember our PIN numbers. Incidentally, don't get excited if you see 'Free Cash Withdrawals' on a UK cashpoint. It means you won't be charged to withdraw your money, not that they're giving away cash. The 1980s saw the introduction of debit cards where payments come directly from the user's bank account. The first contactless cards were produced in 2007. They save time and have one huge advantage: you don't need to remember your PIN for small transactions. 7 E-commerce: 1990s Online commerce has taken off in the last few decades thanks to the Internet. The first online sale dates from 1994 when someone bought a CD by British singer Sting. The first mobile phone payment was made in 1997 when a fizzy drink was purchased from a vending machine in Finland. 6... Especially for young people and in developing countries. With a prepaid card, you don't even need a bank account.

**Критерии оценок:**

Оценка «**отлично**» - ставится тогда, когда студент излагает текст грамотно и красиво с соблюдением всех стилистических норм.

Оценка «**хорошо**» - обучающийся излагает текст с небольшими стилистическими ошибками.

Оценка «**удовлетворительно**» - обучающийся с трудом излагает текст, не соблюдая его смысл.

Оценка «**неудовлетворительно**» - обучающийся не может рассказать текст

**Задание к письменной работе.** Изложи свою точку зрения, используя вопросы и подсказки, данные ниже.

When it comes to receiving presents, is it better to ask for what you want or to wait for a surprise?

1. Decide what your overall opinion on the topic is and make a list of supporting arguments, reasons and examples.
2. Consider an opposite opinion and note down why you disagree with it or how you feel about it.
3. Organise your ideas into a simple 5-paragraph plan and write your essay

#### **Критерии оценок:**

Оценка «**отлично**» - ставится тогда, когда студент излагает текст грамотно и красиво с соблюдением всех стилистических норм.

Оценка «**хорошо**» - обучающийся излагает текст с небольшими стилистическими ошибками.

Оценка «**удовлетворительно**» - обучающийся с трудом излагает текст, не соблюдая его смысл.

Оценка «**неудовлетворительно**» - обучающийся не может рассказать текст.

#### **Задания к проверочной работе**

**Проверяемые результаты обучения:** МР-4, МР-21, МР-23, МР-29, МР-30, ПРБ-1, ПРБ-2, ПРБ-6, ПРБ-8, ПРБ-11, ПРБ-12, ПРБ-15

**Инструкция:** Выполните задания

#### **Вариант 1**

#### **Задание. Выберите нужное слово**

1 I haven't got any money in my bank account, so I need to pay by debit/credit/ID card.  
2 Some cash point machines charge you for raising/paying/withdrawing cash.  
3 A lot of students in the UK have to take out a debt/loan/fortune so they can go to university.  
4 My new watch broke. What a complete bargain/ waste of money/good deal!  
5 Be-

fore you exchange money, you should always check what the coin/note/exchange rate is.**6** When I was on holiday, I quickly ran/walked/stayed out of money because I was spending it like milk/water/air.**7** I pay for lunch at school with a prepaid card so I don't need to take loose money/notes/change.

### **Ключ к проверочной работе:**

- 1 credit
- 2 withdrawing
- 3 debt
- 4 waste of money
- 5 exchange
- 6 ran; walked
- 7 change

### **Вариант 2**

#### **Задание. Выберите нужную форму have/get.**

That garage has been servicing Dad's car for twenty years. Dad has been getting his car serviced at that garage for twenty years.**2** Can we ask professionals to decorate our house this time?**3** He asks his personal assistant to manage his schedule for him.**4** The physiotherapist massaged her back so she's much better now.**5** I'm going to ask someone to fix my bike today because I have no time for it myself.**6** Has a hairdresser ever dyed your hair?**7** Will you ask the shop to replace your hard disk?

### **Ключ к проверочной работе:**

- 2 Can we have/get our house decorated this time?
- 3 He has/gets his schedule managed by his personal assistant.
- 4 She had/got her back massaged so she's much better now.
- 5 I'm going to have/get my bike fixed today because I have no time.
- 6 Have you ever had your hair dyed?
- 7 Will you have/get your hard disk replaced?

### **Критерии оценки:**

- соответствие ответов обучающихся ключу теста;

Оценка «отлично» - если обучающийся правильно выполнил все задания в отведенное время

Оценка «хорошо» - если обучающийся правильно выполнил 2 задания и частичное выполнение других заданий в отведенное время

Оценка «удовлетворительно» - если обучающийся правильно одно задание и частичное выполнение других заданий в отведенное время

Оценка «неудовлетворительно» ставится в случае невыполнения заданий, либо частичного выполнения некоторых из них в общем объеме менее 50%

## **Тема 18. Природные катаклизмы, экологическая ответственность, городская и сельская жизнь**

### **Задания к устному опросу**

**Проверяемые результаты обучения:** МР-4, МР-14, МР-16, МР-17, МР-23, МР-30, ПРБ-1, ПРБ-2, ПРБ-3, ПРБ-5, ПРБ-6, ПРБ-11, ПРБ-12, ПРБ-14, ПРБ-24

**Инструкция:** чтение и перевод текста с использованием словаря, составление рассказа по теме.

How a music video changed my life.

I'm a city girl, born and bred in London. I used to love the hustle and bustle of the big city, the trendy boutiques and the vibrant nightlife. I never thought I'd leave. But then two years ago, I left university and got a dead-end job. I lost touch with most of my friends and for the first time in my life, I began to feel unhappy. Then one day, I saw a music video for a song called Queen of Peace by Florence + the Machine. As soon as I'd watched it, I played it again.

And again. It's a great song but the best thing about it was the place where it was filmed. It was magical and remote with wild seas and huge skies. That night I dreamt I was there, walking on a winding path overlooking the deep blue ocean. The next day, my commute to work was even more miserable than usual. The station was crowded and noisy. The passengers on the train were packed like sardines in a can. On the streets, the traffic noise seemed louder than ever before, the fumes seemed thicker and there were so many people rushing to work. But despite the crowds, I felt lonely. When I got back home, I watched the song again.

I discovered it had been filmed on a Scottish island called Easdale. I searched online for photos and information. I came across another video called Easdale, a Wild Community. The residents had made it to persuade people to visit their island, or even to stay. I watched it and admired the breathtaking scenery, the friendly people and the sense of community. One of the islanders said something that made me think: 'You can't be an island on an island like this.' There and then, I made up my mind to go there. I booked my trip straight away.

### **Критерии оценок:**

Оценка «**отлично**» - ставится тогда, когда студент излагает текст грамотно и красиво с соблюдением всех стилистических норм.

Оценка «**хорошо**» - обучающийся излагает текст с небольшими стилистическими ошибками.

Оценка «**удовлетворительно**» - обучающийся с трудом излагает текст, не соблюдая его смысл.

Оценка «**неудовлетворительно**» - обучающийся не может рассказать текст

**Задание к письменной работе.** Написать статью, согласно нижеперечисленным правилам.

An article should be interesting and conversational in style.

### **Title**

Begin with an eye-catching title that makes the topic clear.

### **Introduction**

Catch the readers' attention with an engaging introduction. Address them directly and perhaps include a quote, or ask a question related to the topic. Asking a question will make them want to read on to find the answer:

- Have you ever thought about your dream home? Would it also be a green home?
- After all, 'change begins at home', they say.

### **Body**

Support your ideas with interesting examples and add humour. Use imperatives and questions to involve the reader (but don't overuse them):

- Are you one of those people who forget to switch off the lights?
- Step into the garden, and you'll find it's full of trees, flowers, birds and insects.

### **Conclusion**

It is not necessary to summarise your main points in an article. Instead, you can leave the reader with an instruction, or an interesting question to think about:

- However, instead of just dreaming of a more sustainable world, let's build it together so that the next generation can be proud of us.

### **Критерии оценок:**

Оценка «**отлично**» - ставится тогда, когда студент излагает текст грамотно и красиво с соблюдением всех стилистических норм.

Оценка «**хорошо**» - обучающийся излагает текст с небольшими стилистическими ошибками.

Оценка «**удовлетворительно**» - обучающийся с трудом излагает текст, не соблюдая его смысл.

Оценка «**неудовлетворительно**» - обучающийся не может рассказать текст.

### **Задания к проверочной работе**

**Проверяемые результаты обучения:** МР-4, МР-14, МР-16, МР-17, МР-23, МР-30, ПРБ-1, ПРБ-2, ПРБ-3, ПРБ-5, ПРБ-6, ПРБ-11, ПРБ-12, ПРБ-14, ПРБ-24

**Инструкция:** выбрать правильный ответ

## Вариант 1

Bring your own tent or rent a comfortable 1 energy/ rainwater/waste-efficient cottage built from geothermal building materials. · All cottages have solar 2 materials/panels/paths. · Buy food from our farm shop, have a BBQ in the picturesque picnic area and enjoy the peace and 3 bustle/hustle/quiet of the national park. · The campsite is quite isolated so please don't expect a vibrant 4 nightlife/commute/eruption. · We kindly request visitors to 5 respect/damage/reuse the environment and other campers. · Please be thoughtful and keep 6 impact/noise/energy to a minimum. · Single-use plastic products are 7 harmful/sustainable/helpful to the environment, so please use alternatives. · 8 Reduce/Disturb/Sort your rubbish before putting it in the recycling bins

### Ключ к проверочной работе:

1. energy
2. panels
3. quiet
4. nightlife
5. respect
6. noise
7. harmful
8. sort

## Вариант 2

Yesterday was a disaster! First, I got up late. If I 1 hadn't got up (get up) late, I 2... (not miss) the bus. And then, when I finally got to school, the class had already started. It was an interesting class about sustainable building projects. If I 3... (arrive) on time, I 4... (could/learn) a lot! 'Oh well', I thought, 'I'll catch up this evening'. Except as I was cycling home after school, I got caught in a storm. I 5... (not fall) off my bike if there 6... (no be) a flood! And if I 7... (not have) the accident, I 8... (not break) a finger! I 9...  
▪ (might/go) back to school at that point but it was too late. So I waited in a café, soaking wet, for my mum to pick me up and had to eat a hamburger with one hand.

### Ключ к проверочной работе:

2. wouldn't have missed
3. had arrived
4. could have learnt
5. wouldn't have fallen
6. hadn't been
7. hadn't had
8. wouldn't have broken

**Критерии оценки:**

- соответствие ответов обучающихся ключу теста;

Оценка «**отлично**» - если обучающийся правильно выполнил все тестовые задания в отведенное время

Оценка «**хорошо**» - если обучающийся правильно выполнил 2 тестовых задания и частичное выполнение других заданий в отведенное время

Оценка «**удовлетворительно**» - если обучающийся правильно одно задание и частичное выполнение других заданий в отведенное время

Оценка «**неудовлетворительно**» ставится в случае невыполнения тестовых заданий, либо частичного выполнения некоторых из них в общем объеме менее 50%

**Контрольная работа**

**Проверяемые результаты обучения:** МР-4, МР-14, МР-16, МР-17, МР-23, МР-30, ПРБ-1, ПРБ-2, ПРБ-3, ПРБ-5, ПРБ-6, ПРБ-11, ПРБ-12, ПРБ-14, ПРБ-24

**Инструкция:** Выполните задания

**Вариант 1**

**EX1.** Вставьте в текст артикли **a/an** или **the**. Где артикль не требуется, поставьте значок **ø**.

**DID YOU KNOW THAT 1ø SECOND-HAND CLOTHES SHOPS ARE POPULAR IN 2... UK?**

My aunt works as 3...shop assistant in the new second hand shop in town. My best friend bought 4... full-length winter coat and 5...amazing leather jacket there last week. I love 6...things like that! Coats like my friend's 'new' one were popular in 7... 1980's and now they're back in fashion! All the clothes in the shop are from countries like 8... France and 9... USA. I loved 10...shop where my aunt works the first time I walked in there. The clothes are unique and it's definitely 11... best place to buy cheap clothes. I'm thinking about applying for 12... Saturday job there!

**EX2.** Прочитайте текст. Измените слово, написанное заглавными буквами так, чтобы образовалось слово, которое подходит в пропуск.

**1 GOLD 2 BASE 3 GLORY 4 NECESSITY 5 RELIGION**

**Sergiev Posad**

Blue and 1...cupolas offset by snow-white walls – this colour scheme lies at the heart of the 2...perception of divinity and Sergiev Posad’s monastery is a textbook example. It doesn’t get any holier than here in Russia, for the place was founded in 1340 by the country’s most revered St Sergius of Radonezh. He was credited with providing 3...support to Prince Dmitry Donskoy in his 4...victory over the Tatars in the battle of Kulikovo Field (1380). Soon after his death at the age of 78, Sergius was named Russia’s patron saint. Since the 14th century, 5...pilgrims have been travelling to this place to pay homage to him.

**EX3. Завершите предложения, изменив глаголы в скобках. Используйте Past Simple, Past Continuous или Past Perfect.**

1. By the time they arrived at the stadium, the game ... (**already/start**).
2. While she... (**travel**) round South America, **she** ... (**visit**) Rio de Janeiro.
3. I ... (**rock climb**) yesterday evening between 6 and 7 o’clock, which is why **I** ... (**not hear**) your call.
4. What ... (**you learn**) to do by the time you ... (**be**) five years old?
5. **I** ... (**run**) after the ball when suddenly I ... (**pull**) a muscle. It ... (**feel**) as if someone ... (**shoot**) me!
6. It ... (**be**) a lovely day when I woke up. The sun ... (**shine**) and the birds... (**sing**), but then all of a sudden it ... (**start**) to pour with rain.
7. I ... (**ask**) for freshly squeezed orange juice so I was upset when I ... (**see**) the waiter pouring me an orange drink from a bottle.
8. They ... (**decide**) to follow a healthier diet after they ... (**see**) a documentary about the effects of processed foods.

**EX4. Измените глаголы в скобках используя Past Simple, Past Continuous или Past Perfect.**

1. The presentation won’t have finished (**not finish**) by five o’clock.
2. What do you think you ... (**do**) this time next year?
3. They ... (**not land**) in Australia by 7 p.m.
4. ... the professor ... (**come**) to a decision by tomorrow?
5. At this time tomorrow we... (**sit**) in the exam room with the question paper in front of us!
6. I can’t have coffee at ten tomorrow because I ... (**play**) tennis.

**EX5. Прочитай текст. Решите, являются ли утверждения TRUE, FALSE или NOT STATED в соответствии с текстом. Дайте тексту название.**

Traditionally in our country it hasn't been very polite or decent to raise the topic of money. However, a lot of the classics told about money and the attitude people had. They truly showed different attitudes and different aspects of money. For instance, Pushkin's fairy tales *The Tale of the Fisherman and the Fish* and *The Miserly Knight* are the ones in which a pathological obsession with money is featured. Ostrovskiy's *The Dowerless Girl* openly blames money for the tragedy. In some books, like Fonvisin's *The Immature* a rich person is someone "who counts and gives extra to those who need it", Gogol in *Ivan Kupala's Eve* called "gold—a pure metal which is unlikely to come to an evil person". The most controversial and well-known is Raskolnikov's story of *Crime and Punishment* in which the crime was committed seemingly because of money but in fact it went far deeper than just a crime for money. Classic literature tends to feature quite polar attitudes to money in Russia. No matter how complicated and controversial the topic is, one thing remains: there have always been people in Russia who have donated money to the country and financially supported the country's projects and talents. Duke Sheremetjev invested in homes for homeless and disabled people, V. Morosov built a lot of hospitals, Duke Resanov funded the building of ships which travelled all over the world and developed trade and helped make a lot of discoveries. S. Shchukin supported art and invested heavily in it leaving his priceless collection of art objects to his country. In modern Russia many wealthy people are involved in charity projects and patronage. They donate money to different organisations and raise funds for various projects, giving their own money away. A lot of celebrities like Chulpan Hamatova or Konstantin Khabensky set up their own charity funds to help those in need. They seem to follow in the footsteps of their noble Russian predecessors

- 1. The topic of money is never raised in classic literature and is considered to be indecent.*
- 2. Most classic literature pieces express a negative attitude to money.*
- 3. The Tale of the Fisherman and the Fish and The Miserly Knight tell of a psychological disease because of money.*
- 4. In The Dowerless Girl money led to a death.*
- 5. Fonvisin considered those who were ready to share to be rich.*
- 6. Gogol thought that money and riches choose only good people.*
- 7. Crime and Punishment tells us about a crime for money.*
- 8. People in Russia have always been involved into charity projects.*
- 9. The ships Yunona and Avos were built by Duke Resanov.*

10. *Many rich people in Russia nowadays give money to charity*

**EX6. Выберите одну из тем и напишите эссе «за и против».**

1. Young people should always do exactly as their parents tell them.
2. Friends are the best source of advice for teenagers.
3. National lotteries do more harm than good.

Следуй инструкциям:

1. Запишите аргументы за и против выбранной вами темы.
2. Подумайте о подтверждающих примерах и причинах, которые можно включить в ваше эссе.

### Вариант 2

**EX1. Вставьте в текст артикли a/an или the. Где артикль не требуется, поставьте значок ø.**

**DID YOU KNOW THAT 1ø SECOND-HAND CLOTHES SHOPS ARE POPULAR IN 2... UK?**

My aunt works as 3... shop assistant in the new second hand shop in town. My best friend bought 4...full-length winter coat and 5... amazing leather jacket there last week. I love 6...things like that! Coats like my friend's 'new' one were popular in 7... 1980's and now they're back in fashion! All the clothes in the shop are from countries like 8...France and 9... USA. I loved 10...shop where my aunt works the first time I walked in there. The clothes are unique and it's definitely 11...best place to buy cheap clothes. I'm thinking about applying for12...Saturday job there!

**EX2. Прочитайте текст. Измените слово, написанное заглавными буквами так, чтобы образовалось слово, которое подходит в пропуск.**

**1 IMPRESS 2 PICTURE 3 BUILD 4 REAL 5 DETACH 6 USUAL 7 PEEP 8 ADDITION**

### Istra

In the 17th century, Nikon built a little Holy City right at home, complete with its own Church of the Holy Sepulchre – the New Jerusalem Monastery. This 1...complex was founded in 1656 near the 2...Istra River. After years as a museum, it acts as an Orthodox monastery now and the renovation of the 3...is ongoing. In the centre of the grounds is the Cathedral of the Resurrection, modelled after Jerusalem's Church of the Holy Sep-

ulchre. Like its prototype, it's **4...several** churches under one roof, including the **5...Assumption** Church in the northern part of the cathedral. The **6...underground** Church of SS Konstantin and Yelena has only its belfry **7...up** above the ground. In the monastery walls, there is **8...exhibit** space displaying 20th-century drawings and handi-crafts from around the Moscow region.

**EX3. Завершите предложения, изменив глаголы в скобках. Используйте Past Simple, Past Continuous или Past Perfect.**

1. By the time they arrived at the stadium, the game ... (**already/start**).
2. While she... (**travel**) round South America, **she ... (visit)** Rio de Janeiro.
3. I ... (**rock climb**) yesterday evening between 6 and 7 o'clock, which is why **I ... (not hear)** your call.
4. What ... (**you learn**) to do by the time you ... (**be**) five years old?
5. I ... (**run**) after the ball when suddenly I ... (**pull**) a muscle. It ... (**feel**) as if someone ... (**shoot**) me!
6. It ... (**be**) a lovely day when I woke up. The sun ... (**shine**) and the birds... (**sing**), but then all of a sudden it ... (start) to pour with rain.
7. I ... (**ask**) for freshly squeezed orange juice so I was upset when I ... (**see**) the waiter pouring me an orange drink from a bottle.
8. They ... (**decide**) to follow a healthier diet after they ... (**see**) a documentary about the effects of processed foods.

**EX4. Измените глаголы в скобках используя Future Perfect или Future Continuous.**

1. The presentation won't have finished (**not finish**) by five o'clock.
2. What do you think you ... (**do**) this time next year?
3. They ... (**not land**) in Australia by 7 p.m.
4. ... the professor ... (**come**) to a decision by tomorrow?
5. At this time tomorrow we... (**sit**) in the exam room with the question paper in front of us!
6. I can't have coffee at ten tomorrow because I ... (**play**) tennis.

**EX5. Прочитайте текст. Решите, являются ли утверждения TRUE, FALSE или NOT STATED в соответствии с текстом.**

## WHAT DO WE MEAN WHEN WE TALK ABOUT CREATIVITY?

Creativity means different things to different people. Many of us think that a creative person is someone with a good imagination and a particular talent – usually artistic, for example a writer, painter, musician or an engineer. We also tend to think that creativity is something we are born with. It turns out, though, that these common beliefs are often wrong. Psychologists believe that anyone can develop their creativity and become good at coming up with new ideas. Here are some surprising insights from research on creativity. It turns out that in order to be creative you need confidence and determination. We all often have some valuable new ideas, but do not have the courage to share them with others. This is because we are afraid of being judged or making mistakes. How many times have you not raised your hand in class because you didn't think your idea was good enough? However, failure is actually necessary for eventual success. Some people say that Thomas Edison made around 1,000 failed trials before he invented the light bulb! To be creative, you need to take risks and be prepared to fail. We also tend to think that creativity involves a moment of sudden inspiration. However, creativity rarely comes from one brilliant idea. Professor Keith Sawyer describes the creative process as a 'zig-zag' path in which one smaller idea that we have leads to another one with some unexpected changes of direction. A great invention can begin with one idea, which is not necessarily very good, but which then sparks another idea that is amazing. Research also suggests that creativity is a skill that can be trained. For example, being open to new ideas and experiences is quite important. Creative people are very curious about the world and keep asking lots of questions. They always go beyond what they've learned from teachers and books. The enemy of creativity, on the other hand, is to continue in our old routines and use the same logic as we have always done. We need to develop what psychologist Edward De Bono calls 'lateral thinking' and learn to look at problems in different ways. For example, think about a student drama society that has problems with funding. A logical solution to the problem might be to try to cut costs. However, if you use lateral thinking, you might think of various solutions: a new idea to raise money, finding a company to sponsor the society or an unusual way to attract new members. Finally, it's not enough just to have some good ideas, you need to put them into practice, too. The best way to boost your creativity is to make things. If you enjoy writing, start writing a regular blog. If you're into music, play or create a piece of music every week. In this way, you can reflect on your ideas to make them even better. It's important to enjoy doing what you do as it takes a lot of time and preparation before you'll be ready to come up with something truly innovative. So, don't think you're not a creative person; you can learn to be one! Don't wait for a sudden flash of inspiration, though. Creativity is for everyone, but it's not easy!

*1. Only those people who are born with artistic talent can be creative.*

*2. Before you can create something perfect, you have to fail.*

3. *To be creative, we need to wait for a special moment of inspiration.*
4. *Constantly learning new things helps us to develop creativity.*
5. *Innovation often comes from formulating the problem in a new way.*
6. *When you have a new idea, it is best to keep it in your head.*
7. *Creative innovations require more luck than effort.*

**EX6. Выберите одну из тем и напишите эссе «за и против».**

1. *Young people should always do exactly as their parents tell them.*
2. *Friends are the best source of advice for teenagers.*
3. *National lotteries do more harm than good.*

Следуй инструкциям:

1. Запишите аргументы за и против выбранной вами темы.
2. Подумайте о подтверждающих примерах и причинах, которые можно включить в ваше эссе.

**Ключи**

**Проверочная работа**

**Вариант 1**

**Exercise 1.**

2. the
3. a
4. a
5. an
6. ø
7. the
8. ø
9. the
10. the
11. the

12. a

### Exercise 2.

Sergiev Posad Blue and **golden** cupolas offset by snow-white walls - this colour scheme lies at the heart of the **basic** perception of divinity and Sergiev Posad's monastery is a textbook example. It doesn't get any holier than here in Russia, for the place was founded in 1340 by the country's most revered St Sergius of Radonezh. He was credited with providing **necessary** support to Prince Dmitry Donskoy in his **glorious** victory over the Tatars in the battle of Kulikovo Pole (1380). Soon after his death at the age 78, Sergius was rightfully named Russia's patron saint. Since the 14th century, **religious** pilgrims have been travelling to this place to pay homage to him.

### Exercise 3.

1. had already started
2. was travelling, visited
3. was rock climbing, didn't hear
4. had you learnt, were
5. was running, pulled, felt, had shot
6. was, was shining, were singing, started
7. had asked, saw
8. decided, had seen

### Exercise 4.

2. you will be doing
3. won't have landed
4. Will (the professor) have come
5. will be sitting
6. will be playing

### Exercise 5.

1. F
2. F
3. T

4. NS
5. T
6. T
7. F
8. T
9. NS
10. T

## Проверочная работа

### Вариант 2

#### Exercise 1.

2. the
3. a
4. a
5. an
6. ø
7. the
8. ø
9. the
10. the
11. the
12. a

#### Exercise 2.

In the 17th century, Nikon built a little Holy City right at home, complete with its own Church of the Holy Sepulchre - New Jerusalem Monastery. This **impressive** complex was founded in 1656 near the **picturesque** Istra River. After years as a museum, the monastery is now in Orthodox hands and renovation of the **buildings** is ongoing. In the centre of the grounds is the Cathedral of the Resurrection, modelled after Jerusalem's Church of the Holy Sepulchre. Like its prototype, it's **really** several churches under one roof, including the **detached** Assumption Church in the northern part of the cathedral. The **unusual** underground Church of SS Konstantin & Yelena has only its belfry **peep-ing** up above the ground. In the monastery walls, there is **additional** exhibit space displaying 20th-century drawings and handicrafts from around the Moscow region.

#### Exercise 3.

1. had already started
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4. had you learnt, were
5. was running, pulled, felt, had shot
6. was, was shining, were singing, started
7. had asked, saw
8. decided, had seen

#### **Exercise 4.**

2. you will be doing
3. won't have landed
4. Will (the professor) have come
5. will be sitting
6. will be playing

#### **Exercise 5.**

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

### **Темы индивидуальных проектов**

1. Влияние англицизмов на современный русский язык.
2. Влияние зарубежной (западной) культуры на культуру российской молодежи.
3. Влияние системы образования Англоязычных стран на систему образования в России.
4. Англия: на пути к мировому господству.
5. Социальные сети как средство популяризации английского языка.
6. Английский язык как причина появления неологизмов в русском языке.
7. Влияние англоязычных стран (культур) на формирование молодежных субкультур России.

8. Этнографические татарские реалии как объект перевода на английский язык.
9. Особенности перевода спортивного дискурса.
10. Ирония как стилистический и композиционный прием в произведении...
11. Перевод компьютерного сленга на примере киберспортивного дискурса.
12. Особенности перевода терминов в сфере компьютерных технологий.
13. Перевод говорящих имен собственных в анимационных фильмах.
14. Особенности перевода реалий в публицистических текстах с английского на русский язык.
15. Проблема перевода технических терминов (на материале текстов в области...).
16. Перевод англоязычных фразеологизмов.
17. Особенности перевода неологизмов в современной публицистике.
18. Лакунарность в переводе (на материале английского и русского языков).
19. Особенности перевода текстов СМИ.
20. Передача имен собственных в переводе.
21. Особенности неологизмов и их переводов.
22. Игра слов в английском языке и способы её воссоздания при переводе.
23. Роль английского языка в современном мире.
24. Сложности перевода сленгов английского языка.

### **Процедура защиты и критерии оценки индивидуального проекта**

1. Защита индивидуальных проектов проводится во внеурочное время под руководством преподавателя/преподавателей, курирующих данные проекты.

2. Процедура защиты состоит в 6-8 минутном выступлении обучающегося, который раскрывает актуальность, поставленные задачи, суть проекта и выводы. Далее следуют ответы на вопросы преподавателя и присутствующих студентов.

3. Проектная деятельность оценивается по 2 группам критериев: критерии оценки содержания проекта и критерии оценки защиты проекта.

4. Критерии оценки индивидуального проекта научным руководителем

<b>Критерий</b>	<b>Содержание критерия</b>	<b>Уровни сформированности навыков проектной деятельности</b>
<b>Самостоятельное приобретение знаний и решение проблем (1-5 баллов)</b>	Способность поставить проблему и выбрать способы её решения, найти и обработать информацию, сформулировать выводы и/или обоснование и реализацию/апробацию принято-	Работа в целом свидетельствует о способности самостоятельно с опорой на помощь руководителя ставить проблему и находить пути её решения; продемонстрирована способность приобретать новые знания и/или

	го решения, обоснование и создание модели, прогноза, модели, макета, объекта, творческого решения и т. п.	осваивать новые способы действий, достигать более глубокого понимания изученного
<b>Знание предмета (1-5 баллов)</b>	Умение раскрыть содержание работы, грамотно и обоснованно в соответствии с рассматриваемой проблемой/темой использовать имеющиеся знания и способы действий.	Продемонстрировано понимание содержания выполненной работы. В работе и в ответах на вопросы по содержанию работы отсутствуют грубые ошибки
<b>Регулятивные действия (1-4 баллов)</b>	Умение самостоятельно планировать и управлять своей познавательной деятельностью во времени, использовать ресурсные возможности для достижения целей, осуществлять выбор конструктивных стратегий в трудных ситуациях.	Продемонстрированы навыки определения темы и планирования работы. Работа доведена до конца и представлена комиссии; некоторые этапы выполнялись под контролем и при поддержке руководителя. При этом проявляются отдельные элементы самооценки и самоконтроля обучающегося

#### 5. Критерии оценки защиты индивидуального проекта

№п/п	Критерий	Оценка (в баллах)
1.	Качество доклада	1 - доклад зачитывается 2 - доклад пересказывается, но не объяснена суть работы 3 - доклад пересказывается, суть работы объяснена 4 - кроме хорошего доклада владение иллюстративным материалом 5 - доклад производит очень хорошее впечатление
2.	Качество ответов на вопросы	1 - нет четкости ответов на большинство вопросов 2 - ответы на большинство вопросов 3 - ответы на все вопросы убедительно, аргументировано
3.	Использование демонстрационного материала	1 - представленный демонстрационный материал не используется в докладе 2 - представленный демонстрационный материал используется в докладе 3 - представленный демонстрационный материал используется в докладе, информативен, автор свободно в нем ориентируется

4.	Оформление демонстрационного материала	1 - представлен плохо оформленный демонстрационный материал, 2 - демонстрационный материал хорошо оформлен, но есть отдельные претензии 3 - к демонстрационному материалу нет претензий
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Итоговый балл за содержание, подготовку и защиту проекта – 32 балла

28 – 32 балла - отлично

22 - 27 баллов - хорошо

17 -21 баллов – удовлетворительно

16 баллов и менее – неудовлетворительно

6.Итоговая отметка вносится в соответствующую ведомость и подписывается преподавателями, курирующими индивидуальные проекты студентов.

### 3.2. Промежуточная аттестация

Оценочные материалы по итоговой оценке дисциплины:

#### Вопросы к дифференцированному зачету

1. Употребление артикля.
2. Множественное число существительных.
3. Виды местоимений.
4. Степени сравнения прилагательных.
5. Типы вопросов.
6. Модальные глаголы.
7. Настоящее простое время.
8. Настоящее длительное время.
9. Прошедшее простое время.
10. Будущее простое время.
11. Прошедшее длительное время.
12. Будущее длительное время.
13. Настоящее совершенное время.
14. Прошедшее совершенное время.
15. Будущее совершенное время.
16. Настоящее совершенное длительное.
17. Прошедшее совершенное длительное.
18. Будущее совершенное длительное.
19. Страдательный залог простого времени.
20. Страдательный залог длительного времени.
21. Страдательный залог совершенного времени.
22. Инфинитив, герундий, причастие.
23. Типы придаточных предложений.
24. Согласование времен.
25. Косвенная речь.

## Задания к дифференцированному зачету

Составьте монологическое высказывание на одну из тем:

1. Моя семья
2. Мои друзья
3. Общение, взаимоотношения. Конфликты и проблемы
4. Мир интересов современных молодых людей
5. Особенности образования в Великобритании
6. Особенности образования в России
7. Образование и карьера. Ведущие университеты
8. Мой колледж - Казанский Инновационный Университет
9. Спорт и здоровый образ жизни.
10. Олимпийские игры, профессиональные спортсмены
11. Путешествие как способ расширить свой кругозор
12. Моя любимая еда
13. Мода и стиль. Дресс-код студента
14. Мои покупки
15. Мой дом и домашние обязанности
16. Внешность и характер
17. Работа, профессии, личные качества
18. Профессия твоей мечты
19. Роль английского языка в моей будущей профессии
20. Культура и творческие профессии
21. ТВ новости, фильмы, книги, пьесы
22. Фильм, который я смотрел
23. Открытия и изобретения, оказавшие значительное влияние на развитие человечества.
24. Информационные технологии и их влияние на нашу жизнь
25. Вода и океаны, природные катаклизмы,

### Критерии оценок:

Оценка "отлично" выставляется студенту, если он глубоко и прочно усвоил программный материал, исчерпывающе, последовательно, четко и логически стройно его излагает, умеет тесно увязывать теорию с практикой, свободно справляется с задачами, вопросами и другими видами применения знаний, причем не затрудняется с ответом при видоизменении заданий, использует в ответе материал литературы, правильно обосновывает принятое решение, владеет разносторонними навыками и приемами выполнения практических задач.

Оценка "хорошо" выставляется студенту, если он 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.

Оценка "удовлетворительно" выставляется студенту, если он имеет знания только основного материала, но не усвоил его деталей, допускает неточности, недостаточно правильные формулировки, нарушения логической последовательно-

сти в изложении программного материала, испытывает затруднения при выполнении практических работ.

Оценка "неудовлетворительно" выставляется студенту, который не знает значительной части программного материала, допускает существенные ошибки, неуверенно, с большими затруднениями выполняет практические работы. Как правило, оценка "неудовлетворительно" ставится студентам, которые не могут продолжить обучение без дополнительных занятий по соответствующей дисциплине.