МИНИСТЕРСТВО ОБРАЗОВАНИЯ И МОЛОДЁЖНОЙ ПОЛИТИКИ

СВЕРДЛОВСКОЙ ОБЛАСТИ

Ачитский филиал ГАПОУ СО «Красноуфимский аграрный колледж»

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ

По общеобразовательной дисциплине

«Иностранный (английский) язык»

*Профессия:* 35. 01. 27 М*астер сельскохозяйственного производства*

*1курс, группа 11-М*

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Содержание

Пояснительная записка

1. Паспорт оценочных средств по дисциплине «Иностранный (английский) язык»
2. Оценочные средства по дисциплине «Иностранный (английский) язык»
   1. Оценочные средства текущего контроля по дисциплине «Иностранный (английский) язык»

2.2.Оценочные средства рубежного контроля по дисциплине «Иностранный (английский) язык»

2.3.Оценочные средства промежуточной аттестации по дисциплине «Иностранный (английский) язык»

Пояснительная записка.

Фонд оценочных средств содержит оценочные материалы для проведения входного, текущего и рубежного контроля, а также итоговой аттестации в форме дифференцированного зачета. Материалы подготовлены для объёма часов по ОД (72 часа).

Входной контроль проводится в начале нового учебного года. Целью входного контроля является выявление актуальных знаний и умений по иностранному (английскому) языку».

Текущий контроль осуществляется в течение учебного года в целях систематической проверки и оценки полученных обучающимися результатов в процессе изучения иностранного (английского) языка.

Рубежный контроль представляет собой проверку и оценку результатов обучающихся в форме выполнения ими контрольных работ, проводимых по окончанию изучения разделов курса иностранного (английского) языка.

Оценочные материалы для проведения контрольных работ также имеют задачи с профессиональной направленностью. Каждый вариант включают ответы, критерии оценивания и рекомендуемую шкалу перевода полученных баллов в 5-ти бальную систему.

Порядок проведения промежуточной аттестации регламентируется в статье 58 ФЗ от 29.12.2012 № 273-ФЗ «Об образовании в Российской Федерации».

1. Паспорт оценочных средств по дисциплине «Иностранный (английский) язык»

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| --- | --- | --- | --- |
| № | Модуль/Раздел/Тема | Результат обучения | Типы оценочных мероприятий |
| 1. | Входное тестирование |  | Тест |
|  | **Раздел 1. Иностранный язык для общих целей** | | |
| 2. | **Повседневная жизнь семьи. Внешность и характер членов семьи** | * Употреблять глаголы to be, to have, to do (их значения как смысловых глаголов и функции как вспомогательных). * Знать принцип построения предложений в простом настоящем времени (образование и функции в страдательном залоге; чтение и правописание окончаний, слова-маркеры времени), степени сравнения прилагательных и их правописание; местоимения личные, притяжательные, указательные, возвратные; модальные глаголы и их эквиваленты. | Написание электронного письма “Встреча с работодателем” |
| 3. | ПР 1 Приветствие, прощание. Представление себя и других людей в официальной и неофициальной обстановке. | Тест |
| 4 | ПР 2 Описание внешности и характера человека |
| Письмо личное |
| 5 | **Молодёжь в современном обществе. Досуг молодёжи: увлечения и интересы** | Использовать в речи словосочетания go to college, have breakfast, take a shower, etc.; наречия (always, never, rarely, sometimes, etc.)  Применять предлоги времени; простое настоящее время и простое продолжительное время (их образование и функции в действительном залоге).  Усвоить понятия «глагол с инфинитивом», сослагательное наклонениеlove/like/enjoy + Infinitive/-ing, Знать способы выражения будущего времени | Ролевая игра “Моя команда” |
| 6 | ПР 3 Рабочий день. |  |
| 7 | ПР 4 Активный и пассивный отдых |  |
| 8 | **Условия проживания в городской и сельской местности** | * Использовать тематическую лексику, оборот there is/are, неопределённые местоимения some/any/one и их производные, предлоги направления (forward, past, opposite, etc.), модальные глаголы в этикетных формулах (Can/may I help you?, Should you have any questions \_\_\_, Should you need any further information \_\_\_ и др.); специальные вопросы; | Проект “Мой колледж” |
| 9 | ПР 5 Описание здания, интерьера. Описание колледжа (здание, обстановка, условия жизни, техника, оборудование). Описание кабинета иностранного языка |  |
| 10 | **Покупки: одежда, обувь и продукты питания** | * Употреблять лексику; виды магазинов и отделы в магазине (shopping mall, department store, dairy produce, etc.); товары (juice, soap, milk, bread, butter, sandwich, a bottle of milk, etc.); одежда (trousers, a sweater, a blouse, a tie, a skirt, etc), слов many, much, a lot of, little, few, a few с существительными; * Употребление в речи артиклей: определенный, неопределенный, нулевой; | Ролевая игра-диалог между покупателем и продавцом. |
|  |
| 11 | **Здоровый образ жизни и забота о здоровье: сбалансированное питание. Спорт** | Употреблять лексику:   * части тела (neck, back, arm, shoulder, etc); * правильное питание (diet, protein, etc.); * названия видов спорта (football, yoga, rowing, etc.); * симптомы и болезни (running nose, catch a cold, etc.); * еда (egg, pizza, meat, etc); * способы приготовления пищи (boil, mix, cut, roast, etc); * дроби и меры весов (1/12: one-twelfth)   Уметь образовывать множественное число с помощью внешней и внутренней флексии; множественное число существительных, заимствованных из греческого и латинского языков;   * Знать особенности построения предложений в простом прошедшем времени (образование и функции в действительном залоге. Чтение и правописание окончаний в настоящем и прошедшем времени) | **Письмо-инструкция «Профилактика несчастных случаев на работе и порядок их устранения»** |
| 12 | ПР 6 Физическая культура и спорт. Здоровый образ жизни |  |
| 13 | **Страны изучаемого языка** | Употребление лексики в речи:   * государственное устройство (government, president, Chamber of parliament, etc.); * погода и климат (wet, mild, variable, etc.). * экономика (gross domestic product, machinery, income, etc.); * достопримечательности (sights, Tower Bridge, Big Ben, Tower, etc) * количественные и порядковые числительные; * обозначение годов, дат, времени, периодов;   Грамматика:   * артикли с географическими названиями; * прошедшее совершенное действие (образование и функции в действительном залоге; слова — маркеры времени). * сравнительные обороты than, as…as, not so … as; * прошедшее продолжительное действие (образование и функции в действительном залоге; слова — маркеры времени) | Тест |
| 14 | ПР 7 Великобритания (географическое положение, климат, население; национальные символы; политическое и экономическое устройство, традиции). |  |
| 15 | ПР 8 США (географическое положение, климат, население; национальные символы; политическое и экономическое устройство, традиции) |  |
| 16 | **Россия** | * Знать лексический минимум:государственное устройство (government, president, judicial, commander-in-chief, etc.); * погода и климат (wet, mild, variable, continental, etc.). * экономика (gross domestic product, machinery, income, heavy industry, light industry, oil and gas resources, etc.); * достопримечательности (the Kremlin, the Red Square, Saint Petersburg, etc)   Грамматика:   * артикли с географическими названиями; * прошедшее совершенное действие (образование и функции в действительном залоге; слова — маркеры времени).   сравнительные обороты than, as…as, not so … as | Устный опрос |
| 17 | ПР 9 Россия. Географическое положение, климат, население. |  |
| 18 | ПР 10 Россия.Национальные символы. Политическое и экономическое устройство. |  |
| 19 | ПР 11 Москва – столица России. Достопримечательности Москвы |  |
| 20 | **Контрольная работа** |  |  |
|  | **Раздел 2. Иностранный язык для специальных целей (Прикладной модуль)** | | |
| 21 | **Современный мир профессий. Проблемы выбора профессии.**  **Роль иностранного языка в вашей профессии** | Лексика:   * профессионально ориентированная лексика; * лексика делового общения.   Грамматика:   * герундий, инфинитив.   грамматические структуры, типичные для научно-популярных текстов | Тест |
| 22 | ПР 12 Современные компьютерные технологии в промышленности |  |
| 23 | ПР 13 Особенности работы с техническим текстом. Словообразование. |  |
| 24 | ПР 14 Производство автомобилей Компоненты автомобиля |  |
| 25 | ПР 15 Принцип работы четырехтактного бензинового двигателя |  |
| 26 | ПР 16 Шасси, рама, сцепление |  |
| 27 | ПР 17 Принцип работы автомобиля |  |
| 28 | ПР 18 Коробка передач, тормозная система |  |
| 29 | ПР 19 Система рулевого управления |  |
| 30 | **Безопасность на дороге** | Знать базовую лексику темы. Переводить технические тексты с помощью словаря | Круглый стол-дебаты “Преимущества и недостатки применения техники и инновационных технологий” |
| 31 | ПР 20 Техническое обеспечение сельского хозяйства |  |
| 32 | **Устройства для обработки почвы** | Знать базовую лексику темы  Уметь образовывать формы глаголов, знать формы основных часто употребляемых глаголов |  |
| 33 | ПР 21 Основные типы двигателей |  |
| 34 | ПР 22 Сельскохозяйственная техника |  |
| 35 | **Промежуточная аттестация** |  |  |

1. **Оценочные средства по дисциплине** «Иностранный (английский) язык»

Оценочные материалы для входного контроля.

English Placement test (English Unlimited)

• Choose the best answer for each question.

• Stop when the questions become too difficult.

• Spend no more than 40 minutes on the test.

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

A you are B you C are you

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

A any B a C an

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

A sons B daughters C children

4. I work in a \_\_\_. I’m a doctor.

A hospital B hotel C supermarket

5. This is my brother. \_\_\_name’s Paul.

A Her B His C He’s

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

A They are B There is C There are

7. I qet up \_\_\_7 o’clock in the morning.

A for B at C in

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

A don’t like B like C do like

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

A do you B you do C you

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

A this B these C that

11. Where are my glasses? - They’re \_\_\_the table.

A at B on C in

12. My sister \_\_\_ tennis very well.

A plays B play C playing

13. I usually go to work \_\_\_ train.

A on B with C by

14. I don’t see my parents very often \_\_\_ they live in South Africa.

A so B but C because

15. Rosie stayed \_\_\_ home yesterday afternoon.

A in B at C to

16. Last night I \_\_\_ to the cinema.

A went B did go C was

17. The \_\_\_ is quite expensive but the food there is excellent.

A film B restaurant C book

18. Do you want to listen to music or \_\_\_ TV?

A see B look C watch

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

A When B Where C What

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

A Did B Were C Had

21. Are you \_\_\_ English teacher?

A Maria B Marias’ C Maria’s

22. Bob will meet \_\_\_ at the airport.

A us B we C our

23. I’m going to a concert tonight. \_\_\_ you like to come?

A Do B Are C Would

24. \_\_\_ use your dictionary? - Sure. Here you are.

A Could I B Could you C Do I

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

A money B rent C cost

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

A come B get C arrive

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

A any B many C much

28. Sorry I’m so late. - That’s \_\_\_.

A OK B great C right

29. I’d like \_\_\_ milk in my coffee, please.

A some B any C a

30. \_\_\_ a bus stop near my flat.

A It’s B Here’s C There’s

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

A cook B am cooking C cooking

32. I think cycling is more dangerous \_\_\_ driving.

A As B like C than

33. We \_\_\_ going to the theatre next Saturday.

A will B do C are

34. \_\_\_ meet for coffee some time soon.

A Let’s B Do you C Shall they

35. Kamal has got a holiday home near \_\_\_ sea.

A a B the C some

36. If you’ve got a headache, you \_\_\_ go home.

A should B did C had

37. \_\_\_ ever been to New York?

A Have you B Are you C Did you

38. I only get about five hours’ sleep a night. - That’s not \_\_\_.

A enough B lot C too much

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

A finishes B is going to finish C finished

40. Paula \_\_\_ loves working with children.

A very B really C much

41. Is Ottawa the capital of Canada? I think \_\_\_.

A is B yes C so D right

42. We never \_\_\_ a television when I was a child.

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

43. We paid the restaurant bill \_\_\_ credit card.

A to B with C on D by

44. The last time I \_\_\_ Joanna was in Paris.

A have seen B saw C see D was seeing

45. If you \_\_\_ money from a friend, you should always pay it back promptly.

A borrow B earn C spend D lend

46. Can I make myself a cup of coffee? - Of course. You \_\_\_ to ask.

A haven’t B mustn’t C needn’t D don’t have

47. I \_\_\_ a lot of sport in my free time.

A do B practise C make D exercise

48. \_\_\_ anywhere interesting recently?

A Do you go B Have you been C Are you going D Will you go

49. It’s Walter’s birthday on Friday. He \_\_\_ be 30, I think.

A should B can C will D shall

50. Learning the piano isn’t as difficult \_\_\_ learning the violin.

A like B so C than D as

Ответы и интерпретация результатов

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Starter |  | Elementary |  | Pre-int. |
| 1 | C | 21 | C | 41 | C |
| 2 | B | 22 | A | 42 | C |
| 3 | C | 23 | C | 43 | D |
| 4 | A | 24 | A | 44 | B |
| 5 | B | 25 | B | 45 | A |
| 6 | C | 26 | B | 46 | D |
| 7 | B | 27 | B | 47 | A |
| 8 | A | 28 | A | 48 | B |
| 9 | A | 29 | A | 49 | C |
| 10 | B | 30 | C | 50 | D |
| 11 | B | 31 | B |
| 12 | A | 32 | C |
| 13 | C | 33 | C |
| 14 | C | 34 | A |
| 15 | B | 35 | B |
| 16 | A | 36 | A |
| 17 | B | 37 | A |
| 18 | C | 38 | A |
| 19 | B | 39 | B |
| 20 | A | 40 | B |

* 1. ***Оценочные средства текущего контроля по дисциплине*** «Иностранный (английский) язык»

*Тема 1.2.* **Повседневная жизнь семьи. Внешность и характер членов семьи***.*

| Написание электронного письма “Встреча с работодателем” |
| --- |
| А1  You have received an e-mail from the company. They want to meet with you in a cafe next Thursday.  Write an e-mail to Mr Jarris, the manager. In your e-mail write   1. how you look (tall/ short, hair, eyes, etc.) 2. what you will wear (clothes) 3. what personal qualities you have to work in their company (active, clever, etc.)   You need to write 45-60 words.  А2 и выше  You have received an e-mail from the company. They want to meet with you in a cafe next Thursday.  Write an e-mail to Mr Jarris, the manager. In your e-mail thank the company and write   1. how you look (tall/ short, hair, eyes, etc.) 2. what you will wear (clothes) 3. what personal qualities you have to work in their company (active, clever, etc.)   You need to write 80-110 words. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| № | **Критерии оценивания** | **3 балла** | **2 балла** | **1 балл** | **0 баллов** |
| **К1** | **Решение коммуникативной задачи** | **Задание выполнено полностью**: даны полные ответы на три заданных вопроса. Правильно выбрано обращение, завершающая фраза и подпись.  Есть благодарность, упоминание о предыдущих контактах, выражена надежда на будущие контакты | **Задание выполнено:**даны ответы на три заданных вопроса, НО на один вопрос дан неполный ответ.  Есть 1–2 нарушения в стилевом оформлении письма И/ИЛИ отсутствует благодарность, упоминание о предыдущих /будущих контактах | **Задание выполнено частично:**даны ответы на заданные вопросы, НО на два вопроса даны неполные ответы ИЛИ ответ на один вопрос отсутствует.  Имеется более 2-х нарушений в стилевом оформлении письма и в соблюдении норм вежливости | **Задание не выполнено:**отсутствуют ответы на два вопроса ИЛИ текст письма не соответствует требуемому объему |
| **К2** | **Организация текста** |  | Текст логично выстроен и разделен на абзацы; правильно использованы языковые средства для передачи логической связи; оформление текста соответствует нормам письменного этикета | Текст в основном логично выстроен, НО имеются недостатки (1–2) при использовании средств логической связи И/ИЛИ делении на абзацы.  ИЛИ имеются отдельные нарушения в структурном оформлении текста письма | Текст выстроен нелогично; допущены многочисленные ошибки в структурном оформлении текста письма ИЛИ оформление текста не соответствует нормам письменного этикета, принятого в стране изучаемого языка |
| **К3** | **Лексикограмматическое оформление текста** | Использованы разнообразная лексика и грамматические структуры, соответствующие поставленной коммуникативной задаче (допускается не более 2-х языковых ошибок, не затрудняющих понимание) | Имеются языковые ошибки, не затрудняющие понимание (допускается не более 4-х негрубых языковых ошибок) ИЛИ языковые ошибки отсутствуют, но используются лексические единицы и грамматические структуры только элементарного уровня | Имеются языковые ошибки, не затрудняющие понимание (допускается не более 5 негрубых языковых ошибок) И/ИЛИ допущены языковые ошибки, которые затрудняют понимание (не более 1**–**2 грубых ошибок) | Допущены многочисленные языковые ошибки, которые затрудняют понимание текста |
| **К4** | **Орфография и пунктуация** |  | Орфографические и пунктуационные ошибки практически отсутствуют (допускается не более 2-х, не затрудняющих понимание текста) | Допущенные орфографические и пунктуационные ошибки не затрудняют понимание (допускается не более 3**–**4 ошибок) | Допущены многочисленные орфографические и пунктуационные ошибки и/или допущены ошибки, которые затрудняют понимание текста |

Тема:1.5. **Молодёжь в современном обществе. Досуг молодёжи: увлечения и интересы**.

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

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

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

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

Sample answer.

Step 1. (for all levels)

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

Step 3.

A1

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

A2

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

B1

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

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

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| **№** | **Параметры критериев** |
|  | **Подготовительный этап** |
| 1 | Понимание темы, цели учебно-игрового занятия, изучение основных проблем содержательного материала игры |
| 2 | Ознакомление с реальной ситуацией и построение имитационной, ситуационной или условной модели |
| 3 | Разработка сценария, правил игры, распределение ролей, формирование игровых групп, подготовка оборудования |
| 4 | Инициатива, готовность к сотрудничеству |
|  | **Игра** |
| 5 | Объем и качество знаний по проблемам игры, их личностная освоенность (свобода оперирования) |
| 6 | Реализация правил игры, соблюдение оптимального соотношения условности и серьезности |
| 7 | Уровень импровизации |
| 8 | Активность, умение переключаться, управлять своим вниманием |
| 9 | Коммуникативность; умение сотрудничать, владение речевым, слушательским и читательским опытом общения |
| 10 | Способность к восприятию игровой ситуации, готовность к решению поставленных проблем с позиции роли |
|  | **Общий балл** |
|  | **Окончательная оценка** |

Тема:1.8. **Условия проживания в городской и сельской местности**.

Проект “Мой колледж”

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| А1  You want to tell your friend about your college. Prepare a short presentation, use some photos.    In your presentation write:   1. the name of the college 2. where it is located (city, region) 3. how old it is 4. describe a building (old/modern, big/small etc) and classrooms 5. write your opinion about your college.   You need to write 60-80 words.  А2 и выше  You want to tell your friend about your college. Prepare a short presentation, use some photos.  In your presentation write:   1. the name of the college 2. where it is located (city, region) 3. when it was founded 4. describe the building, classrooms and equipment 5. write 1 interesting fact about your college 6. write your opinion about studying at your college   You need to write 100-120 words. |
| Sample answer:  A1  (I want to tell you about my college.) This is the Teacher-training college. It is in Kolomna, the Moscow region. My college is in the center of the city. It is more than 50 years old. The building is not new, but it is very beautiful. There are 3 floors in it. The classrooms are big and comfortable. We have computers, video projectors and interactive whiteboards in our classrooms. I like my college a lot and I think it is the best college in the world.  A2 и выше  (I would like to tell you about my college.) This is the Teacher-training college. It is located in a beautiful old city Kolomna, the Moscow region. My college is in the central part of the city. It was built more than 50 years ago. The building is not new but it is very beautiful. There are 3 floors in it. The classrooms are big, bright and comfortable. They are all equipped with computers, video and interactive whiteboards. There are a lot of outstanding people, who studied in our college. Their photos are in the lobby, on the board of honor. I can say that studying in my college is both hard work and pleasure. |

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|  | Содержание | Технология выполнения | Самостоятельность выполнения | Презентация |
| 9-10 (5) | Правильно поняты цель, задачи выполнения проекта.  Продемонстрировано понимание содержания выполненной работы. Продемонстрировано свободное владение предметом проектной деятельности. Ошибки отсутствуют. Грамотно и обоснованно в соответствии с рассматриваемой проблемой(темой) используются имеющиеся знания и способы действий. В работе и в ответах на вопросы по содержанию работы отсутствуют грубые ошибки | Соблюдена технология исполнения проекта. Работа спланирована и последовательно реализована самостоятельно, своевременно пройдены все необходимые этапы обсуждения и представления. Контроль и коррекция осуществлялись самостоятельно. Проявляются отдельные элементы самооценки и самоконтроля обучающегося. | Проявлены творчество, инициатива.  Работа свидетельствует о способности самостоятельно ставить проблему и находить пути её решения; продемонстрировано свободное владение логическими операциями, навыками критического мышления, умение самостоятельно мыслить; продемонстрирована способность приобретать новые знания и/или осваивать новые способы действий, достигать более глубокого понимания изученного | Тема ясно определена и пояснена. Текст/сообщение хорошо структурированы. Все мысли выражены ясно, логично, последовательно, аргументировано. Автор владеет культурой общения с аудиторией. Работа/сообщение вызывает большой интерес. Автор свободно и аргументировано отвечает на вопросы. В речи отсутствуют ошибки. Широко используются средства логической связи |
| 8-7 (4) | Правильно поняты цель, задачи выполнения проекта.  Продемонстрировано понимание содержания выполненной работы. Продемонстрировано владение предметом проектной деятельности. Грамотно и обоснованно в соответствии с рассматриваемой проблемой(темой) используются имеющиеся знания и способы действий. В работе и в ответах на вопросы по содержанию работы отсутствуют грубые ошибки | Соблюдена технология исполнения проекта, но допущены незначительные ошибки, неточности в оформлении.  Работа спланирована и последовательно реализована под контролем и при поддержке руководителя, своевременно пройдены все необходимые этапы обсуждения и представления. Контроль и коррекция осуществлялись под контролем и при поддержке руководителя.  Проявляются отдельные элементы самооценки и самоконтроля обучающегося | Проявлено творчество.  Работа свидетельствует о способности самостоятельно или с опорой на помощь руководителя ставить проблему и находить пути её решения; продемонстрировано владение логическими операциями, навыками критического мышления, умение самостоятельно мыслить; продемонстрирована способность приобретать новые знания и/или осваивать новые способы действий, достигать более глубокого понимания изученного | Тема ясно определена и пояснена. Текст/сообщение хорошо структурированы. Все мысли выражены ясно, логично, последовательно, аргументировано. Работа/сообщение вызывает некоторый интерес. Автор свободно отвечает на вопросы. В речи отсутствуют грубые ошибки, искажающие смысл. В целом используются средства логической связи |
| 6-5 (3) | Правильно поняты цель, задачи выполнения проекта.  Продемонстрировано общее понимание содержания выполненной работы. Продемонстрировано частичное владение предметом проектной деятельности. Имеющиеся знания и способы действий в целом используются в соответствии с рассматриваемой проблемой(темой). В работе и в ответах на вопросы по содержанию работы отсутствуют ошибки | Допущены нарушения в технологии исполнения проекта, его оформлении Работа спланирована и последовательно реализована под контролем и при поддержке руководителя, большинство необходимых этапов пройдено своевременно. Контроль и коррекция осуществлялись под контролем и при поддержке руководителя | Не проявлена самостоятельность в исполнении проекта.  Работа свидетельствует о способности ставить проблему и находить пути её решения с опорой на помощь руководителя; продемонстрировано частичное владение логическими операциями, навыками критического мышления; способность приобретать новые знания и/или осваивать новые способы действий, достигать более глубокого понимания изученного материала не проявлена | Продемонстрированы навыки оформления проектной работы и пояснительной записки, а также подготовки простой презентации. Автор отвечает на вопросы.  В речи присутствуют ошибки. Иногда используются средства логической связи |
| 4-3 (2) | Цель и задачи выполнения проекта поняты частично.  Продемонстрировано частичное владение предметом проектной деятельности. В работе и в ответах на вопросы по содержанию работы присутствуют ошибки | Проект не выполнен или не завершен.  Работа спланирована и реализована под контролем и при поддержке руководителя, все необходимые этапы пройдены несвоевременно. Контроль и коррекция осуществлялись под контролем руководителя | Работа свидетельствует о неспособности ставить проблему и находить пути её решения; продемонстрировано частичное владение логическими операциями, способность приобретать новые знания и/или осваивать новые способы действий, достигать более глубокого понимания изученного материала не проявлена | Продемонстрированы навыки оформления проектной работы и пояснительной записки, а также подготовки простой презентации. Автор не отвечает на вопросы.  В речи присутствуют ошибки. Средства логической связи практически отсутствуют |
| 2-1 (1) | Цель и задачи выполнения проекта не поняты.  Продемонстрировано слабое владение предметом проектной деятельности. В работе и в ответах на вопросы по содержанию работы присутствуют грубые ошибки | Проект не выполнен или не завершен.  Работа спланирована и реализована под контролем и при поддержке руководителя, все необходимые этапы пройдены несвоевременно. Контроль и коррекция не осуществлялись | Проект не выполнен или не завершен | Навыки оформления проектной работы и пояснительной записки не продемонстрированы. Автор не отвечает на вопросы.  В речи присутствуют ошибки, в том числе искажающие смысл. Средства логической связи отсутствуют |

Тема 1.10. **Покупки: одежда, обувь и продукты питания**

Ролевая игра-диалог между покупателем и продавцом

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| A1  You are a customer (Student A) and a shop assistant (Student B). You are in a clothes shop.  Card 1A -Customer  Step 1.  Read the plan and write what you can ask and say.   * greet the shop assistant * ask for a pair of jeans. * you like black * if there aren't any black, ask for a pair of blue jeans. * you are size 40 * agree to have a look at the blue jeans. * ask if you can try them on. * ask about the price * buy the jeans * thank the shop assistant for help * say good-bye   Card 2.  Student B- You are the shop assistant.  Step 1. Read the plan and write what you can ask and say.   * start a talk, * greet the customer and ask if you can help him/her * ask what colour the customer wants * you have only blue and grey jeans in a shop * offer him/ her blue or grey ones * ask about his/her size * say if he/she can try them on * say how much they cost * thank a customer, * say goodbye.   Step 2. Play your roles.  А2 и выше  You are a customer (Student A) and a shop assistant (Student B). You are in a clothes shop.  Card 1.  Student A- You are the customer. You want to buy a pair of trainers.  Step 1. Read the plan and make some notes. You have 2-3 minutes to think.   * greet the shop assistant * ask for a pair of trainers. * you are size 38 and you like bright colours * you don't like the colour the shop assistant has showed you, because it is light green, ask is they have anything else * ask what material it's made of * ask if you can try them on * ask about the price * buy the trainers * thank a shop assistant for help * say good-bye   Card 2.  Student B- You are the shop assistant.  Step 1. Read the plan and make some notes. You have 2 minutes to think.   * start a talk * greet the customer and ask if you can help him/her * ask what colour and size the customer is interested in * offer him/her green trainers * if the customer doesn't like the colour, offer him other colours. * say if he/she can try them on * if the customer asks you, tell him/her that they are made of leather * if the customer asks you, tell him/her that he looks great in them * say how much they cost * thank a customer, * say goodbye   Step 2. Play your roles. |
| Sample answer.  (C-customer, SA-shop assistant)  A1  SA: Good morning/ hello, can I help you?  C: Yes, please. I want a pair of jeans. I like black.  SA: I’m sorry. We don’t have black jeans. We have blue or grey jeans.  C: Blue please.  SA: What size do you wear?/What size?  C: 40, please  SA: Here you are.  C: Can I try them on?  SA: Yes, of course.  C: How much do they cost?/How much are they?  SA: 1500 roubles, please.  C: Here you are.  SA: Thank you.  C: Thank you very much for help. Good bye.  SA: Good bye.  A2 и выше  SA: Good morning/ hello, can I help you?  C: Yes, please. I’d like a pair of trainers.  SA: What colour would you like to look at?  C: Well, I like bright colours.  SA: We have very nice green trainers. Would you like to look at them?  C: Yes. Sure.  SA: What size do you wear?  C: 38, please  SA: Here you are. Would you like to try them on?  C: Oh, no, thanks. I don’t like this light green colour. Can you show anything else, please? (Do you have any other colours?)  SA: I see. Have a look at these yellow ones, please.  C: Oh, they look great. What are they made of?  SA: They are made of leather/ Leather ones.  C: Can I try them on?  SA: Yes, of course.  C: How much do they cost?/How much are they?  SA: 2000 roubles, please.  C: I’d like to buy them./I'll take them.  SA: Good choice. (They look great on you)  C: Thank you very much for help. Good bye.  SA: Good bye. We’ll be happy to see you again. |
| Отзыв на магазин продуктов/одежды/обуви |
| A1  You have received an sms from your friend, he/she asks you where he/she can do some shopping. Write a shop review.  In your message write:   * what the name of the shop is * where the shop is * what things he/she can find in a shop (types of clothes, brands) * if you like/ dislike this shop; why/why not   Write 30-45 words  A2 и выше  You have received an sms from your friend, he/she asks you where he/she can do some shopping. Write a shop review.  In your message write:   * what the name of the shop is * where the shop is located * how often you do the shopping there * what things he/she can find in a shop (types of clothes, brands) * if you like/ dislike this shop; why/why not   Write 40-60 words |
| Sample answer:  A1  Hi! Go to "Familiya". It's next to my house. There are a lot of jeans, trainers, T-shirts and jackets. I like it/I love it because I can buy cheap and modern clothes there.  A2 и выше  Hi! What about "Familiya"? It's next to my house. I don't often do the shopping there. You can find a lot of modern things there such as jeans, jackets, trainers and T -shirts. I love going there when I have some pocket money. I can always find something unusual there. |

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

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| **№** | **Параметры критериев** |
|  | **Подготовительный этап** |
| 1 | Понимание темы, цели учебно-игрового занятия, изучение основных проблем содержательного материала игры |
| 2 | Ознакомление с реальной ситуацией и построение имитационной, ситуационной или условной модели |
| 3 | Разработка сценария, правил игры, распределение ролей, формирование игровых групп, подготовка оборудования |
| 4 | Инициатива, готовность к сотрудничеству |
|  | **Игра** |
| 5 | Объем и качество знаний по проблемам игры, их личностная освоенность (свобода оперирования) |
| 6 | Реализация правил игры, соблюдение оптимального соотношения условности и серьезности |
| 7 | Уровень импровизации |
| 8 | Активность, умение переключаться, управлять своим вниманием |
| 9 | Коммуникативность; умение сотрудничать, владение речевым, слушательским и читательским опытом общения |
| 10 | Способность к восприятию игровой ситуации, готовность к решению поставленных проблем с позиции роли |
|  | **Общий балл** |
|  | **Окончательная оценка** |

Тема 2.13. ***Здоровый образ жизни и забота о здоровье: сбалансированное питание. Спорт. Посещение врача***

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

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| А1  Write an instruction for your foreign co-worker “How not to have health problems at work and what to do if you have”. Write about:  - where you will work;  - work conditions (wet, dry, cold, hot, rainy, etc);  - what you mustn’t do at work because it’s dangerous;  - what you can do if you have a temperature/a cut/a burn, etc  Use between 60-70 words.  А2 и выше  Write an instruction for a foreign co-worker “How to avoid emergency situations at work and what to do if you have these”. Write about:  - your future job;  - working conditions;  - what emergency situations can occur;  - what to do in each extreme case.  Use between 100-120 words. |
| Sample answer (A1)  I work as a baker.  It’s often very hot.  You mustn’t run, jump, roller-skate, throw or hit something in the bakery.  If you have a burn, you can use a plaster.  If you have a cut, use a plaster, too.  If you have a headache, take a pill.  If you have a temperature, go home because you can fall at work.  Sample answer (для A2 и выше)  I work as a builder on a construction site. It can be hot in summer, rainy in autumn and freezing in winter.  Follow the rules:  Don’t run!  Don’t jump!  Don’t throw heavy things!  Don’t fall!  Don’t use sharp tools and instruments without gloves!  You won’t have a headache if you drink water and eat regularly!  If you have a cut or a burn, use a plaster.  If you have a backache, go to a doctor.  If you catch a cold or have a temperature, you can faint and hurt something. That’s why stay at home or go to a doctor immediately.  If you have pain in your chest or break a leg, call an ambulance. That’s dangerous! |

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| Баллы/ Оценка | Содержание | Организация | Язык |
| 9-10 (5) | Коммуникативная задача решена полностью | Письмо построено логично. Имеются средства логической связи. Присутствует деление на абзацы (если необходимо). Текст выстроен в соответствии с правилами оформления определенного вида письма | Языковое оформление соответствует поставленной коммуникативной задаче. Используются разнообразные конструкции, верная лексическая сочетаемость. Верное использование лексических и грамматических единиц. Возможны небольшие орфографические ошибки, редкие грамматические ошибки, не затрудняющие понимания |
| 7-8 (4) | Коммуникативная задача решена полностью | Письмо построено в основном логично. Имеются средства логической связи. Присутствует деление на абзацы (если необходимо). Текст выстроен в соответствии с правилами оформления определенного вида письма | Языковое оформление соответствует поставленной коммуникативной задаче. Используются разнообразные конструкции, есть ошибки в лексической сочетаемости. В основном верное использование лексических и грамматических единиц. Возможны небольшие орфографические ошибки, редкие лексико-грамматические ошибки, не затрудняющие понимания |
| 5-6 (3) | Коммуникативная задача решена, но некоторые пункты не раскрыты. /  Коммуникативная задача решена, но читателю приходится интерпретировать высказывание автора. Контекст задан неверно | Письмо построено в основном логично. Имеются средства логической связи. Присутствует деление на абзацы (если необходимо). Текст в основном выстроен в соответствии с правилами оформления определенного вида письма | Языковое оформление в основном соответствует поставленной коммуникативной задаче. В основном верное использование лексических и грамматических единиц. Возможны небольшие орфографические ошибки, редкие лексико-грамматические ошибки, затрудняющие понимание |
| 4-3 (2) | Коммуникативная задача решена частично | Письмо построено в основном логично. Отсутствуют средства логической связи. Отсутствует деление на абзацы (если необходимо). Текст выстроен не в соответствии с правилами оформления определенного вида письма | Языковое оформление в основном соответствует поставленной коммуникативной задаче. В основном верное использование лексических и грамматических единиц. Присутствуют частые орфографические и лексико-грамматические ошибки, затрудняющие понимание |
| 1-2 (1) | Коммуникативная задача решена частично. Попытка решить коммуникативную задачу с ответом, трудным для понимания и требующим интерпретации со стороны читателя | Письмо построено нелогично. Отсутствуют средства логической связи. Отсутствует деление на абзацы (если необходимо). Текст выстроен не в соответствии с правилами оформления определенного вида письма | Языковое оформление соответствует поставленной коммуникативной задаче. Частое неверное использование лексических и грамматических единиц. Присутствуют частые орфографические и лексико-грамматические ошибки, затрудняющие понимание |
| 0 | Содержание не соответствует цели письма. Работа не выполнена. Количество слов меньше необходимого минимума | Письмо построено нелогично. Отсутствуют средства логической связи. Отсутствует деление на абзацы (если необходимо). Текст выстроен не в соответствии с правилами оформления определенного вида письма | Языковое оформление не соответствует поставленной коммуникативной задаче. Присутствуют множественные ошибки, затрудняющие понимание |

Тема 2.18. **Страна изучаемого языка**

|  |
| --- |
| **A1**  **Task 1.** **Choose the correct answer**.  1. How many independent states are there on the British Isles?  A. 2  B. 3  C. 5  D. 1  2. What is the symbol of England?  A. a thistle  B. a rose  C. a shamrock and a red hand  D. a daffodil  3. What is the symbol of Scotland?  A. a thistle  B. a rose  C. a daffodil  D. a shamrock  4. What is the symbol of Wales?  A. a thistle  B. a rose  C. a daffodil  D. a shamrock  5. What is the symbol of Northern Ireland?  A. a thistle  B. a rose  C. a shamrock and a red hand  D. a daffodil  6. Where is Shakespeare’s birthplace?  A. in London  B. in Stratford-on-Avon  C. in Glasgow  D. in Cardiff  7. Which is the most popular sport in Britain?  A. Football  B. Rugby  C. Tennis  D. Baseball  8. When is St. Valentine’s Day celebrated?  A. January 1  B. October 31  C. February 14  D. July 4  9. The British Isles are separated from the European Continent by …  A. the North Sea and the Irish Sea  B. the North Sea and the English Channel  C. the English Channel and the Atlantic Ocean  D. the Irish Sea  10. When did London become the capital of England?  A. in the 11th century  B. in the 13th century  C. in the 15th century  D. in the 14th century  **Task 2. Read the texts and guess what place of interest it is.**  1) This building was built in the 18th century. It is open to visitors several days a week. The changing of the Guard is a very interesting ceremony to watch. Now it is the home of the Queen.  2) This building is a very interesting place in the capital of the UK. It was a fortress, a royal palace and later a prison. Now it is a museum. There are a lot of interesting collections in it.  3) This building stands on the river Thames. The official name of it is the Palace of Westminster. It is the place of the British Parliament. Its members make laws there. The famous clock Big Ben stands near them.  4) This is the symbol of the capital. It is a famous clock. It was renamed the Elizabeth Tower in 2012 in honour of the Queen’s Diamond Jubilee.  5) This building is the greatest work of the architect Sir Christopher Wren. It is a famous church. It is very beautiful. It was built in 1708.  6). It is the main square of London. There is a column to Admiral Nelson in the centre of it. A lot of tourists come here every day.  **ANSWER KEY**  **Task 1:** 1 C; 2 B; 3 A; 4 C; 5 C; 6 B; 7 A; 8 C; 9 B; 10 A.  **Task 2:** 1. Buckingham Palace; 2. The Tower; 3. The Houses of Parliament; 4. Big Ben; 5. St. Paul’s Cathedral; 6. Trafalgar Square |
| **A2**  **Task 1. Put the article *the* in front of the geographical names on the map where it is necessary.**    **Task 2. Read the text below and fill the spaces in the table with the information from the text.**  The Yeoman Warders were formed by King Henry VIII. In 1509 the King decided to leave twelve of his old and sick Yeomen of the Guard in the Tower of London to protect it. Their main duty was to look after the Tower prisoners, and safeguard the British crown jewels.  Nowadays there are still twelve Yeomen Warders at work every day. (All in all, there are 35 of them). They are still nicknamed “Beefeaters” but their duties have certainly changed. They act as tour guides and raven-keepers. They carefully look after the famous ravens, feed them and cut their wings. There is a legend that the Tower will fall if the ravens fly away. The Beefeater’s most famous duty is to take part in the night ceremony of passing the Tower Keys. For everyday duties Yeomen Warders wear a red and dark blue uniform with a round hat, while on holidays they wear a state dress uniform which is red and gold, the same as the Yeomen of the Guard, but without a cross belt. In these uniforms the Beefeaters can be called one of the most interesting sights of London.   |  |  | | --- | --- | | Formed in/by |  | | How many? |  | | Nickname |  | | Previous service |  | | Duties of the past |  | | Present-day duties |  | | The most famous duty |  | | Everyday uniform |  | | State dress uniform |  |   **ANSWER KEY**  **Task 1.**     |  |  |  |  | | --- | --- | --- | --- | | **Countries**  England  Scotland  Wales | **Cities**  Edinburgh  Cardiff  Belfast | **Mountains**  The Pennine**s**  The Grampians the Cambrians  Ben Nevis | **Oceans, seas, rivers, lakes**  The Atlantic Ocean  The North Sea  The Severn  The Thames;  Loch Ness |   **Task 2.**   |  |  | | --- | --- | | Formed in/by | In 1509. King Henry VIII | | How many? | Thirty-five | | Nickname | Beefeaters | | Previous service | To protect the Tower | | Duties of the past | To look after the Tower prisoners and safeguard the British crown jewels. | | Present-day duties | Tour guides and raven-keepers | | The most famous duty | To take part in the night ceremony of passing the Tower Keys | | Everyday uniform | A red and dark blue uniform with a round hat | | State dress uniform | A red and gold uniform without a cross belt | |
| **A2**  **Task 1. Put the article *the* in front of the geographical names on the map where it is necessary.**    **Task 2. Read the text below and fill the spaces in the table with the information from the text.**  The Yeoman Warders were formed by King Henry VIII. In 1509 the King decided to leave twelve of his old and sick Yeomen of the Guard in the Tower of London to protect it. Their main duty was to look after the Tower prisoners, and safeguard the British crown jewels.  Nowadays there are still twelve Yeomen Warders at work every day. (All in all, there are 35 of them). They are still nicknamed “Beefeaters” but their duties have certainly changed. They act as tour guides and raven-keepers. They carefully look after the famous ravens, feed them and cut their wings. There is a legend that the Tower will fall if the ravens fly away. The Beefeater’s most famous duty is to take part in the night ceremony of passing the Tower Keys. For everyday duties Yeomen Warders wear a red and dark blue uniform with a round hat, while on holidays they wear a state dress uniform which is red and gold, the same as the Yeomen of the Guard, but without a cross belt. In these uniforms the Beefeaters can be called one of the most interesting sights of London.   |  |  | | --- | --- | | Formed in/by |  | | How many? |  | | Nickname |  | | Previous service |  | | Duties of the past |  | | Present-day duties |  | | The most famous duty |  | | Everyday uniform |  | | State dress uniform |  |   **ANSWER KEY**  **Task 1.**     |  |  |  |  | | --- | --- | --- | --- | | **Countries**  England  Scotland  Wales | **Cities**  Edinburgh  Cardiff  Belfast | **Mountains**  The Pennine**s**  The Grampians the Cambrians  Ben Nevis | **Oceans, seas, rivers, lakes**  The Atlantic Ocean  The North Sea  The Severn  The Thames;  Loch Ness |   **Task 2.**   |  |  | | --- | --- | | Formed in/by | In 1509. King Henry VIII | | How many? | Thirty-five | | Nickname | Beefeaters | | Previous service | To protect the Tower | | Duties of the past | To look after the Tower prisoners and safeguard the British crown jewels. | | Present-day duties | Tour guides and raven-keepers | | The most famous duty | To take part in the night ceremony of passing the Tower Keys | | Everyday uniform | A red and dark blue uniform with a round hat | | State dress uniform | A red and gold uniform without a cross belt | |
| **B1**  **Task 1.** **Choose the right answer.**  1. The Union Flag is known as   |  |  |  |  | | --- | --- | --- | --- | | A. The Union Tom | B. The Famous Albert | C. The Union Jack | D. The United Mike |   2. The Union Jack is made up of the flags of three united Kingdom's countries – England, Northern Ireland and   |  |  |  |  | | --- | --- | --- | --- | | A. Wales | B. Belfast | C. Edinburgh | D. Scotland |   3. The current Union Flag was created in   |  |  |  |  | | --- | --- | --- | --- | | A. 1606 | B. 1701 | C. 1801 | D. 1506 |   4. The coat of arms of the UK was adopted in   |  |  |  | | --- | --- | --- | | A. 1801 | B. 1837 | C. 1637 |   5. What does the coat of arms consist of?   |  |  |  | | --- | --- | --- | | A. shield, crest, mythological animals | B. double-headed lion, shield | C. black eagle with red feet, beak and tongue |   6. How many parts does the shield have?   |  |  |  | | --- | --- | --- | | A. four | B. two | C. three |   7. What mythological animals are there on the coat of arms?   |  |  |  | | --- | --- | --- | | A. the lion and the bear | B. the silver lion and the golden horse | C. the golden lion and silver unicorn |   **Task 2. Read questions 1 – 6 and find answers to them in texts A – G. One text is odd. Where can a visitor to London**  **1.** **see beautiful English lawns and enjoy flowers?**  **2.** **open a bank’s account or withdraw money from it?**  **3.** **see a masterpiece of the famous English architect of the 17th century?**  **4.** **buy souvenirs or visit the largest London department stores?**  **5.** **see graves of outstanding people of Great Britain?**  **6.** **go to see the place where bills are introduced and debates are held?**  A.  The historical center of London is now a relatively small area still known as the City, which covers only about 1 sq mile. Most of the financial activities are crowded along Threadneedle Street, near the intersection known as the Bank, which includes the huge Bank of England complex, the Royal Exchange, and the Stock Exchange. The permanent residential population of the City is now less than 6000, but about 350,000 commute here daily to work.  B.  Located just west of Soho and Covent Garden in the West End is a more residential area. The relatively dense development of this area is broken up by a series of Royal Parks, areas once owned by the Crown, including Hyde Park, Kensington Gardens, and Regent’s Park.  C.  The most prominent landmark of the City is Saint Paul’s Cathedral, designed by the English architect Christopher Wren to replace the original church, which was destroyed during the Great Fire of London in 1666.  D.  Some of the City’s traditional functions have disappeared. The newspaper industry was concentrated in the Fleet Street area for centuries, but during the 1980s the Times and other papers moved to highly automated quarters at the Docklands in the East End. The old wholesale fish market, Billingsgate, located for centuries on the river between the Tower and London Bridge, also moved to the Docklands.  E.  The City of Westminster, about two miles upstream from the city of London, emerged as England’s political and religious centre of power after the 11th century. At the heart of Westminster is Westminster Abbey, begun by Edward the Confessor in the 11th century and rebuilt in the 13th century. It has always been closely associated with the monarchy and is used for such state occasions as coronations and royal funerals. It is also a giant mausoleum, and more than 3000 notable people are buried there. Statues and monuments line the magnificent nave.  F.  Virtually across the street are the Houses of Parliament, officially called the New Palace of Westminster. Farther west is the monarch’s permanent residence in London, Buckingham Palace.  G.  To the west and north of Trafalgar Square is the West End, which is usually regarded as the centre of town because it is London’s shopping and entertainment hub. The busiest shopping area is Oxford Street, where such large department stores as Selfridges, John Lewis, and Marks and Spencer are located. Other well-known shopping areas include Knightsbridge, the location of Harrods department store; and Piccadilly, where Fortnum and Mason specializes in fine food.  **Answer Key**  **Task 1.** 1.C; 2.D; 3.C; 4.B; 5.A; 6.A; 7.C.  **Task 2.** 1 B; 2 A; 3 C; 4 G; 5 E; 6 F. |

Тема 2.19. **Россия**

**A1**

**Устный опрос**

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

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

**ANSWER KEY**

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

**A2**

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

1. A museum of art and culture situated in Saint Petersburg. It is one of the largest and oldest museums of the world. There are 3 million works of art in this museum and the largest collection of paintings in the world.

2. A television and radio tower in Moscow. This construction has 45 levels. Standing 540 meters tall, it is the highest building in Europe.

3. The deepest and one of the clearest lakes in the world, which is 25 million years old. It contains 20 per cent of the world’s fresh water.

4. The highest mountain in the Caucasus and the highest mountain in Europe. Its height is 5642 metres.

5. A summer residence of the Russian monarchs located not far from St. Petersburg. It is a brilliant palace and park ensemble with 150 fountains. It is sometimes called the Russian Versailles.

6. The heart of Russia and the central square of Moscow, one of the most beautiful and famous places in the world. It used to be Moscow’s main market place, now it is used for festivals and public ceremonies.

7. A historic theatre in Moscow, with one of the oldest and greatest opera and ballet companies in the world. It was opened in 1825.

8. The official residence of the President of Russia, the symbol of our capital.

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

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

Lake Baikal is the world’s oldest and deepest freshwater lake. It is surrounded by rocky mountains, the tops of which are covered with A \_\_\_\_\_\_. Its water is so B \_\_\_\_\_\_ that any object can be seen well at the depth of 40 meters. It contains more water than the Great lakes in North America. The C \_\_\_\_\_\_ of Baikal’s water is close to that of the sea. It is similar to dark blue or blue green. In winter this lake is almost completely covered in ice. By the end of winter, the ice is 1 metre thick. Two-thirds of its 1,700 species of plants and animals don’t D \_\_\_\_\_\_ anywhere else in the world.

The Baikal is one of the most beautiful lakes of the planet and one of the few that is still growing. Lake Baikal is a E \_\_\_\_\_\_ tourist attraction. Millions of people come to F \_\_\_\_\_\_ their vacations there.

**ANSWER KEY**

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

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

**B1**

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

**1. Local legends**

**2. Special in many ways**

**3. Tourist аttraction**

**4. Diverse wildlife**

**5. Protection of the ecosystem**

**6. Extinct species**

**7. Scientific expeditions**

**8. Harsh climate**

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

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

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

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

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

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

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

**ANSWER KEY**

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

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

Тема 3.22: Контрольная работа.

**A1**

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

**British artists living abroad**

Article by James Noble

Sally Campbell is a 32-year-old actress from London, but right now, she’s living in Paris in a flat that overlooks the Seine. Sally’s mother is French, which means Sally can speak the language perfectly. Sally is very talented. She likes acting in films, but she can also sing and dance brilliantly and she currently has a leading part in a French musical. She can also play the piano very well. In her spare time, Sally likes to relax at home by watching romantic films. She has no plans to return to Britain.

Tom Hammond is from Glasgow, but he lives in New York. He’s 18 and he’s a music student. Tom can play the piano and the guitar very well. He also writes songs with his friend John. Tom writes the music and John writes the lyrics. When they’re happy with a new song, they usually perform it to students at the college. They love to have an audience and would really like to be in a band. When he isn’t composing, Tom downloads his favourite music from the Internet.

Hannah Brown is a writer. She’s from Manchester, but she lives in Italy. Hannah is 25 and likes writing romantic novels. Her ambition, of course, is to be a published writer, so she writes every day for at least four hours. Her favourite time to write is early in the morning, but she sometimes works late at night too. In the afternoons, Hannah works as a waitress in a café. She doesn’t really enjoy this part of her life, but she needs the money to stay in Italy.

Example: Sally is English. T

1 Sally writes music for films.

2 She can’t sing very well.

3 Her uncle teaches her to play a musical instrument.

4 Tom plays two musical instruments very well.

5 Tom's friend plays football.

6 Tom and John play their songs at university.

7 Hannah speaks Italian perfectly.

8 She doesn't like writing in the evening.

9 Hannah sometimes works late.

10 All three people live in Europe.

Task 2 Write Sally, Tom, or Hannah

Example: Tom lives in America.

1 \_\_\_\_\_\_\_\_\_\_ studies music.

2 \_\_\_\_\_\_\_\_\_\_ is not happy about her work.

3 \_\_\_\_\_\_\_\_\_\_ acts in films.

4 \_\_\_\_\_\_\_\_\_\_ has a friend who writes songs.

5 \_\_\_\_\_\_\_\_\_\_ wants to stay in another country.

Task 3. Choose the correct answer, A, B, or C.

Example

My cousin’s mum is my

1. aunt B) uncle C) nephew

1. … there three stereos in the living room?

No, there … .

A) Are / aren’t B) Are / are C) Are / not D) Are / \*

2. You watch films at the

A) theatre B) cinema C) church

3. Her grandmother is 85 but she runs every morning. She’ s really

A) lazy B) outgoing C) active

4. You can get to the museum … tram.

A) by B) on C) in

5. There are a lot of books on the … in my bedroom.

A) desk B) fridge C) mirror

6. …. your parents have a pet?

A) Are B) Do C) Does

7. John …. a bath every day.

A) don’t get B) isn’t find C) doesn’t take

8. I never … up early at the weekend.

A) make B) get C) stand

9. We meet … Friday .. the museum.

A) on.. at B) at …in C) in .. near

10. We … snowboarding in the mountains every January.

A) take B) do C) go

Task 4.

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

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

Write about 60-80 words.

Key

Task 1

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

Task 2

1. Tom 2. Hannah 3. Sally 4. Tom 5. Sally

Task 3

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

Task 4

Dear Max,

My mother’s name is Lilia. She is very beautiful and clever. She works as an engineer. My father’s name is Vitaly. He’s tall and strong. He works in the shop.

We live in a flat in the city. My parents go to work by bus or trolley-bus.

I want to be a cook. I want to work in a good restaurant. I love cooking and my father cooks well.

What profession do you want to have?

Best wishes,

Tamara

**A2**

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

Looking for love

*Looking for Love* is an agency that finds partners for single people of any age. Read about Lisa.

My name’s Lisa. I’m 25 years old and I’m from Manchester. I’m single and I’m looking for love.

I’m a journalist on a local newspaper, which means I write stories about local issues and sometimes I interview politicians. I like my job, but I’d like to work on a national newspaper one day. That’s because I want to have the opportunity to work abroad.

I have a small group of friends who I’ve known for years. I even went to school with some of them! I’m not really extrovert but I do like going out and having fun. We usually go out to parties, nightclubs, and restaurants. I also like cooking and I make great pasta! My ideal night in is a good meal, a glass of wine, and a DVD. I like thrillers much more than I like romantic comedies!

I’m not very sporty, but I like to keep fit. I stopped smoking last year and now I go running twice a week and I sometimes go to the gym at weekends. I eat lots of fruit and vegetables and I try not to have red meat or too much coffee. At work, I drink water or tea.

I prefer men who are interested in serious issues because I like talking about politics and what’s happening in the world. However, I also like men with a good sense of humour. These characteristics are more important to me than physical appearance.

Please contact *Looking for Love* if you think you’re the kind of person I’m looking for!

Example Lisa is married. F

1 Lisa often has to interview politicians in other countries.

2 Lisa met all her friends a long time ago.

3 Lisa is very funny.

4 Lisa doesn’t like romantic books.

5 Lisa goes jogging every week.

6 Lisa often has tea with milk.

7 Lisa prefers attractive men.

Task 2. Read the article again. Choose the correct answers.

Example: *Looking for Love* is \_\_\_\_ for young people. **A**

A) an organization B) a website C) a magazine

1 Lisa wants to work \_\_\_\_

A) for a famous person B) for a different website C) in a different country

2 She knows some of her friends

A) from school B) from college C) from her first work

3 She doesn’t usually go to \_\_\_ with her friends.

A) restaurants B) museums C) nightclubs

4 She enjoys watching \_\_\_

A) horrors B) thrillers C) cartoons

5 She \_\_\_\_\_ at the weekend.

A) goes to the gym B) goes running C) cooks

6 She used to \_\_\_

A) make pasta B) drink coffee C) smoke

7 She is interested in men who are\_\_\_

A) active B) outgoing C) serious

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

EXAMPLE ANSWER

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

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

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

1. Susan went on holiday in \_\_\_\_\_.

A) September B) October C) November

2. The hotel was \_\_\_\_\_.

A) cheap B) uncomfortable C) expensive

3. The bus was \_\_\_\_\_ than the train.

A) slower B) more expensive C) more comfortable

4. The weather was \_\_\_\_\_.

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

5. On the island, they didn’t go to \_\_\_\_\_.

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

Task 5.

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

* about your parents and their jobs
* their routine at work
* what profession are you going to take and why.

Write about 80- 100 words

Answer Key

Task 1.

1F 2T 3DS 4F 5 T 6 DS 7 F

Task 2.

1C 2A 3B 4B 5A 6C 7C 8A

Task 3.

1B 2H 3D 4A 5G

Task 4.

1A 2C 3A 4B 5B

Task 5

Sample answer

Dear Max,

Well, my family is rather small: my parents and me. My mother Lily works as an engineer at a factory. She’s good at drawing. My father Vitaly works as a shop assistant.

I’m not going to choose any of their professions because I’m not good at mathematics. I’m interested in cooking and I’ll go to cooking classes. I’d like to have my own restaurant. I sometimes create new things in the kitchen.

What about you?

Best wishes,

Tamara

Listening script for (task 4)

Last September my boyfriend and I went on holiday to Thailand. It was a disaster. The flight arrived in Bangkok nine hours late. There we were at eleven o’clock at night, and we didn’t have anywhere to stay and we didn’t know how to get into the city centre. So, we stayed at the airport hotel, which was very comfortable but really expensive.

The next day, we wanted to take a train south to the islands. But we couldn’t because we couldn’t book any seats. The trains were full. So, in the end, we went by bus and by boat. It was cheaper but it took a lot longer. And when we got to the island we wanted to get to, we couldn’t believe it! Where was the sun? It was raining really heavily. And the weather was windy and wet for days. It was awful. We went to restaurants and we went shopping, but we didn’t spend any time on the beach. We couldn’t sunbathe or go swimming, so we just argued for a week…

**B1**

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

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

Maria Stanovich

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

Katie Dupont

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

Jed Mitchell

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

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

A) True B) False ✓ C) Doesn’t say

1 Maria has a close relationship with her family.

A) True B) False C) Doesn’t say

2 Maria’s grandmother had seven children.

A) True B) False C) Doesn’t say

3 Maria’s grandmother is still alive.

A) True B) False C) Doesn’t say

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

A) True B) False C) Doesn’t say

5 Katie met Rob at work.

A) True B) False C) Doesn’t say

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

A) True B) False C) Doesn’t say

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

A) True B) False C) Doesn’t say

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

A) True B) False C) Doesn’t say

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

A) True B) False C) Doesn’t say

10 Jed would like to travel like his uncle did.

A) True B) False C) Doesn’t say

Task 2.

Write the correct form of the adjectives.

Example: The people in Ireland are some of the friendliest (friendly) in the world.

1 I think this design is \_\_\_\_\_\_\_\_ (interesting) than that one.

2 When we all checked in, Sarah’s luggage was \_\_\_\_\_\_\_\_ (heavy).

3 Is transport here \_\_\_\_\_\_\_\_ (expensive) as in your country?

4 The trains in Japan are \_\_\_\_\_\_\_\_ (modern) I’ve ever travelled on.

5 That was probably \_\_\_\_\_\_\_\_ (bad) meal we’ve ever had in a restaurant!

6 She looks much \_\_\_\_\_\_\_\_ (good) with long hair.

7 My new office is \_\_\_\_\_\_\_\_ (tiny) as my last one.

Task 3.

Complete the dialogues with the verbs. Use the present perfect simple or the past simple.

Example: I’ve been to Beijing, but I’ve never been (not / go) to Shanghai.

John How long 1 \_\_\_\_\_\_\_\_ (you / know) each other?

Keira Well, we 2 \_\_\_\_\_\_\_\_ (meet) in 1998 and we’ve been good friends since.

Doctor What seems to be the problem?

Mike I 3 \_\_\_\_\_\_\_\_ (fall) over playing basketball. I think I 4 \_\_\_\_\_\_\_\_ (break) my finger.

Sean Hello, could I speak to Mr Jackson, please?

Alison I’m sorry, he 5 \_\_\_\_\_\_\_\_ (just / go) into a meeting.

Jennie 6 \_\_\_\_\_\_\_\_ (you / take) out any money from the cash machine this morning?

Alex No, because I had £30 in my wallet.

Will 7 \_\_\_\_\_\_\_\_ (you / ever/ lend) anyone your car?

Tom Yes, I lent it to my brother and I would never do it again!

Task 4.

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

**How I got my dream job**

Are you still looking for your dream job? Don’t give up. Here’s how three people achieved their goals.

Mario Mendes, 29 –

I’m doing something I really enjoy. I’m part of a team that develops new technologies. I work

with intelligent, interesting people and occasionally get to travel abroad. I won’t pretend it was easy getting my dream job, but it was worth the effort. My advice? Decide exactly what your dream job is and what it involves. Learn about the job. Make contact with companies that could

offer your chosen career. Make sure they know your strengths. You may just get that dream job.

Andy Collins, 46 –

As a student, I earned $295 a week in cash working in a beach café. At the time, it was my dream job! Later I became a chef. It was hard work, I was often in a hot kitchen for twelve hours a day, six days a week. But you have to know the meaning of hard work if you want to achieve your goals. I now own five restaurants around the U.S. My best advice is to find out what your skills and talents are. Talent is something you’re born with. Skills are something you’ve learned to do. People like doing things that come naturally to them, so work and enjoy!

Sarah Cooper, 38 –

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

Example: Mario is \_\_\_\_\_\_.

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

1 Mario sometimes \_\_\_\_\_\_.

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

2 Mario thinks he got his dream job because \_\_\_\_\_\_.

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

3 When Andy was young, his dream job was to \_\_\_\_\_\_.

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

4 When he was a chef, Andy \_\_\_\_\_\_.

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

5 Andy says it’s important to know \_\_\_\_\_\_.

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

6 It took Sarah \_\_\_\_\_\_ years to train to be a teacher.

A five B three C two

7 Sarah’s job as a secretary wasn’t very \_\_\_\_\_\_.

A hard B exciting C easy

8 Sarah studied \_\_\_\_\_\_.

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

9 Sarah advises people to \_\_\_\_\_\_.

A plan how they can achieve their goals

B become primary school teachers

C continue working while they train

10 Who has become a successful businessman / woman?

A Andy B Mario C Mario and Andy

Task 5.

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

* about your parents and their jobs
* their routine at work
* what profession are you going to take and why.

Write about 100-120 words

Key

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

Task 2. 1 more interesting 2 the heaviest 3 as expensive 4 the most modern 5 the worst 6 better 7 as tiny

Task 3. 1 have you known 2 met 3 fell 4 ’ve broken 5 ’s just gone 6 Did you take 7 Have you ever lent

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

Task 5. Sample answer

Dear Max,

Thanks for your letter. My family is quite common. My mum Lilia works as an engineer at a factory. She’s calm and never loses her temper. I suppose it helps her to deal with my father Vitaly, who is rather active. He’s a shop assistant and makes good money. They both leave home early in the morning, do their everyday work which I find boring, and come home to spend time with me)

To tell you the truth, I’m not going to become either a shop assistant or an engineer. You remember I’m good at cooking, so I’m thinking about starting my own restaurant one day. But first I need to take a course in cooking.

Have you decided what to do in the future?

Best wishes,

Тема: 4.24 **Современный мир профессий. Проблемы выбора профессии.**

**Роль иностранного языка в вашей профессии**

Тест

|  |
| --- |
| **Раздел 1. Чтение.**  **A1**  **Задание 1**  Прочитайте текст. Определите, какие из приведённых утверждений **А7–А14** соответствуют содержанию текста (1–**True**), какие не соответствуют (2–**False**) и о чём в тексте не сказано, то есть на основания текста нельзя дать ни положительного, ни отрицательного ответа (3–**Not stated**).  **Second Career**  **Jeff Statham:** This is my car that I’ve had for years now, made in Canada. I worked in the automotive industry for about the last 12 or 13 years, a plant in Whitby. We produced the seats for the cars built here in Oshawa. Continuous layoffs - and eventually I got hit by them - and now I’m here. I’m currently in the Second Careers program here at Durham College. I’m in the law and security administration program and my ultimate goal is to become a police officer. It’s been great. I love the program.  **Ted Dionne** *(Instructor, Durham College)****:*** It gives someone like Jeff an opportunity to do something that he may have wanted to do. He probably had it in the back of his mind that he wanted to do something different visualizing what you want to do in the future …  **Jeff Statham:** I’ve wanted to go back to school for years but with shifts it’s hard to do. Money is not always there to do it so this Second Careers covers my schooling and it’s a perfect opportunity for me.  **Jeanette Barrett** *(Second Career rep)****:*** The Second Career provides financial support to go back to school to do up to a 2-year program. Our Second Career advisor keeps in touch with them.  **Jeff Statham:** I’ve never really had report cards at work worthy of putting on the fridge, but at the end of my first semester I ended up on the dean’s list, so now my mother finally has a report card on her fridge.  **John Milloy** *(Minister of Training, Colleges & Universities)****:*** For workers like Jeff, Second Career is ideal. We have a network of service providers throughout the province called Employment Ontario and they serve as an entry point for anyone who is looking for a job in the province. We work with them to find the best course of action.  **Jeff Statham:** We have two kids at home that we have to make sure get their homework done, so I’ll make sure I’ll get my homework done as well. Just being in school now I feel a hundred times better, so I’m really looking forward to whatever the future holds.  **A 7** Jeff Statham has lost his job in the car industry.  1) True 2) False 3) Not stated  **A 8** Jeff Statham has been studying to get a new profession.  1) True 2) False 3) Not stated  **A 9** Jeff Statham finds the Second Career program difficult to cope with.  1) True 2) False 3) Not stated  **A 10** The Second Career program gives a chance to take up a profession of a dream.  1) True 2) False 3) Not stated  **A 11** Jeff Statham wanted to work at school.  1) True 2) False 3) Not stated  **A 12** Jeff Statham can only cover the schooling program in the Second Career.  1) True 2) False 3) Not stated  **A 13** One should have a financial support from his company to do in the Second Career.  1) True 2) False 3) Not stated  **A 14** Jeff Statham has turned out to be an A student.  1) True 2) False 3) Not stated  **KEYS**: **A7** – 1; **A8** – 1; **A9** – 3; **A10** – 1; **A11** – 2; **A12** – 2; **A13** – 2; **A14** – 3.  **Раздел 2. Лексико-грамматический раздел.**  **B1**  **Задание 3.**  Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами, обозначенные номерами **В4–В12** так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию В4–В18.  **Requirements for Animal Trainers**  Although in most cases animal trainers need **B4**. \_\_\_\_\_(**HAVE**) a high school diploma or general equivalency diploma (GED) equivalent, some animal trainers must have a **В5**\_\_\_\_\_\_\_(**BACHELOR**) degree and additional skills. Marine mammal trainers, for example, generally **B6\_**\_\_\_\_\_\_(**NEED**) a bachelor’s degree in biology, marine biology, animal science, psychology, or a **В7**\_\_\_\_\_\_(**RELATE**) field. Animal trainers must be patient and sensitive. Experience with problem-solving and animal obedience **В8**\_\_\_\_\_\_\_\_ (**REQUIRE**). Several organizations offer **B9**\_\_\_\_\_\_\_\_(**TRAIN**) programs and [voluntary certification](http://careerplanning.about.com/od/trainingforacareer/g/voluntary-certification.htm) for those who **В10**\_\_\_\_\_\_ (**WANT**) to enter this field. Demand for animal trainers will grow much **B11**\_\_\_\_\_ (**FAST**) than average for all occupations through 2018 as pet owners utilize **B12**\_\_\_\_\_\_\_(**THEY**) services. Demand for marine mammal trainers, however, should grow slowly.  One New York graduate who wished to work in a top **В13**\_\_\_\_\_\_\_\_(**ADVERTIZE**) agency Googled the names of the creative directors of these agencies and then spent just six dollars on a set of Google ads that were triggered when the **В14** \_\_\_\_\_\_\_\_ (**DIRECT**) searched for their own names. The **В15**\_\_\_\_\_\_\_\_\_ (**ADVERTIZE**) said *“Hey, (directors name), Googling yourself is* **В16**\_\_\_\_\_\_\_(**REAL**) *a lot of fun. Hiring me is fun, too”* Of the five **В17**\_\_\_\_\_\_\_\_\_ (**CREATE**) directors he targeted, four gave him an interview and two offered him a **В18**\_\_\_\_\_\_\_(**POSE**) in their office.  **Keys:** **B4** – to have; **B5** – bachelor’s; **B6** – need; **B7** – related; **B8** – is required; **B9** – training; **B10** – want; **B11** – faster; **B12** – there. **B13** – advertising; **B14** – directors; **B15** – advertisement; **B16** – really*;* **B17** – creative; **B18** – position.  **Раздел 3. Перевод.**  **B2**  **Задание 1.**  Переведите данные предложения на русский язык.  1. Alfred was very ambitious and wanted to become a successful and rich businessman.  2. Her career plan was to start in a small company and then work for a larger company as she had more experience.  3. The job needs having an interest in sales and marketing.  4. The finance department of the company has come up with a budget for the new  project.  5. In banking as in every other business good management is very important.  6. The administration and personnel department of the company is very well organized.  7. Toshiba is increasing production of its popular line of laptop computers.  8. The Research and Development department of our company has brought out a  new project.  9. Jerry shows respect to his superiors at work.  10. Only twelve people attended the meeting.  11. The company organizes many social functions, such as parties every year.  12. The company has a small team of experienced sales people.  13. The more qualifications you have, the easier it is to find a job.  **Возможные варианты**:  1. Альфред был очень целеустремленным и хотел стать успешным и богатым бизнесменом.  2. Ее карьерный план состоял в том, чтобы начать в небольшой компании, а затем работать в более крупной компании, поскольку у нее было больше опыта.  3. Работа требует наличия интереса к продажам и маркетингу.  4. Финансовый отдел компании составил бюджет для нового  проекта.  5. В банковском деле, как и в любом другом бизнесе, очень важно хорошее управление.  6. Администрация и отдел кадров компании очень хорошо организованы.  7. Toshiba наращивает производство своей популярной линейки портативных компьютеров.  8. Отдел исследований и разработок нашей компании представил  новый проект.  9. Джерри проявляет уважение к своему начальству на работе.  10. На собрании присутствовало всего двенадцать человек.  11. Компания ежегодно организует множество общественных мероприятий, таких как вечеринки.  12. В компании работает небольшая команда опытных продавцов.  13. Чем больше у вас квалификаций, тем легче найти работу.  **Задание 2.**  **B1**  Заполните пропуски в телефонном разговоре данными выражениями: ***can***  ***you send, can I call you, can you hear, can I help you, don’t have, can’t tell, could I speak to, could you hold, could you repeat, could you speak, could you tell me.***  **Jon:** Good morning, the Tech Store, this is Jon speaking.  **Sara:** (1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ someone in Customer Services, please?  **Jon:** Er. Yes, of course, I’ll put you through.  **Mark:** Customer Services, Mark speaking, how (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?  **Sara:** I’m calling about your new Samsung DVD players. (3) \_\_\_\_\_\_\_\_\_\_\_ if you  have any in stock?  **Mark:** I’ll just go and see. (4) \_\_\_\_\_\_\_\_\_\_\_\_\_the line please?  **Sara:** Yes, no problem, I’ll wait.  **Mark:** Hello? I (5) \_\_\_\_\_\_\_\_\_any on the shelves. I’ll need to check the order status  on the computer. (6) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_back?  **Sara:** Certainly. My name is Sara Hall and my telephone number is 0582 1067.  **Mark:** Sorry, (7) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_up? It’s a terrible line.  **Sara:** Is that better? (8) I\_\_\_\_\_\_\_\_\_\_\_\_\_\_ me now?  **Mark:** Yes, that’s much better. (9) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_the number please?  **Sara:** Of course, It’s 0582 1067. I’ll be on this number all morning.  **Mark:** Sorry, (10) I\_\_\_\_\_\_\_\_\_\_\_\_\_ you if we’ve got any DVDs in stock right now, but I’ll get back to you as soon as I have information. Was there anything else?  **Sara:** Er, yes, (11) \_\_\_\_\_\_\_\_\_\_\_\_\_\_send me a copy of your latest catalogue?  **Mark:** Of course, I’ll put one in the post to you today. What’s your address?  **Sara:** It’s 25 Ridley Lane, Lower  **Ответы:**  (1) ***could I speak to,*** (2) ***can I help you***? (3) ***Could you tell me.*** (4) ***Could you hold***  (5) ***don’t have*** (6) ***can I call you*** back? (7) ***could you speak*** (8) ***can you hear*** me now? (9) ***could you repeat*** the number please? (10) ***can’t tell*** (11) ***can you send*** me |

30 Безопасность на дороге

Круглый стол-дебаты “Преимущества и недостатки применения техники и инновационных технологий”

|  |  |  |
| --- | --- | --- |
| Балл | Интерактивная коммуникация | Языковое оформление высказывания |
| 9-10 (5) | В целом следит за тем, что говорится, хотя иногда может просить повторить или уточнить, если обсуждение быстрое или продолжительное. Объясняет, почему что-то является проблемой, обсуждает, что делать дальше, а также может сравнить и противопоставить альтернативы. Дает краткие комментарии по поводу мнений других людей | Используемый словарный запас, грамматические структуры, фонетическое оформление высказывания соответствуют поставленной задаче, есть незначительные лексико-грамматические ошибки, которые не мешают пониманию высказывания, интонация и произношение в целом, не мешает пониманию. Используются разнообразные средства логической связи |
| 7-8 (4) | Большую часть дискуссии следит за тем, что говорится, и, при необходимости, может попросить повторить часть того, что кто-то сказал, чтобы подтвердить взаимопонимание  Дает понять свое мнение и реакцию относительно возможных решений или вопроса о том, что делать дальше, приводя краткие причины и объяснения.  Предлагает другим высказать свое мнение о том, как действовать дальше | Используемый словарный запас, грамматические структуры, фонетическое оформление высказывания соответствуют поставленной задаче, допускаются лексико-грамматические и фонетические ошибки, не влияющие на понимание. Используются средства логической связи |
| 5-6 (3) | Понимает достаточно, чтобы участвовать в обсуждении простых рутинных задач без излишних усилий, очень просто требуя повторения, когда не понимает.  Может обсуждать, что делать дальше, вносить предложения и отвечать на них, а также спрашивать и давать указания | Используемый словарный запас, грамматические структуры, фонетическое оформление высказывания в основном соответствуют поставленной задаче. Используются базовые средства логической связи |
| 3-4 (2) | Демонстрирует понимание и дает понимание, когда не понимает нить обсуждения.  Общаться на тему простых рутинных задач, используя простые фразы, чтобы просить и предоставлять вещи, получать  простую информацию и обсуждать, что делать дальше | Языковое оформление частично соответствует поставленной задаче есть фонетические и лексико-грамматические ошибки, мешающие пониманию высказывания. Редко используются базовые средства логической связи |
| 1-2 (1) | Понимает вопросы и инструкции, адресованные им тщательно и медленно, и следовать коротким, простым указаниям.  Действует по основным инструкциям, которые включают время, местоположение, номера и т.д.  Может просить людей о чем-то и давать им что-то | Понимание высказывания затруднено из-за многочисленных ошибок ИЛИ ответ носит характер набора слов |