

**АВТОНОМНАЯ НЕКОММЕРЧЕСКАЯ ОРГАНИЗАЦИЯ
ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ
«КОЛЛЕДЖ МИРОВОЙ ЭКОНОМИКИ И ПЕРЕДОВЫХ ТЕХНОЛОГИЙ»**

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ
учебной дисциплины ОУД.06 Иностранный язык

по специальности

09.02.09 Веб-разработка

квалификация – разработчик Веб-приложений

форма обучения – очная

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ОДОБРЕНА

Предметной (цикловой) комиссией
иностранных языков
Протокол от 16 декабря 2025 г.№ 4

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Председатель ПЦК



/Чернышева Ю.А.

Заместитель директора по методической работе


Подпись

/ Ю.И. Богомолова

РАССМОТРЕНА

на заседании Педагогического совета

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Разработчик:

Чернышева Ю.А., преподаватель АНО ПО «Колледж мировой экономики и передовых технологий»

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1. ПАСПОРТ ФОНДА ОЦЕНОЧНЫХ СРЕДСТВ

по общеобразовательной учебной дисциплине ОУД.06 Иностранный язык

1.1. Перечень требований к результатам освоения дисциплины

Наименование требования к результатам освоения дисциплины	Оценочные средства
<i>Личностные образовательные результаты</i>	
<ul style="list-style-type: none">– сформированность ценностного отношения к языку как культурному феномену и средству отображения развития общества, его истории и духовной культуры;– сформированность широкого представления о достижениях национальных культур, о роли английского языка и культуры в развитии мировой культуры;– развитие интереса и способности к наблюдению за иным способом мирозидения;– осознание своего места в поликультурном мире; готовность и способность вести диалог на английском языке с представителями других культур, достигать взаимопонимания, находить общие цели и сотрудничать в различных областях для их достижения; умение проявлять толерантность к другому образу мыслей, к иной позиции партнера по общению;– готовность и способность к непрерывному образованию, включая самообразование, как и в профессиональной области с использованием английского языка, так и в сфере английского языка;	<ul style="list-style-type: none">- индивидуальный и / или групповой устный опрос;- оценка письменных работ;- тестирование;- практические занятия (по темам).
<i>Метапредметные образовательные результаты</i>	
<ul style="list-style-type: none">– умение самостоятельно выбирать успешные коммуникативные стратегии в различных ситуациях общения;– владение навыками проектной деятельности, моделирующей реальные ситуации межкультурной коммуникации;– умение организовывать коммуникативную деятельность, продуктивно общаться взаимодействовать с ее участниками, учитывать их позиции, эффективно разрешать конфликты;– умение ясно, логично и точно излагать свою точку зрения, используя адекватные языковые средства;	<ul style="list-style-type: none">- индивидуальный и / или групповой устный опрос;- оценка письменных работ;- тестирование;- практические занятия (по темам).
<i>Предметные образовательные результаты</i>	
<ul style="list-style-type: none">– сформированность коммуникативной иноязычной компетенции, необходимой для успешной социализации и самореализации, как инструмента межкультурного общения в современном поликультурном мире;– владение знаниями о социокультурной специфике англоговорящих стран и умение строить свое речевое	<ul style="list-style-type: none">- индивидуальный и / или групповой устный опрос;

<p>адекватно этой специфике; умение выделять общее и различное в культуре родной страны и англоговорящих стран;</p> <ul style="list-style-type: none"> – достижения порогового уровня владения английским языком, позволяющего выпускникам общаться в устной и письменной формах как с носителями английского языка, так и с представителями других стран, использующими данный язык как средство общения; – сформированность умения использовать английский язык как средство для получения информации из англоязычных источников в образовательных и самообразовательных целях. 	<p>оценка письменных работ; - тестирование; практические занятия (по темам).</p>
<p>Форма промежуточной аттестации: экзамен во 2 семестре</p>	

1.2. Методические материалы, определяющие процедуры оценивания результатов освоения дисциплины

Оценочные средства представляют собой тестовые вопросы и задания для проведения текущего контроля по общеобразовательной учебной дисциплине ОУД.06 Иностранный язык и ориентированы на проверку качества знаний обучающихся.

Содержание банка отражает содержание рабочей программы общеобразовательной учебной дисциплины ОУД.06 Иностранный язык и включает следующие виды контроля знаний:

- опрос (устный, письменный),
- устное выступление (сообщение),
- тестирование (по разделу).

Наименование разделов и тем	Наименование контрольно-оценочного средства	
Тема 1. Приветствие, прощание, представление себя и других людей в официальной и неофициальной обстановке.	Лексико-грамматический тест	Тестирование
Тема 2. Описание человека.	Лексико-грамматический тест	
Тема 3. Семья семейные отношения, домашние обязанности.	Лексико-грамматический тест	
Тема 4. Описание жилища и учебного заведения.	Индивидуальное задание	
Тема 5. Распорядок дня студента колледжа.	Опрос (устный, письменный)	Тестирование
Тема 6. Хобби, досуг.	Устное выступление (сообщение)	
Тема 7. Описание местоположения объекта.	Лексико-грамматический тест	Тестирование
Тема 8. Магазины, товары, совершение покупок.	Индивидуальное задание	
Тема 9. Физкультура и спорт, здоровый образ жизни.	Индивидуальное задание	Тестирование
Тема 10. Экскурсии и путешествия.	Индивидуальное задание: подготовка презентации	Тестирование
Тема 11. Россия, ее национальные символы, государственное и политическое устройство.	Устное выступление (сообщение)	

Тема 12. Англоговорящие страны, географическое положение, климат, флора и фауна, национальные символы, государственное и политическое устройство, наиболее развитые отрасли экономики, достопримечательности, традиции.	Индивидуальное задание, устное выступление (сообщение)	Тестирование
Тема 13. Обычаи, традиции, поверья народов России ианглоговорящих стран.	Лексико-грамматический тест	
Тема 14. Жизнь в городе и деревне.	Индивидуальное задание	
Тема 15. Переговоры, разрешение конфликтных ситуаций. Рабочие совещания. Отношения внутриколлектива.	Опрос (устный, письменный)	Тестирование
Тема 16. Этикет делового и неофициального общения.Дресс-код. Телефонные переговоры. Правила поведения в ресторане, кафе, во время делового обеда.	Опрос (устный, письменный), лексический тест	
Тема 17. Выдающиеся события и личности. Исторические памятники.	Индивидуальное задание	Тестирование
Тема 18. Финансовые учреждения и услуги.	Индивидуальное задание	

2. КОМПЛЕКТ ОЦЕНОЧНЫХ СРЕДСТВ для текущего контроля успеваемости по общеобразовательной учебной дисциплине ОУД.06 Иностранный язык

2.1. Пояснительная записка.

Комплект оценочных средств предназначен для мониторинга качества получаемых обучающимися образовательных результатов, знаний, умений по наиболее значимым для дальнейшего обучения темам, разделам учебной общеобразовательной учебной дисциплине ОУД.06 Иностранный язык и входит в состав фонда оценочных средств образовательной программы 09.02.09 Веб-разработка, реализуемой в АНО ПО «Колледж мировой экономики и передовых технологий».

Комплект оценочных средств разработан в соответствии с рабочей программой ОУД.06 Иностранный язык.

Комплект оценочные средства для проведения текущего контроля успеваемости включает:

- контрольную работу, позволяющую оценить применение полученных теоретических знаний в практической ситуации;
- тесты, позволяющие провести процедуру измерения уровня знаний и умений обучающихся;
- опрос (устный, письменный), позволяющий оценить объем и глубину знаний по теме;
- сообщение (доклад), позволяющий оценить полученный результат в ходе анализа (исследования) определенной темы (проблемы).

2.2. Оценочные средства для проведения тестирования.

Тестирование – один из наиболее эффективных методов оценки знаний студентов. К достоинствам метода относятся: объективность оценки тестирования, оперативность, быстрота оценки, простота и доступность. Тестирование является важнейшим дополнением к традиционной системе контроля уровня обучения. Тест обученности – это комплект заданий, направленных на определение усвоения определенных аспектов содержания обучения. Задания тестов должны быть:

- лаконичными, не требовать больших затрат времени;
- правильными, исключать возможность формулирования многозначных ответов;
- относительно краткими, требующими сжатых ответов;
- удобными, пригодными для быстрой оценки результатов;
- стандартными, пригодными для широкого практического использования.

Тестирование по теме 1. Приветствие, прощание, представление

себя и других людей в официальной и неофициальной обстановке.

Вариант 1.

There are a lot of flowers in the garden. _____ are very beautiful. a) It b) They c)

You

They _____ got many friends.

a) Had b) has c) have

My friend and I are going to the party tonight. _____ are excited.

a) We b) She c) I

I don't like going by car. If I have a chance, I always go on _____.

a) feet b) foot c) foots

2. My grandparents are really nice _____.

a) persons b) peoples c) people

3. What do you need these _____ for?

a) boxes b) boxs c) box Do you hear that terrible _____?

a) noise b) noises c) a noise Что нужно ответить, если Вам

Вставьте один правильный вариант: Mr. Stanley, I'd like to _____ Jane Parker.

a) introduce b) come c) live

Выберите фразу, обозначающую приветствие «Как

у тебя дела»: a) How do you do! b)

How are you? c) Nice to meet you!

Вариант 2.

His mother _____ got a sister.

Have b) has c) having Diana is

from England. _____ lives in

London. It b) You c) She

I _____ got a friend.

Heve b) has had c) have Ted has always got lots of _____.

a) problems b) problem c) the problems

Those were the happiest days of our _____.

a) lifees b) lifes c) lives These two _____ are relatives.

a) woman b) womans c) women Big _____ don't cry.

a) boys b) boyes c) boies

№ п/п	Вариант 1	Вариант 2
1	b	b
2	c	c
3	a	c
4	b	a

5	c	c
6	a	c
7	a	a
8	a	a
9	a	a
10	b	b

Что значит "Nice to meet you"?

- a) Рад вас видеть b) Рад познакомиться c)

Рад вас слышать
Какая из этих фраз НЕ используется для приветствия?

- a) Good night! b) Good evening! c) Good morning!

Что обычно говорят, отвечая на телефонный звонок?

- a) Howdy b) Hello c) Hiya

Ответы к тестированию по теме 1. Приветствие, прощание, представление себя и других людей в официальной и неофициальной обстановке.

Тестирование по теме 2. Описание человека.

Вариант 1.

- I don't want _____ or help.
a) Advices b) an advice c) advice
- In summer we eat a lot of _____.
a) Fruit b) fruits c) fruites
- Last Saturday we went fishing, but we didn't catch many _____.
a) Fish b) fishs c) fishes
- I had _____ toast and _____ orange for breakfast.
a) the, the b) a, an
c) a, a
- Anna has a dog. dog is very friendly.
a) a b) an c) the
- This is _____ very beautiful painting.
a) a b) --- c) the
- Найдите и зачеркните лишнее слово.
a) smart b) blue c) green
- Выберите подходящее по смыслу слово.
Sally doesn't care about other people's feeling. She`s _____.
a) confident b) selfish c) kind
- Найдите и зачеркните лишнее слово.
a) nose b) eyes c) hand
- Переведите фразу «hazel eyes»?
a) зеленые глаза b) голубые глаза c) карие глаза

Вариант 2.

1. All the _____ behave well today.
a) Child b) childrens c) children
2. Our cat enjoys catching _____ in the
mice country house. a) c) mouse
3. It's very important for _____ to look
they young and beautiful. a) c) me
4. Can you turn on _____ light, please?
a) the b) an c) ---
5. My brother goes to _____ gym three times _____ week.
a) the, a b) a, the c) a, a
6. Their office is on _____ seventh floor.
a) --- b) the c) a
7. Переведите фразу «curly hair»?
a) кудрявые волосы b) прямые волосы c) сухие волосы
8. Найдите противоположную фразу «to look bad».

a) to look good b) to look old c) to look new
9. Выберите подходящее по смыслу слово.
Bob believes in himself. He`s _____.
a) sincere b) confident c) mean
10. Найдите антоним к слову «lazy».
a) selfish b) hard-working c) honest

Ответы к тестированию по теме 2. Описание человека.

№ п/п	Вариант 1	Вариант 2
1	c	c
2	a	a
3	a	c
4	b	a
5	c	c
6	a	b
7	a	a
8	b	a
9	c	b
10	c	b

**Тестирование по теме 3. Семья, семейные отношения,
домашние обязанности.**

Вариант 1.

She is English; _____ gave me
lessons in English. her b)
she c) they

Where's my map? - I left _____ on the desk. it b) her c) you
 They are our friends. We invited _____ to the party. us b) they c) them
 Jill is feeling _____ now than
 she did last week. Badly b) more bad c) worse
 Would you like _____
 a) nothing b) something c) someone

You haven't got much experience. You ought to drive _____. the most careful b) more carefully
 c) more careful

Выберите слово или словосочетание в соответствии с описанием. Есть два
 лишних слова.

(a block of flats, a terraced house, a bungalow, a
 detached house, a country mansion, a semi-detached
 house)

1. a low house with a broad front porch (крыльцо), having no upper floor _____
2. a house joined to another house on one side only by a common wall _____
3. a house having 5-20 storeys high. Each storey contains 5 or 6 flats for
 families _____
4. a large country house with lands _____

Вариант 2.

Are these Peter's shoes? Yes,
 they are _____. his b) him c) he
 I would like to have a room of _____ own.

me b) mine c) my
 _____ colour is your new suit?

Where b) Why c) What
 You should visit your grandparents _____
 more often b) oftener c)

the most often
 The fridge is
 empty. There is _____ to eat.

a) anyone b) something c) nothing

We finished the work _____ than it had
 been planned. more sooner b) sooner

c) soonest

Соедините колонки.

- | | |
|-----------------|---------------------------------------|
| 1. semi | a) bedroom and living-room all in one |
| 2. bungalow | b) joined to one other house |
| 3. bedsit | c) house with 2 flats |
| 4. duplex house | d) house with only one storey |

Ответы к тестированию по теме 3. Семья, семейные
 отношения, домашние обязанности.

№ п/п	Вариант 1	Вариант 2
1	b	a
2	a	c
3	c	c

4	c	a
5	b	c
6	b	b
7	a detached house	c
8	semi-detached house	a
9	a blocks of flats	d
10	a country mansion	b

Тестирование по теме 7. Описание местоположения объекта.

Вариант 1.

1. Helen is still ... hospital.

- | | | |
|------------|-----------|-----------|
| a) in | b) at | c) to |
| a) in | b) at | c) on |
| a) In | b) at | c) on |
| a) in | b) at | c) to |
| a) at | b) behind | c) near |
| a) at | b) off | c) from |
| a) between | b) across | c) beyond |
| a) behind | b) on | c) by |
| a) under | b) below | c) behind |

10. Hotel Victoria is located just ...

- the railway a) station. above b) near c) outside

Вариант 2.

1. There's a plant _____ the chest of drawers and the bookcase.

- | | | |
|----------------|-------------|------------|
| a) in front of | b) opposite | c) between |
|----------------|-------------|------------|
2. There's a picture _____ the wall.
- | | | |
|-------|-------|---------|
| a) on | b) at | c) over |
|-------|-------|---------|
3. There's a picture _____ the chest of drawers.
- | | | |
|---------|---------|-------|
| a) near | b) over | c) at |
|---------|---------|-------|
4. There're books _____ the bookcase.
- | | | |
|-------|-------|-------|
| a) in | b) at | c) on |
|-------|-------|-------|
5. There're bookcases _____ the corners.
- | | | |
|-------|-------|-------|
| a) at | b) on | c) in |
|-------|-------|-------|
6. There's a clock _____ the chest of drawers.
- | | | |
|-------|-------|-------|
| a) on | b) in | c) at |
|-------|-------|-------|
7. There's a lamp _____ the bookcase.
- | | | |
|----------|-------|------------|
| a) under | b) in | c) next to |
|----------|-------|------------|
8. There's a toy car _____ the lamp.
- | | | |
|-----------|-------|------------|
| a) across | b) on | c) next to |
|-----------|-------|------------|
9. The clouds are ... the city.
- | | | |
|------|----------|----------|
| Over | b) above | c) below |
|------|----------|----------|
10. I parked the car ... the building.

made from _____ 3 that
have been hollowed out.

Really? That's interesting. Go on, please.

We dress up as _____ 4, _____ 5 and _____ 6 and go
_____ 7 to neighbours. But why?

Well, it's an old tradition. Besides, it's rather _____ 8.

Ответы к тестированию по теме 13. Обычай, традиции, поверья
народов России и англоговорящих стран.

№ п/п	Вариант 1	Вариант 2
1	Christmas	Halloween
2	decorated	lanterns
3	Christmas tree	pumpkins
4	presents	ghosts
5	presents	goblins
6	Christmas	witches
7		trick-or-treating
8		funny

Тестирование по теме 16. Этикет делового и неофициального общения.
Дресс-код.

**Телефонные переговоры. Правила поведения в ресторане, кафе, во
время делового обеда.**

Вариант 1.

1. Picking up the phone. You say:

- a) "Speak";
- b) «Yes»;
- c) "I listen (to you)";
- d) name your company and then "Good afternoon";
- e) name your company and yourself (surname or position);
- f) name the company, department, surname.

2. Ask an absent colleague, your answers:

- a) "He is not";
- b) "On out, call back in half an hour";
- c) "How can I help?";
- d) "What to give him?";
- e) "He came out. Can you leave your phone number?"

3. You are asked to pass the information to an absent colleague. You:

- a) when you see it, tell it;
- b) write a note and put it on his desk;
- c) ask the person who is likely to see it, to convey the content of the conversation;
- d) offer to call back.

4. Which answer is preferable:

- a) "Can I help you?";

- b) "How can I help you?".
- 5. If you can't answer the question right away, then say:
 - a) "Wait at the phone, I'll find out";
 - b) "Please call back through...".
- 6. Called during lunch:
 - (a) "Everybody has lunch";
 - b) "There is no one";
 - c) "Please call back (then-then)";
 - d) write down the information, phone number and call back yourself.
- 7. The caller makes a claim in which you are not to blame:
 - a) "It's not my mistake",
 - b) "I don't do that. You'd better turn to ...";
 - c) "Let's see";
 - d) "No, you're wrong";
 - e) "I will now invite a colleague who is dealing with this issue";
 - f) "Please leave your phone".
- 8. You do not agree with the claims. Should you:
 - a) Listen to a long monologue;
 - b) immediately redirect it to the one to whom this question is closer?
- 9. You promised to call back, solving the problem by a certain date. However, it is not possible to solve it:
 - a) "I'll call when I decide; if I don't call, then I haven't decided yet";
 - b) "I will call and agree on a new term."
- 10. You were asked a question to which you do not know the answer. Your answer:
 - a) "Not in the know";
 - b) "I don't know";
 - c) "Good question... Let me clarify for you";
 - d) "Call ... (so-and-so)."

Вариант 2.

- 1. The client has made a request that you cannot fulfill:
 - a) "We can't do that";
 - b) offer what you can;
 - c) "Leave your phone".
- 2. You need to tell me what the caller should do:
 - a) "It makes sense to you...";
 - b) "You must...";
 - c) "Best of all to you...".
- 3. The caller, without introducing himself, immediately goes into the explanation of his questions. Your actions:
 - a) to delve into the question of the caller and give an answer,
 - b) try to find out who is calling, who he represents, and give an answer.
- 4. By calling the director's reception. You:
 - a) State your question in full;

- b) you will only know who decides these issues.
5. When discussing a possible order, it is better to end the conversation as follows:
- a) "Will you make an order?".
- b) "We can do it for you ... (then)".
6. You have to call again:
- (a) "It's again ... (so-and-so)";
- b) name the company, surname, again submit the proposal.
7. How to write the date when sending a letter to Europe:
- a) month, day, year,
- b) day, month, year.
8. The same - when sending a letter to the United States.
- a) month, day, year,
- b) day, month, year.
9. What date (writing or sending) is put on the letter?
- a) writing;
- b) departures.
10. Is it necessary to send a translation of your letter into the language of a foreign partner?
- a) yes;
- b) no;
- c) desirable.

Ответы к тестированию по теме 16. Этикет делового и неофициального общения. Дресс-код. Телефонные переговоры. Правила поведения в ресторане, кафе, во время делового обеда.

№ п/п	Вариант 1	Вариант 2
1	e	b
2	b	c
3	b	b
4	b	b
5	b	b
6	c/d	b
7	c	b
8	a	a
9	b	b
10	c	c

Критерии оценки за лексический, грамматический, лексико-грамматический тест.

% правильного выполнения задания	Оценка
85 – 100 %	5
70 – 84 %	4
52 – 69 %	3
0 – 51 %	2

2.3 Оценочные средства для проведения опроса (устного/письменного)

Опрос – это наиболее эффективная форма проверки знаний. Он может быть устным или письменным. Устный опрос необходим для проверки усвоения теоретического материала, умения раскрывать внутреннюю сущность явлений. Умение применять на практике усвоенные знания проверяются при письменном опросе. Это могут быть задания на карточках, перфокартах, тесты, экспресс диктанты, задания с комментированием.

Индивидуальный опрос учащихся позволяет учителю получить более полные и точные данные об уровне усвоения.

Фронтальный опрос проводится как устное вопросо-ответное упражнение. Темп опроса должен быть достаточно высоким, что активизирует умственную деятельность, внимание, сосредоточенность, вырабатывает быструю речевую реакцию на иностранном языке, а это, в свою очередь, повышает обучающий эффект процесса контроля. При фронтальном опросе хорошо использовать различные лексические, грамматические, орфографические игры, соревнования и так далее.

Комбинированный опрос – это опрос, сочетающий в себе индивидуальный и фронтальный формы опроса. Не более трети урока будет уделяться проверке умений монологической устной речи т. е. индивидуальному контролю, а остальная часть урока будет посвящена фронтальной работе. При использовании этой формы опроса, вопрос или задание адресуется не только одному ученику, которого планируется спросить индивидуально, но и всем учащимся группы. Например, **Why do people have conflicts?** Учащимся предлагается прослушать ответ своего одноклассника, дополнить его, внести какие-то свои элементы в его ответ, поставить вопросы отвечающему, чтобы расширить его ответ или уточнить некоторые детали.

Взаимный опрос заключается в парной работе учащихся, которые одновременно тренируются и контролируют друг друга. Такая форма опроса особенно эффективна для развития диалогической речи.

Тема 5. Распорядок дня студента колледжа.

1. Is it difficult for you to get up early?
2. Does your mother get up earlier than you? Why?
3. What do you do when you get up?
4. How much time does it take you to get to college?
5. When does your college begin?
6. How long does it last?
7. What do you usually do in the evenings?

1. When do you get up as a rule?

2. Why do you do your morning exercises?
3. What do you have for breakfast?
4. How long does each lesson last?
5. When do you begin to clean the house?

1. When did you have to wake up when you went to school?
2. When did you go to the bathroom?
3. When did you hurry to your bedroom?
4. When did you swear you would do your morning exercises?
5. At what time did you rush to school?

6. How many lessons did you have every day?
7. Did you do some work about the house?
8. What work did you do about the house?
9. What did you do in the evening?
10. When did you go to bed?
11. Did you fall asleep at once? Why?

1. How do you spend your leisure?
2. Do you have a lot of time for leisure?
3. Do you like to spend your leisure outdoors or at home?
4. Is it difficult to decide where to go out in evening in big cities?
5. What other ways in which leisure time can be spent do you know?

Тема 15. Переговоры, разрешение конфликтных ситуаций. Рабочие совещания. Отношения внутри коллектива.

1. Придумать и написать диалог между представителем гостиницы и соискателем наместо горничной. (Используйте тему «О себе», «Мой колледж» и «Резюме»).
2. Написать с переводом деловые качества сотрудника гостиницы.
3. Написать эссе «Каким должен быть настоящий

профессионал?» Критерии оценки устных

развёрнутых ответов

Оценки	Взаимодействие с собеседником	Лексический запас	Грамматическая правильность речи	Фонетическое оформление речи
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«5»	Адекватная естественная реакция на реплики собеседника. Проявляется речевая инициатива для решения поставленных коммуникативных задач.	Имеется большой словарный запас, соответствующий предложенной теме. Речь беглая. Объем высказываний соответствует программным требованиям.	Лексика адекватна ситуации, редкие грамматические ошибки не мешают коммуникации.	Владеет основными произносительными и интонационными навыками устной речи и техникой чтения.
«4»	Коммуникация затруднена, речь учащегося неоправданно паузирована.	Имеется достаточный словарный запас, в основном соответствующий поставленной задаче. Наблюдается достаточная беглость речи, но отмечается повторяемость и некоторые затруднения при подборе слов.	Грамматические и/или Лексические ошибки заметно влияют на восприятие речи учащегося.	В достаточной степени владеет техникой чтения и основными произносительными и интонационными навыками устной речи. Однако допускает незначительные ошибки в произношении отдельных звуков и интонации иноязычной речи.
«3»	Коммуникация существенно затруднена, учащийся не проявляет речевой инициативы.	Имеет ограниченный словарный запас, использует упрощенные лексико-грамматические структуры, в некоторых случаях недостаточные для выполнения задания в пределах предложенной темы.	Учащийся делает большое количество грубых грамматических и/или лексических Ошибок.	В недостаточной степени владеет техникой чтения и допускает многочисленные фонетические и интонационные ошибки, что затрудняет понимание речи.
«2»	Коммуникативная задача не решена ввиду большого количества лексико-грамматических ошибок или недостаточного объема текста.	Бедный лексический запас, отсутствует какая-либо вариативность в его использовании.	Допускает большое количество грамматических ошибок. Отмечается трудность при выборе правильных глагольных форм и употреблении нужных времен.	Речь неправильная, с большим количеством фонетических и интонационных ошибок. Наблюдаются многочисленные ошибки на правила чтения.

Критерии оценки письменных развернутых ответов

Оцен - ка	Содер - жание	Организация работы	Лексика	Грамматика	Орфография и пунктуация
5	Коммуникативная задача решена полностью.	Высказывание логично, использованы средства логической связи, соблюден формат высказывания и текст поделен на абзацы.	Лексика соответствует поставленной задаче и требованиям дан-ного года обучения.	Использованы разнообразные грамматические конструкции в соответствии с поставленной задачей и требованиям данного года обучения языку, грамматически е ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи.	Орфографические ошибки отсутствуют, соблюдены правила пунктуации: предложения начинаются с заглавной буквы, в конце предложения стоит точка, вопросительный или восклицательный знак, а также соблюдены основные правила расстановки запятых.
4	Коммуникативная задача решена полностью.	Высказывание логично, использованы средства логической связи, соблюден формат высказывания и текст поделен на абзацы.	Лексика соответствует поставленной задаче и требованиям данного года обучения. Но имеются незначительные ошибки.	Использованы разнообразные грамматические конструкции в соответствии с поставленной задачей и требованиям данного года обучения языку, грамматически	Незначительные орфографические ошибки, соблюдены правила пунктуации: предложения начинаются с заглавной буквы, в конце предложения

				е ошибки незначительно препятствуют решению коммуникативной задачи.	стоит точка, вопросительный или восклицательный знак, а также соблюдены основные правила расстановки запятых.
3	Коммуникативная задача решена.	Высказывание нелогично, неадекватно использованы средства логической связи, текст неправильно поделен на абзацы, но формат высказывания соблюден.	Местами неадекватное употребление лексики.	Имеются грубые грамматические ошибки.	Незначительные орфографические ошибки, не всегда соблюдены правила пунктуации: не все предложения начинаются с заглавной буквы, в конце не всех предложений стоит точка, вопросительный или восклицательный знак, а также не соблюдены основные правила расстановки запятых.
2	Коммуникативная задача не решена.	Высказывание нелогично, не использованы средства логической связи, не соблюден формат высказывания, текст не поделен на абзацы.	Большое количество лексических ошибок.	Большое количество грамматических ошибок.	Значительные орфографические ошибки, не соблюдены правила пунктуации: не все предложения начинаются с заглавной буквы, в конце не всех предложений стоит точка, вопросительный или восклицательный знак, а также не соблюдены основные правила расстановки запятых.

2.4 Тематика устного выступления (сообщения) обучающихся

Устное выступление способствует развитию мышления и творческих способностей студента, приобретению навыков самостоятельной работы, обучению методам поиска, систематизации и

обобщения материалов информационных источников, формированию навыков анализа и критической оценки исследуемого научного и практического материала, расширению профессионального кругозора.

Требования к устному развернутому ответу:

развернутый ответ должен представлять собой связное, логически последовательное высказывание на определенную тему

- Полнота и правильность ответа;
- степень осознанности, понимания изученного;
- языковое оформление ответа.

Тема 6. Хобби, досуг.

1. Do you have enough free time?

2. Do you have free time on Sundays? Do you like to watch movies?

How do you spend your free time? Where do you spend your free time?

Who do you spend your free time with? How do you spend your free time?

Where do you spend your free time? Who do you spend your free time with?

10. Do you have a hobby?

11. What are your hobbies?

12. How long have you had your hobby?

Тема 11. Россия, ее национальные символы, государственное и политическое устройство.

1. What is the form of government in Russia?

2. How many branches of power are there in the Russian Federation? What are they?

3. Who are the representatives of the executive power?

4. Who is the head of the state in Russia?

5. What are his functions?

6. Who is the head of the Government in Russia?

7. What political system does the Russian Federation represent?

8. What are the state symbols of the Russian Federation?

9. What is the state flag? What do colours of it (red, white and blue) mean?

10. Who is the author of the state anthem of the Russian Federation?

Тема 12. Англоговорящие страны, географическое положение, климат, флора и фауна, национальные символы, государственное и политическое устройство, наиболее развитые отрасли экономики, достопримечательности, традиции.

Where is the UK situated?

How many countries does the UK consist of?

What are they? What is the capital of the UK?

What is the climate in the UK? Why is the climate so mild?

What seas and oceans is the UK washed by? What are the main rivers in the UK? What are the famous University cities?

Who is the Head of the state in the UK?

What date do we celebrate Christmas in the UK and the US?

Who are the people of the UK waiting for at home first on the 1st day of the New Year? What holiday do U.S. residents celebrate on July 4?

Критерии оценки устного выступления (сообщения):

- оценка **«отлично»** выставляется студенту, если студент последовательно, связно излагает материал, показывает знание и глубокое понимание учебного материала; делает необходимые выводы; в пределах программы отвечает на поставленные вопросы; отличная отметка предполагает грамотное, логичное изложение ответа (как в устной, так и в письменной форме);

- оценка **«хорошо»** выставляется студенту, если студент усвоил основной материал программы; ответ, в основном, удовлетворяет установленным требованиям, но при этом делает несущественные пропуски при изложении фактического материала, содержание и форма ответа имеют некоторые неточности;

- оценка **«удовлетворительно»** выставляется студенту, если студент знает и понимает основной материал программы; материал излагается упрощенно, непоследовательно, со ошибками и затруднениями;

- оценка **«неудовлетворительно»** выставляется студенту, если студент имеет разрозненные, бессистемные знания, допускает ошибки в определении понятий, искажает их смысл, излагает материал бессистемно, за полное незнание и непонимание учебного материала или отказ отвечать.

3. КОМПЛЕКТ ОЦЕНОЧНЫХ СРЕДСТВ для промежуточного контроля успеваемости по общеобразовательной дисциплине ОУД. 06 Иностранный язык

3.1. Пояснительная записка

Оценочные средства представляют собой банк заданий для проведения промежуточного контроля и итоговой аттестации по учебной дисциплине ОУД.06 Иностранный язык и ориентированы на проверку качества знаний и умений обучающихся, а также формирования компетенций, предусмотренных ФГОС по специальности 46.02.01 Документационное обеспечение управления и архивоведения.

Содержание банка заданий отражает содержание рабочей программы учебной дисциплины ОУД.06 Иностранный язык.

Настоящий комплект оценочных материалов предназначен для проведения аттестационных испытаний по учебной дисциплине ОУД.06 Иностранный язык в форме устного и письменного экзамена с выполнением практических заданий.

Экзамен проводится в аудитории учебного заведения. На письменном экзамене обучающийся должен иметь письменные принадлежности и разрешенные материалы для сдачи экзамена по дисциплине.

Полный комплект оценочных средств для проведения промежуточной аттестации включает 10 заданий, направленные на проверку сформированности всей совокупности образовательных результатов, заявленных во ФГОС и рабочей программе ОУД.06 Иностранный язык. На подготовку ответа обучающемуся отводится 80 минут.

Полный комплект оценочных средств для проведения итоговой аттестации включает 31 задание и аудирование, направленные на проверку сформированности всей совокупности образовательных результатов, заявленных во ФГОС и рабочей программе ОУД.06 Иностранный язык. На подготовку ответа обучающемуся отводится 120 минут.

Результаты обучения по дисциплине: знания и умения, подлежащие контролю при проведении промежуточной аттестации:

Освоенные умения, усвоенные знания	Показатели оценки результата	№№ задания для проверки
- сформированность представлений об английском языке как о языке международного общения и средстве приобщения к ценностям мировой культуры и национальных культур;		10

- сформированность коммуникативной компетенции, позволяющей свободно общаться на английском языке в различных формах и на различные темы, в том числе в сфере профессиональной деятельности, с учетом приобретенного словарного запаса, а также условий, мотивов и целей общения;	Выбор правильного ответа	1-10
- воспитание личности, способной и желающей участвовать в общении на межкультурном уровне;		9,10
- воспитание уважительного отношения к другим культурам и социальным субкультурам.		9,10
- сформированность и развитие всех компонентов коммуникативной компетенции: лингвистической, социолингвистической, дискурсивной, социокультурной, социальной, стратегической и предметной;		1-10

Время на выполнение: 80 минут

Дополнительные материалы и оборудование: не используются.

3.2. Примерные задания для проведения промежуточной аттестации по ОУД.06 Иностранный язык

Вариант № 1

Выберите единственный вариант ответа

1. Выберите правильный вариант множественного числа: a) child b) childs c) children

2. I know there is _____ in that box.
a) some b) something c) anything

3. Can I take my _____ watch, please.
a) fathers b) father`s c) fathers`

4. The symbol of the USA is a _____.
a) red rose b) maple leaf c) bald eagle

2. Вставьте нужные формы глаголов в предложения:

- | | |
|---|-------------|
| 1) _____ you like to go for a drive this weekend? | was |
| 2) You _____ a dictionary to translate this text into Russian. | should |
| 3) If you have a toothache you _____ go to the dentist at once. | will write |
| 4) He _____ at school yesterday. | was written |
| 5) We _____ a dictation at the lesson tomorrow. | need |
| 6) I _____ English words at this moment. | is used |
| 7) He usually _____ detective films in the evening. | am learning |
| 8) This computer _____ very often, use another one. | would |
| 9) This poem _____ by Pushkin many years ago. | watches |

3. Выберите нужное сопутствующее слово, чтобы закончить предложение:

- | | |
|---|--------------|
| 1) We have _____ done this work, you may check it. | a) yesterday |
| 2) I saw this man two days _____. | b) already |
| 3) They wrote a dictation at the English lesson _____ | c) ago |

4. Соедините названия англоязычных стран с их столицами:

- | | |
|------------------|---------------------|
| 1) The USA | a) London |
| 2) Great Britain | b) Canberra |
| 3) Australia | c) Washington, D.C. |

5. Прочитайте текст и затем выполните задания на понимание прочитанного:

The first stamp in the world was an English stamp. It was made in 1840 to pay the postage on letters going to different parts of the country. Stamps are always interesting because they have pictures on them of the countries they

came from; pictures of animals and birds living in jungles or on far-away islands; and pictures showing people dressed in their national costumes.

A stamp collection is not only a good textbook of history and geography. It is also a source of information on many other subjects. Sometimes there are mistakes on stamps. For example, the St. Kitts and Nevis stamp, issued in 1903, showed Christopher Columbus looking through a telescope, an instrument which was unknown in his day. On a German stamp, issued in 1956 in commemoration of the composer Schumann, the music printed on the stamp was not written by Schumann. The people knowing music well saw this mistake at once.

Определите верны ли следующие предложения. Выберите Т, если утверждение верно и F, если неверно:

The first stamp in the world was made in the USA.

T F The first stamp appeared

6. Расставьте слова в предложениях в правильном порядке:

- 1) do the shopping/I/every Saturday/at the market
- 2) has/he/already/this work/done

7. Образуйте необходимую по смыслу часть речи от глагола, данного в скобках:

- 1) We can find all the necessary _____ in the Internet. (inform)
- 2) I have recently read a very _____ book about adventures. (interest)

Задайте разделительный вопрос к данным предложениям:

- 3) You are going to pass examination in History, _____?
- 4) My little sister is playing with her doll now, _____?

Закончите предложение, употребив инфинитив или герундий:

- 5) They always enjoy _____ interesting programmes on TV. (watch)
- 6) I wonder if this movie is worth _____ (see).

Вставьте артикль a, an, the, если необходимо:

- 7) I want to go for _____ walk with my dog.
- 8) Some people enjoy going to _____ theatre very much.

B

вариант № 2 Выберите единственный правильный вариант ответа:

1. We _____ apples, but Mary _____ them.

- a) likes, like b) doesn't like, like c) don't like, likes

2. Tomorrow _____ Friday.

- a) was b) will be c) is

3. The weather is nice today, but it _____ bad yesterday.

- a) were b) is c) was

4. Everybody in our family _____ Mummy about the house. Dad _____ the dog, I _____ the flowers, and my brothers _____ the rooms.

help, walks, water, clean help, walks, water, cleans helps, walks, water, clean

Отметьте, какие из перечисленных английских предложений верны/неверны (true/false):

5. English is the most popular foreign language in our country.

6. After Friday comes Monday.

7. Соотнесите английские выражения с русскими

- | | |
|------------------------------|-----------------------------|
| 1. stuffed with events | a) загадочный сюжет |
| 2. life of famous people | b) драки различного вида |
| 3. adventures in the space | c) жизнь знаменитых людей |
| 4. be kind and patient | d) быть добрым и терпеливым |
| 5. keep you in suspense | e) наполненный событиями |
| 6. fights of different types | f) приключения в космосе |
| 7. full of special effects | g) наполнен спецэффектами |
| 8. a mysterious plot | h) держать в напряжении |

Соотнесите английские предлоги с русскими:

in the middle of	между
under	в середине
in the corner	ниже, под
next to	спереди
between	в углу
in front of	рядом с

8. Отметьте существительные в единственном числе:

- foot b) children c) roofs d) news e) boxes f) trousers g) postmen h) businesswoman
i) money j) mouse

9. Поставьте следующие слова в правильном порядке так, чтобы получилось предложение:

place / there / like / is no / home.

10. Расставьте слова и выражения в нужные колонки.

My working day	My flat
----------------	---------

TV set free-time

different subjects

chest of drawers to have some rest to pass exams cosy kitchen

beautiful wallpaper a first-year student armchair

many-stored building to be busy

modern conveniences to take a cool shower

Вариант № 3

Выберите единственный правильный вариант ответа.

1. A lot of teenagers who have drug _____ almost never believe that they are dependent.

- a) addiction b) prison c) poverty

2. Many young people choose different ways to express their _____

- a) society b) identity c) opinion

Укажите правильный вариант перевода:

3. I'm sure that being a teenager is wonderful but sometimes it is not easy. Я уверен, что быть подростком весело, но не всегда замечательно. Мне кажется, что быть подростком здорово и легко.

Я уверен, что быть подростком замечательно, но временами не легко. Это правда, что быть подростком трудно, но иногда замечательно.

Отметьте, какие из перечисленных английских предложений верны/неверны (true/false):

4. As official reports admit, violence, drugs and alcohol are more and more associated with adults.

5. Hackers are the “wizards” of the computer community.

6. There is state and private education in Great Britain.

7. Соотнесите английские выражения с русскими:

to have the right to protection	иметь право встречаться с людьми
to have the right to education	иметь право на свою точку зрения
to have the right to meet other people	иметь право на отдых
to have the right to health	иметь право на информацию
to have the right to leisure	иметь право на защиту
to have the right to information	иметь право на здоровье
to have the right to express views	иметь право на образование

<p>Сопоставьте термины с определениями мн: mower roller blades remote-control unit body building machine cordless phone vacuum cleaner dishwasher</p>	<p>a) to build up one's strength b) to cut and collect the grass c) to wash the dishes d) to make calls around the home e) to have fun and to entertain f) to perform everyday cleaning tasks g) to operate the TV from a distance</p>
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8. В следующей группе слов отметить те, которые имеют отношение к теме *Education in Great Britain*:

- a) subjects b) cartoons c) GCSE d) artificial satellite e) modern inventions f) nursery
g) compulsory education h) graduation

9. Поставьте следующие слова в правильном порядке так, чтобы получилось резюме:

Objective Education Personal detail Skills

Work experience Referees

10. Расставьте числительные в нужные колонки.

Cardinal number количественное числительное	Ordinal number порядковое числительное
---	--

forty thirteen third twenty twelfth

seventy fifth sixty six

a hundred eighteen second twenty first

three thousand

one million

two thousand

nine First

Эталоны ответов Вариант 1

№ задания	Правильный ответ	Кол-во баллов
1	b	2
2	b	1
3	b	1
4	c	1
5	1h, 2e, 3b, 4a, 5c, 6g, 7i, 8f, 9d	9
6	1b, 2c, 3a	3
7	1c, 2a, 3b	3
8	1F, 2T, 3F, 4F	4
9	1. I do the shopping at the market every Saturday. 2. He has already done this work.	2 2
10	1. information 2. interesting 3. aren't you 4. isn't she 5. watching 6. seeing 7. a 8. the	1 1 1 1 2 2 2 2
Итого:		40 баллов

Вариант 2

№ задания	Правильный ответ	Кол-во баллов
1	c	1

2	b	1	
3	d	1	
4	c	1	
5	T	1	
6	F	1	
7	1e, 2c, 3f, 4d, 5h, 6b, 7g, 8a	1b, 2c, 3e, 4f, 5a, 6d	14
8	a, d, h, i, j		5
9	b, d, a, c, e		1
10	2, 3, 5, 6, 9, 12, 14	1, 4, 7, 8, 10, 11, 13	14
Итого:			40 баллов

Вариант 3

№ задания	Правильный ответ	Кол-во баллов	
1	a	1	
2	b	1	
3	c	1	
4	F	1	
5	T	1	
6	T	1	
7	1 e, 2 g, 3 a, 4 f, 5 c, 6 d, 7 b	1 b, 2 e, 3 g, 4 a, 5 d, 6 f, 7 c	14
8	a, c, f, g, h		5
9	c, a, b, e, d, f		1
10	1, 2, 4, 7, 8, 9, 12, 13	3, 5, 6, 10, 11, 14	14
Итого:			40 баллов

КРИТЕРИИ ОЦЕНКИ УСВОЕНИЯ ЗНАНИЙ И СФОРМИРОВАННОСТИ УМЕНИЙ ПОДИСЦИПЛИНЕ

№ задания	Количество баллов
1 – 6 9	По 1 баллу.
7	От 0 до 14 баллов.

	Верным считается ответ, в котором термин и определение соотнесены верно. 1 балл ставится за одну верную пару.
8	От 0 до 5 баллов. 1 балл ставится за каждое правильно отмеченное слово.
10	От 0 до 14 баллов. 1 балл ставится за каждый правильный ответ.
	ИТОГО: 40 баллов

Шкала оценки образовательных достижений

Процент результативности (правильных ответов)	Количество правильных ответов	Оценка уровня подготовки
85 - 100	34 - 40	отлично
70 - 84	29 - 33	хорошо
52 - 69	21 - 28	удовлетворительно
0 - 51	менее 21	неудовлетворительно

3.3. Задания для проведения итоговой аттестации по ОУД.06 Иностранный язык

Вариант 1

1. Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего A–F и утверждениями, данными в списке 1–7. Используйте каждое утверждение, обозначенное соответствующей цифрой, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды.

1. There are more minuses than pluses about changing schools.
2. Your experience of changing schools will depend on your personality.
3. Your marks can become worse if you change schools.
4. There are a lot of advantages about changing schools.
5. You can prepare better for your exams if you change schools.
6. Changing schools can be a chance to improve your life.
7. When changing schools it's hard to leave your past behind.

Говорящий	A	B	C	D	E	F
Утверждение						

2. Установите соответствие между заголовками 1–8 и текстами A–G. Запишите свои ответы в таблицу. Используйте каждую цифру только один раз. В задании есть один лишний заголовок.

1. Thoughtless behaviour
2. Benefits of private business
3. Too complicated to use
4. Bad for business
5. Science brings hope
6. Road incident
7. More parking places
8. Personal choice

A. City centre parking is expensive and many important roads are now closed to private transport. This would be fine — if public transport was cheap and convenient, but it is neither. The result is that people are avoiding the city centre so restaurants, cinemas and shops are closing.

B. The motorcyclist drew alongside and I heard abusive language as he banged on the car roof. I immediately locked the car doors and tried to work out what was wrong. He then shouted that I had almost collided with him. Truth to tell — I didn't see him until now. I tried to apologize but he wouldn't listen.

C. They now have cars that run on electricity, solar power and even on vegetable oil. New petrol engines are super-efficient and make less harmful emissions. More people are working from home because of advances in communication technology and computer security. At last we have some grounds for optimism.

D. As she approached the traffic lights the driver in front of her tipped out a mess of fast food boxes, polystyrene cups and chip bags. She pressed her horn angrily. "Why don't people consider what they do", she wondered helplessly. "Someone will have to clear this up and we all have to pay for it."

E. Sarah has worked for herself more than 10 years now. It had been risky but now her interior decoration business is a success. She loves being her own boss. It constantly amazes her that her friends in big corporations believe they have job security. How can they think this way when these companies are constantly firing people to make bigger profits?

F. It was not easy deciding. It never is when buying a new car. Reliability and comfort are big issues as are fuel economy, maintenance and so forth. A car has to feel right as well. Price and value for money are also critical. But in the end Ralph made his decision confident that it was just the right one for him.

G. Jane studied the small print. To make a successful insurance claim for her accident she needed so much information. Several complicated forms took hours to complete. She then needed three independent quotations, a witness statement, and a police statement and after everything, she still had to pay the first \$500 anyway.

Текст	A	B	C	D	E	F	G
-------	---	---	---	---	---	---	---

Заголовок							
-----------	--	--	--	--	--	--	--

3. Прочитайте текст и заполните пропуски А–F частями предложений, обозначенными цифрами 1–7. Одна из частей в списке 1–7 — лишняя. Занесите цифры, обозначающие соответствующие части предложений, в таблицу.

The Trailblazers

In the early 1800s, the area that would become the western United States was completely undeveloped.

Explorers, hunters, traders, and settlers had to blaze their own trails. **A** _____ to move possessions and supplies became common place. Manifest Destiny was the belief that Americans had a God-given right to take over the continent. As they moved west, settlers used this policy **B** _____

to new people and territories.

Trails increased trade opportunities between western and eastern regions, and the U.S. economy prospered **C** _____ on each other for goods.

To achieve Manifest Destiny, the United States purchased land from other countries or conquered territory **D** _____ until its borders stretched from coast to coast. More than one-half million people chose to travel West on trails between 1800 and 1870, **E** _____.

As new technology spread across the West, however, the use of trails came to an end. The railroads built thousands of miles of tracks, and, **F** _____, a cl

1. to spread U.S. ideas and government
2. for the first time in history
3. thus replacing them forever
4. as territories became interdependent
5. the use of covered wagons
6. by taking land from Native peoples
7. forming the largest mass migration in history

Пропуск	A	B	C	D	E	F
Часть предложения						

4. Which of the following was NOT the reason why Polina didn't want to move to

- 1) She was afraid of doing badly at school.

- 2) She didn't want to part with her friends.
- 3) She was reluctant to change her lifestyle.
- 4) She was afraid of Texan climate.

Lost in the Heat

Polina didn't want to move to America. At the age of 12, she was very set in her ways and did not welcome change. She had a group of friends whom she had known since nursery school and enjoyed hanging out with. She also could hardly speak any English, so she doubted she would be able to make any new friends.

Her father was selected to be a Russian representative for the International Space Station project to NASA. They were moving to Houston, Texas, for a year. First, she imagined Texas to be desert with cowboys riding around on horses. When she found out that Houston was a big city, however, she imagined skyscrapers.

The reality turned out completely different.

Nobody actually lived in the city. It was surrounded by many suburbs, which were really just small towns. They lived in a suburb called Katy, in a neighborhood with houses that all looked the same as if stamped out by identical cookie-cutters.

She had really been afraid of the heat. On the big wall map they had in Moscow she had seen that Houston was the same latitude as Africa. But now she barely noticed it because of the blasting freezing air-conditioning everywhere: in the car, in every store, and at home. Every time she stepped outside, however, she was assaulted by the overpowering heat.

Her parents were off at work, so she found herself alone most of the time. She tried watching

TV but couldn't understand anything. She thought about chatting with her friends back in Moscow, but then remembered that it was the middle of the night on account of the time difference.

That was when she decided to go for a walk. She knew it would be scorchingly hot, but she felt suffocated sitting inside. So she lathered up with sunscreen, laced up her sneakers and went outside.

The full force of the heat was like a blazing furnace. But after a while she got used to it. She walked along the street, thinking about how strange it was here. In Moscow, everyone lived in apartment buildings with courtyards. In the summer, there would be lots of people out strolling, enjoying themselves. Here she didn't see a single person. An occasional car passed by but that was it.

She kept walking aimlessly until she stumbled upon a highway. To her left, there was a field with cows. Beyond this small oasis of country life, other housing communities were visible in the distance, mirroring the one she lived in. Further down the highway was a small convenience store. She was thirsty so she walked there to get a drink.

When she opened the door, she felt frosty relief from the heat. The cashier looked up, smiled and said,

"How're you doing? It sure is a scorcher today ain't it?"

Polina had no idea what he was talking about, so she just stared at him.

"What's wrong, little darling, cat got your tongue?" he asked, but she just paid and left.

She didn't notice which direction she was going and ended up in a neighborhood she assumed was hers. Everything looked familiar. It was only when she couldn't find her house that she knew she was totally lost. She was sweating and feeling dizzy and when everything started going black, she remembered the cows. She should have looked for the field with cows to get back. That was her last thought...

When she woke up, she was lying in a hospital bed. Her mom and dad were there. "What happened?" she inquired.

A nurse didn't understand the language, but guessed her question.

"You're lucky to be alive little lady, you had a heat stroke. Guess you know now why people don't go on walks in the Texas heat!"

5. In America, Polina's family lived

- 1) in an apartment in central Houston.
- 2) together with her aunt Katy's family.
- 3) in a house in the outskirts of Houston.
- 4) on a cow farm in the desert.

6. Polina felt bad sitting at home because

- 1) she was bored and couldn't think of anything to do.
- 2) it was really hot in the house they lived in.
- 3) she was suffering from allergies.
- 4) that was how air-conditioning made her feel.

7. The cashier in the convenience store was

- 1) worried about Polina's health.
- 2) friendly and tried to make small talk with Polina.
- 3) wondering whether Polina had lost her cat.
- 4) trying to sell her an item she didn't need.

8. Polina couldn't find her house because

- 1) she'd left the map of her neighborhood at home.
- 2) she didn't know her street address.
- 3) she ended up in the wrong neighborhood.
- 4) the cashier in the store gave her the wrong directions.

9. Right before losing consciousness Polina thought about cows because

- 1) she was thirsty and was craving milk.
- 2) the cows were the last thing she'd seen before fainting.

- 3) the heat stroke she was suffering from made her hallucinate.
- 4) she thought that cows would have helped her find her home.

10. According to the nurse, people in Texas don't go on walks because they

- 1) think it can be dangerous for their health.
- 2) are too lazy to walk.
- 3) are afraid of the criminal activity in the neighbourhood.
- 4) are too busy making money.

11. *Преобразуйте, если это необходимо, слово **TRAIN** так, чтобы оно грамматически соответствовало содержанию текста.*

The Big Marathon

It was the day of the city marathon. Cindy _____ for it for more than six months and was now ready. Unfortunately, the weather was not the best for the occasion.

12. *Преобразуйте, если это необходимо, слово **FALL** так, чтобы оно грамматически соответствовало содержанию текста.*

The freezing rain was chilly and unpleasant, but then, what could you expect in the middle of December? It was after she had run 17 km that she _____.

13. *Преобразуйте, если это необходимо, слово **TWO** так, чтобы оно грамматически соответствовало содержанию текста.*

Nothing really hurt, but Cindy felt miserable and started having _____.

14. *Преобразуйте, если это необходимо, слово **FAR** так, чтобы оно грамматически соответствовало содержанию текста.*

She didn't think she could run any _____. That was when Lily, her best friend, caught up with her. She gave Cindy a hand and cheered her up. Together, Cindy and Lily ran the whole 42 km of the marathon.

15. *Преобразуйте, если это необходимо, слово **IT** так, чтобы оно грамматически соответствовало содержанию текста.*

Spring

Spring is the season that is enjoyed by most people. _____ image often used in poetry as a metaphor for rebirth and renewal, love and romance, new hope and dreams.

16. Преобразуйте, если это необходимо, слово **LEAF** так, чтобы оно грамматически соответствовало содержанию текста.

This is the time when the _____ on trees are fresh and fragrant and the first flowers begin to bloom.

17. Преобразуйте, если это необходимо, слово **LOOK** так, чтобы оно грамматически соответствовало содержанию текста.

If you _____ up, you will see birds building their nests. Everyone is happy in spring.

18. Преобразуйте, если это необходимо, слово **DARK** так, чтобы оно грамматически и лексически соответствовало содержанию текста.

EMERGENCY SERVICES

The main emergency telephone number in Britain is 999. The number 999 was chosen because, _____ on the old dial phones, it was _____ or smoke.

19. Преобразуйте, если это необходимо, слово **COMMON** так, чтобы

The number 999 calls the fire brigade, the police, the ambulance service, a coastguard rescue service or _____ a mountain rescue _____ used.

20. Преобразуйте, если это необходимо, слово **OPERATE** так, чтобы

The procedure is to dial the emergency number (the call is free), to tell the _____ which service is needed and to give the address or location where help is needed.

21. Преобразуйте, если это необходимо, слово **ORGANIZE** так, чтобы

Where a specialized service is required, the call for help is often made to a branch of a voluntary _____ or charity.

22. Преобразуйте, если это необходимо, слово **CRUEL** так, чтобы

Their numbers are listed separately in the local telephone directory and include such _____ bodies as Alcoholics Anonymous, the Society for the prevention of _____

23. Преобразуйте, если это необходимо, слово **FRIEND** так, чтобы оно грамматически и лексически соответствовало содержанию текста.

Children who feel that they are in danger from adults can now call the fund Childline, using the number 0800 1111. This fund offers advice and _____ in

24. Вставьте пропущенное слово:

- 1) formed
- 2) held
- 3) used
- 4) kept

Olivia

I never took Olivia to the theatre, but it was there I met her. I 32

_____ the habit now of going every Saturday night, usually alone, sometimes with George. It was George who 33 _____ me to Olivia Nelson. She was an only child whose father, a cotton merchant, had died and left her all he had. She was not very beautiful but she was tall, very graceful, smartly dressed and 34 _____ me at once. Olivia got interested when George said that I was a novelist. Novelists were not too common in Cornwall then, though I believe they are now as numerous as knights. Olivia adored famous people. She was delighted to meet me. It turned 35 _____ that Olivia had read my books, at least some of them and she liked them. She could 36 _____ intelligently about them. She praised them and criticized them with a good deal of common sense. She discussed new plays and new books with me. She developed a habit of being wherever I was to be found. We had a few meals together at restaurants, and I 37 _____ that I was dressing with unusual care.

She was so excited and happy, so full of good conversation, that I was charmed and captivated by her company. But I couldn't help thinking that something was wrong. There was no 38 _____ to think the worst. However, I couldn't make myself propose to her.

25. Вставьте пропущенное слово:

- 1) represented
- 2) acquainted
- 3) introduced
- 4) familiarized

26. Вставьте пропущенное слово:

- 1) engaged
- 2) involved
- 3) attracted
- 4) appealed

27. Вставьте пропущенное слово:

- 1) up
- 2) down
- 3) on
- 4) out

28. Вставьте пропущенное слово:

- 1) tell
- 2) talk
- 3) say
- 4) discuss

29. Вставьте пропущенное слово:

- 1) discovered
- 2) disclosed
- 3) revealed
- 4) determined

30. Вставьте пропущенное слово:

- 1) account
- 2) reason
- 3) Matter
- 4) cause

31. You have received an email message from your English-speaking pen-friend Bill:

From: Friend@mail.uk
To: Russian_friend@ege.ru
Subject: Welcome
...I don't think it will be a problem for me to choose a good job in the future as I'm really interested in foreign languages, cultures and countries and I hope I'll work as a translator or teacher of foreign languages some day. Have you already decided on your career? What job are you going to choose? Why? I've lived in the USA my whole life but I'd really love to travel to other countries...

Write an email to Bill. In your message answer his questions, ask 3 questions about his plans for travelling. Write 100–140 words. Remember the rules of email writing.

Вариант 2

1. Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего A–F и утверждениями, данными в списке 1–7. Используйте каждое утверждение, обозначенное соответствующей цифрой, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды.

1. This ingredient of a sweet treat has a long history.
2. Candy from our childhood has a very special taste.
3. This shop has an unusual mix of goods.
4. Every candy cane has its own sweet secret.
5. Special sweets can be decorations for special occasions.

6. It was impossible to eat alone all the sweets needed.
 7. I didn't regret spending money for those sweets.

Говорящий	A	B	C	D	E	F
Утверждение						

2. УСТАНОВИТЕ СООТВЕТСТВИЕ МЕЖДУ ЗАГОЛОВКАМИ 1–8 И ТЕКСТАМИ А–Г.

Запишите свои ответы в таблицу. Используйте каждую цифру только один раз. В задании есть один лишний заголовок.

1. A step to a wider variety
2. Varieties of theatre
3. Modern problems
4. Theatre and politics
5. Origin of theatre
6. Ladies enter
7. Not the least important
8. Stars for a repertoire

A. Modern Western theatre comes in large measure from ancient Greek drama, from which it takes technical terminology, classification into genres, and many of its themes, stock characters, and plot elements. The Greeks also developed the concepts of dramatic criticism, acting as a career, and theatre architecture. The theatre of ancient Greece consisted of three types of drama: tragedy, comedy, and the satyr play.

B. Western theatre developed and expanded considerably under the Romans. The Roman historian Livy wrote that the Romans first experienced theatre in the 4th century BC. The theatre of ancient Rome was a thriving and diverse art form, ranging from festival performances of street theatre, nude dancing, and acrobatics, to the staging of broadly appealing situation comedies, to the highstyle, verbally elaborate tragedies.

C. Theatre took on many different forms in the West between the 15th and 19th centuries, including commedia dell'arte and melodrama. The general trend was away from the poetic drama of the Greeks and the Renaissance and toward a more naturalistic prose style of dialogue, especially following the Industrial Revolution. Theatre today, broadly defined, includes performances of plays and musicals, ballets, operas and various other forms.

D. The eighteenth century in Britain introduced women to the stage, which would have been extremely inappropriate before. These women were looked at as celebrities but on the other hand, it was still very new and revolutionary that they were on the stage and some said they were unladylike and looked down on. Charles II did not like young men playing the parts of young women, so he asked that women play their own parts.

E. Theatre took a big pause during 1642 and 1660 in England because of Cromwell's Interregnum. Theatre was seen as something sinful and the Puritans tried very hard to drive it out of their society. Because of this stagnant

period, once Charles II came back to the throne in 1660, theatre (among other arts) exploded because of a lot of influence from France, where Charles was in exile the years previous to his reign.

F. Stagecraft is a term referring to the technical aspects of theatrical, film, and video production. It includes constructing scenery, hanging and focusing of lighting, design and procurement of costumes, makeup, props, stage management, and recording and mixing of sound. Considered a technical rather than an artistic field, it is equally crucial for the practical implementation of a designer’s artistic idea.

G. While most modern theatre companies rehearse one piece of theatre at a time, perform that piece for a set “run”, retire the piece, and begin rehearsing a new show, repertory companies rehearse multiple shows at one time. Repertory theatre generally involves a group of similarly accomplished actors, and relies more on the reputation of the group than on an individual star actor.

Текст	A	B	C	D	E	F	G
Заголовок							

3. Прочитайте текст и заполните пропуски A–F частями предложений, обозначенными цифрами 1–7. Одна из частей в списке 1–7 — лишняя. Занесите цифры, обозначающие соответствующие части предложений, в таблицу.

America's fun place on America's main street

If any city were considered a part of every citizen in the United States, it would be Washington, DC. To many, the Old Post Office Pavilion serves **A** If you are in the area, be a part of it all by visiting us — or **B**. Doing so will keep you aware of the latest musical events, great happenings and international dining, to say the least.

Originally built in 1899, the Old Post Office Pavilion embodied the modern spirit **C** _____. Today, our architecture and spirit of innovation continues to evolve and thrive. And, thanks to forward-thinking people, you can now stroll through the Old Post Office Pavilion and experience both **D** _____ with international food, eclectic shopping and musical events. All designed to entertain lunch, mid-day and after work audiences all week long.

A highlight of the Old Post Office Pavilion is its 315-foot Clock Tower. Offering a breath-taking view of the city, National Park Service Rangers give free Clock Tower tours every day! Individuals and large tour groups are all welcome. The Old Post Office Clock Tower also proudly houses the official United States Bells of Congress, a gift from England **E** ____.

The Washington Ringing Society sounds the Bells of Congress every Thursday evening and on special occasions.

Visit the Old Post Office Pavilion, right on Pennsylvania Avenue between the White House and the Capitol. It is a great opportunity **F** _____, this is a landmark not to be missed no matter your age.

1. that are offered to the visitors
2. its glamorous past and fun-filled present
3. as a landmark reminder of wonderful experiences
4. by joining our e-community
5. that was sweeping the country
6. celebrating the end of the Revolutionary War
7. to learn more about American history

Пропуск	A	B	C	D	E	F
Часть предложения						

4. In paragraph 1 “I was running wild” means that the boy

- 1) hardly spent any time at home.
- 2) led an uncontrolled life.
- 3) became very angry.
- 4) had an unhealthy lifestyle.

Scarcely had we settled into the Strawberry-pink Villa before my mother decided that I was running wild, and that it was necessary for me to have some sort of education. As usual when a problem arose, the entire family flung itself with enthusiasm into the task of solving it. Each member had his or her own idea of what was best for me.

Sitting under the open window in the twilight, I had listened with interest, not unmixed with indignation, to the family discussion of my fate. Finally my mother decided that George would be a good teacher for me. Now it was settled, I wondered vaguely who George was, and why it was so necessary for me to have lessons. But the dusk was thick with flower-scents, and the olive-groves were dark, mysterious, and fascinating. I forgot about the imminent danger of being educated, and went off with Roger to hunt for glow-worms in the sprawling brambles.

Later I discovered that George was my brother’s friend and he had come to Corfu to write. There was nothing very unusual about this, for all Larry’s acquaintances in those days were either authors, poets, or painters.

My new teacher came over to the villa to discuss my education with Mother, and we were introduced. We regarded each other with suspicion. George was a very tall and extremely thin man with a brown beard and a pair of large spectacles. He had a deep, melancholy voice, a dry and sarcastic sense of humor. However, he was not upset by the fact that there were no school-books available on the island; he simply looked through his own library and appeared on the appointed day armed with his own selection of books. He patiently taught me Geography from the maps in the back of an

ancient copy of Pears Encyclopedia, English from books that ranged from Wilde to Gibbon, French from the book called “Le Petit Larousse”, and mathematics from memory. From my point of view the most important thing was that we devoted some of our time to natural history, and George carefully taught me how to observe and how to note down observations in a diary. At once my enthusiastic interest in nature became focused, for I found that by writing things down I could learn and remember much more. The only morning that I was ever on time for my lessons were those which were given up to natural history.

Every morning at nine George would come into the little dining-room of the villa, sit at the table methodically arranging the books. He would droop over the exercise-book pensively, pulling at his beard. Then in his large, clear writing he would set the task for me to solve.

“If it took two caterpillars a week to eat eight leaves, how long would four caterpillars take to eat the same number? Now, apply yourself to that”.

While I was struggling with the apparently insoluble problem of the caterpillar appetites, George was practicing some dancing moves in the hall as at that time he was engaged in learning some of the local dances, for which he had a passion. Through all this I would be watching him, fascinated, the exercise-book lying forgotten in front of me. Mathematics was not one of our successful subjects.

In geography we made better progress, for George was able to give a more zoological tinge to the lesson. We drew giant maps and then filled in the various places of interest, together with drawings of the most exciting animals and birds to be found there.

5. How did the boy’s family react to the problem of his education?

- 1) Actively discussed the situation.
- 2) Avoided any disputes on this topic.
- 3) Showed no desire in solving it.
- 4) Felt indifferent.

6. George was

- 1) a teacher.
- 2) a dancer.
- 3) a writer.
- 4) a mathematician.

7. How did the boy and George feel when they first met?

- 1) They treated the situation with humor.
- 2) They were upset about their studies.
- 3) They didn’t trust each other.
- 4) They liked each other very much.

8. Why did the boy enjoy his lessons of natural history?

- 1) He remembered much more from those lessons.
- 2) He got very interested in the subject.
- 3) He learned how to focus on the lesson.
- 4) He finally learnt how to write.

9. The boy couldn't solve the mathematics problem because he

- 1) didn't like to make any effort.
- 2) was not interested in caterpillars.
- 3) refused to do mathematics in general.
- 4) was distracted by his teacher's dances.

10. The geography lessons were more successful because

- 1) George knew geography better than mathematics.
- 2) the boy was fond of drawing maps of the continents.
- 3) the boy knew lots of interesting places already.
- 4) George also managed to involve the boy's interest in fauna.

11. *Преобразуйте, если это необходимо, слово **BE** так, чтобы оно грамматически соответствовало содержанию текста.*

Holidays in the USA

What do you know about holidays in the USA? They can be divided into two groups: national and popular holidays. There __ten national holidays in the USA.

12. *Преобразуйте, если это необходимо, слово **CELEBRATE** так, чтобы оно грамматически соответствовало содержанию текста.*

Independence Day is a public holiday. It _____ since

July 4, 1776 when the thirteen colonies of America declared Independence from England. For many families this is the most important festival of the year.

13. *Преобразуйте, если это необходимо, слово **DECORATE** так, чтобы*

Usually on this day parades and outdoor picnics with friends and families take place.

Most houses _____ with flags and flowers.

14. *Преобразуйте, если это необходимо, слово **ONE** так, чтобы оно грамматически соответствовало содержанию текста.*

Thanksgiving is also a national holiday. The _____ Tha

nkssgiving was observed by the early settlers in Massachusetts in 1629, in gratitude for their successful harvest.

15. Преобразуйте, если это необходимо, слово **COOK** так, чтобы оно грамматически соответствовало содержанию текста.

They _____ wild turkey as one of the main dishes two centuries ago.

16. Преобразуйте, если это необходимо, слово **LIVE** так, чтобы оно грамматически соответствовало содержанию текста.

Today people invite their relatives and families _____
ear to dinner to celebrate Thanksgiving.

17. Преобразуйте, если это необходимо, слово **GOOD** так, чтобы оно грамматически соответствовало содержанию текста.

Most Americans consider Independence Day and Thanksgiving to be the _____ public holidays of the year.

18. Образуйте от слова **USUAL** однокоренное слово так, чтобы оно грамматически и лексически соответствовало содержанию текста.
Invention of Bubble Gum

Bubble gum is a type of chewing gum that is especially designed for blowing bubbles. It is _____ pink in colour and has a particular flavour.

19. Образуйте от слова **DIFFER** однокоренное слово так, чтобы оно грамматически и лексически соответствовало содержанию текста.

In 1928 it was invented by Walter E. Diemer who worked for the Fleeer Chewing Gum Company in Philadelphia. In his spare time Diemer was trying new gum recipes and, by accident, invented a _____ gum.

20. Образуйте от слова **STICK** однокоренное слово так, чтобы оно грамматически и лексически соответствовало содержанию текста.

It was less _____ than regular chewing gum and it stretched more easily.

21. Образуйте от слова **POSSIBLE** однокоренное слово так, чтобы оно грамматически и лексически соответствовало содержанию текста.

When Walter Diemer, who was 23 years old at that time, saw the bubbles, produced by his new gum, he saw the _____ of making money.

22. Образуйте от слова **DEMONSTRATE** однокоренное слово так, чтобы оно грамматически и лексически соответствовало содержанию текста.

He took the gum, which he had given the name Bubble Bubble, to the nearby grocery store and made a _____ to the salesman to show the extraordinary

features of his gum.

23. Образуйте от слова *SUCCESS* однокоренное слово так, чтобы оно грамматически и лексически соответствовало содержанию текста.

The new gum was very _____ and popular with customers. Although Diemer never received a patent for his invention, he sold the recipe to his company and became a senior vice president.

24. Вставьте пропущенное слово:

- 1) captured
- 2) took
- 3) achieved
- 4) required

Mausoleum of Mausolus

The Mausoleum of Halicarnassus (present Bodrum, Turkey) was a tomb built in 350 BC forking Mausolus and Artemisia, his wife.

In 377 BC, Halicarnassus was the capital of a small regional kingdom on the coast of Anatolia. In that year the ruler of the region died and left the kingdom to his son, Mausolus. Before his death the father king 32 control of several of the neighboring cities and districts. Mausolus 33 the territory of the kingdom as far as the southwest coast of Anatolia. Mausolus and Artemisia ruled from their capital over the surrounding territory 34 _____ twenty-four years. Mausolus, although he was descended from local people, spoke Greek and 35 _____ the Greek way of life and government. He founded many cities of Greek design along the coast and 36 _____ Greek democratic traditions.

Mausolus decided to build a new capital, a city as safe from capture as magnificent to be seen. He chose the city of Halicarnassus. Mausolus and Artemisia spent huge 37 _ of tax money to embellish the city. They commissioned statues, temples and buildings of gleaming marble. In the center of the city Mausolus planned to place a resting place for his body after his death. It would be a tomb that would forever show how rich he and his queen were.

In 353 BC Mausolus died, leaving Artemisia broken-hearted. As a tribute to him, she decided to build him the most splendid tomb, a structure so famous that it became one of the Seven Wonders of the 38 __ World.

25. Вставьте пропущенное слово:

- 1) extended
- 2) lengthened
- 3) prolonged
- 4) doubled

26. Вставьте пропущенное слово:

- 1) by
- 2) in
- 3) with
- 4) for

27. Вставьте пропущенное слово:

- 1) worshiped
- 2) admired
- 3) beloved
- 4) fancied

28. Вставьте пропущенное слово:

- 1) insisted
- 2) suggested
- 3) encouraged
- 4) persuaded

29. Вставьте пропущенное слово:

- 1) amounts
- 2) numbers
- 3) quantities
- 4) figures

30. Вставьте пропущенное слово:

- 1) Archaic
- 2) Prehistoric
- 3) Antique
- 4) Ancient

31. You have received an email message from your English-speaking pen-friend Tom:

From: Friend@mail.uk
To: Russian_friend@ege.ru
Subject: Welcome
...In Great Britain young people want to become independent from their parents as soon as possible. Could you tell me what you and your friends think about not relying on your parents? Are you ready to leave your family immediately after you finish school? Is it easy to rent a house or an apartment for students in Russia? As for the latest news, I have just returned from a trip to Scotland ...

Write an email to Tom. In your message answer his questions, ask 3 questions about his trip to Scotland. Write 100–140 words. Remember the rules of email writing.

1. Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего A–F и утверждениями, данными в списке 1–7. Используйте каждое утверждение, обозначенное соответствующей цифрой, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды.

1. The weather can affect people's health and emotions.
2. Bad weather can be the result of human behavior.
3. The stock market depends on weather conditions.
4. Some people have a gift for predicting things.
5. Climate can influence national character.
6. Wet weather can be good in any season.
7. The weather changes according to some objective phenomena.

Говорящий	A	B	C	D	E	F
Утверждение						

2. Установите соответствие между текстами A–G и заголовками 1–

8. Запишите свои ответы в таблицу. Используйте каждую цифру **только один раз. В задании один заголовок лишний.**

1. Getting around the city
2. Always in a hurry
3. Unknown side of the city
4. Winning and losing
5. The city of skyscrapers
6. For the holiday and more

7. Saving the variety
8. Nickname for a building

A. New York is really the melting pot of the world. Over 30 percent of its residents have come from abroad. It is believed that the city has the greatest linguistic diversity on the planet. There are over 800 different languages spoken by its people. As some of these languages are nearly extinct, the City University of New York has begun a project called the Endangered Language Alliance. Its aim is to preserve rare languages like Bukhari, Vhlaski, and Ormuri.

B. New Yorkers love to think they know everything about their city: where to find the best fruit, how to avoid paying full price at museums, what route to take to avoid traffic. But New York City can reveal new treasures even to its veterans. Beyond the city where New-Yorkers work, eat, play and commute every day lies a hidden New York: mysterious, forgotten, abandoned or just overlooked. There are places about which you're not likely to read in any guidebook.

C. The Chrysler Building was in a race with the Bank of Manhattan for getting the title of the tallest skyscraper in the world. The Bank was likely to triumph, with its height of 282 meters. But the spire of the Chrysler Building was constructed in secret inside the tower. Just one week after the Bank of Manhattan was finished, it was put in place, making it 318 meters tall and beating the Bank. It wouldn't keep this title for long: one year later the Empire State Building was erected.

D. The Flatiron Building was constructed between 1901 and 1903 at the intersection of Broadway and Fifth Avenue. It was designed by Chicago's Daniel Burnham as a steel-frame skyscraper covered with white terra-cotta. Built as the headquarters of the Fuller Construction company, the skyscraper was meant to be named Fuller Building. But locals soon started calling it "Flatiron" because of its unusual shape. The name stuck and soon became official.

E. How does Rockefeller Center manage to find the perfect fur-tree each Christmas season? They do aerial searches by helicopter, of course, and bring it to the city during the night when there isn't much traffic on the streets. After the tree is taken down for the year, it continues to be useful. For example, in 2005 Habitat for Humanity used the wood to make doorframes for houses for the poor and in 2012 the paper was used to publish a book.

F. In New York life never stands still. People have to call cabs, ride subway cars, do business of all kinds, eat pizzas and sandwiches for lunch. When you multiply that by more than eight million people in less than 500 square miles, you get the idea: everyone goes everywhere as fast as it is humanly possible. Whatever you do, don't stop in the middle of the sidewalk or you'll make everyone around you incredibly angry.

G. New York is extremely easy to navigate. Manhattan is divided into

numbered streets from north to south and avenues from east to west. It's almost impossible to get lost there. Buses are useful to travel around Manhattan, and the subway is the best means of transport to the other parts of the city. At some stage you'll definitely use a yellow taxi. Try to get one on an avenue that's going in the same direction you are – you'll save time and money. And don't forget to leave a tip for the driver.

Текст	A	B	C	D	E	F	G
Заголовок							

3. Прочитайте текст и заполните пропуски **A–F** частями предложений, обозначенными цифрами **1–7**. **Одна из частей в списке 1–7 — лишняя.** Занесите цифры, обозначающие соответствующие части предложений, в таблицу.

The Survival of the Welsh Language

Wales is a small country of just over 3 million people, on the north west seaboard of Europe. Despite many historical incursions of other peoples, particularly the English, it has preserved its ancient Celtic language, **A** ____.

Welsh is habitually spoken by about 10% of the people, half understood by a further 10%, and not spoken at all by the majority in this 'bilingual' society. Up to the First World War most people were Welsh speaking, especially in the mountains of North Wales. The English-speaking areas were along the more fertile coastal plains. On the whole there was an easy tolerance of the two languages, **B** _____.

By 1919 there was a considerable drop in Welsh speakers. This was due to the large flows of capital investment from England into the South Wales coalfield, **C** _____.

Now, **D** _____, commerce and everyday business were carried out in English. In the rural mountain areas 80% to 85% of the population were Welsh speakers, **E** _____.

However, in the coalfield country of Glamorgan 70% spoke English only, and in its neighbour border county the figure was over 90%.

By 1931 the number of people able to speak Welsh in the whole of Wales had fallen to 37% of the population, **F** _____. It continued to drop and reached its lowest – 18.6% — in the 1990s. But by the start of the 21st century, numbers had begun to increase again and reached 21.7% in 2004!

1. as well as education and the law
2. the only one of a number of allied languages that remain
3. with radio and the English press further speeding the decline
4. many being able to speak Welsh only
5. where Welsh was studied as language and literature in an academic manner
6. apart from the fact that Welsh was not permitted to be used at all in the

schools

7. bringing a flood of immigrant labour from all over Britain

Пропуск	A	B	C	D	E	F
Часть предложения						

4. Women pilots from ATA had no instrument training because

- 1) it was an auxiliary air force.
- 2) they were not supposed to fly in low visibility.
- 3) their main job was to deliver Spitfires to airdromes.
- 4) there was no money for this during the war.

Crash Landing

At that time the people of Britain would have been shocked to know that women were flying their most famous war plane. But the fact is that the ATA (Air Transport Auxiliary) had over 100 women pilots who delivered more than 300,000 air craft during the war. We had to fly the Spitfires from the factories and deliver them to airfields dotted around the south of England. Normally we would be flying in daylight with good visibility conditions.

That is why we were never given instrument training as our instructors told us that with all the restrictions of war time, there was no time or money to spare for this luxury.

Occasionally we had to fly other aircraft — without any kind of additional training at all. Probably some high ranking, non-flying military official somewhere said that all aircraft were exactly the same to fly. Well — I can assure you that this is not true. With unfamiliar aircraft we had ten minutes to read an instruction booklet called the “Ferry Pilot Notes”: And that was it. We had to climb in, fire up, taxi and then take off in completely unknown flying machines.

That particular day, the day I came so close to death, was my twenty first birthday. I had no cake or candles that day and my two friends and myself shared some chocolate— the only luxury available in those days. We drank apple juice, and ate apples and cheese. We entertained ourselves with silly stories. But at one solemn moment we also made a toast to absent friends and remembered the girls who had died delivering aircraft.

In the morning we were driven to the factory and my worst fears were realized. Instead of a lovely new and familiar Spitfire I had a bulky Torpedo bomber. We all hated these as several had crashed without any clear reason why. I was able to take the Ferry Pilot Notes into the canteen and studied them over breakfast. I had a very uneasy feeling in my stomach which had nothing to do with the breakfast I was consuming. I had birthday kisses from the other girls but it only made me feel worse.

At about 111 was given my flight plan and it was time to go. I looked at the sky. There was a strange quality to the light that I didn't like and I was worried. With no instrument training, fog or mist made flying incredibly dangerous and absolutely terrifying. With a heavy heart I fired up the engine.

Within 20 minutes I was approaching the river Forth. But I couldn't see the river as clouds thickened up around me. I took the aircraft lower and lower looking for a glimpse of the ground. At one point I was sure that I was virtually at ground level but I couldn't see a thing. It was too dangerous to continue. I could hear my heart beating even over the roar of the engine.

When it happened — it happened really quickly. The plane hit water. I didn't see anything. I was thrown against my straps — and then a flood of cold seawater in my eyes and mouth. I was a mile out to sea!

I was certain I was going to die. Funnily enough— I was perfectly calm. I even thought that my ATA insurance payment would really be a big help to my Mother. But then survival instinct kicked in. I was still alive — and close to shore. I had no life jacket or any survival gear but I was a good swimmer. I was certain there were no bones broken and I didn't have to swim far. I was picked up by a fishing boat that I had narl-owly missed in the fog. And in the end I got a real birthday drink after all — a cup of spiced, dark rum.

5. “Ferry Pilot notes” were instruction booklets written to

- 1) help women pilots.
- 2) explain how to fly the plane.
- 3) ensure further training.
- 4) explain how to fly a plane.

6. The narrator and her friends had no cake because

- 1) it was still the day before her birthday.
- 2) they preferred apples and cheese.
- 3) it was hard to obtain one in wartime.
- 4) it was a tradition to eat it in the pilot canteen.

7. The narrator was unhappy to take a Torpedo bomber because

- 1) it was a bulky aircraft.
- 2) she preferred to fly Spitfires.
- 3) she didn't know how to fly it.
- 4) the plane was notorious.

8. The narrator flew with a heavy heart because she

- 1) didn't feel healthy.
- 2) found her flying plan incredibly dangerous.
- 3) was worried there might be poor visibility.

4) was in a blue mood.

9. The narrator's words 'It was too dangerous to continue' refer to her decision to

- 1) keep on flying lower.
- 2) make an emergency landing on the water.
- 3) continue the flight.
- 4) ignore her heart problems.

10. The moment the plane crash landed the narrator

- 1) was sure she could swim to shore.
- 2) prepared to die.
- 3) wished she had a life jacket.
- 4) worried about her mother.

11. *Преобразуйте, если это необходимо, слово **IT** так, чтобы оно грамматически соответствовало содержанию текста.*

California Summer Camp for Children

When it comes to California summer camps for kids, Sky lake Yosemite SummerCamp is the very best. This year the camp is celebrating _____66th season.

12. *Преобразуйте, если это необходимо, слово **LOOK** так, чтобы оно грамматически соответствовало содержанию текста.*

If you _____for a summer camp your kids will love, we invite you to consider Sky lake.

13. *Преобразуйте, если это необходимо, слово **LOCATE** так, чтобы оно грамматически соответствовало содержанию текста.*

"We _____in the California Sierra National Forest, on Bass Lake, just a few miles from the south gates of Yosemite National Park. Sky lake Yosemite is the kind of summer camp kids love.

14. *Преобразуйте, если это необходимо, слово **INCLUDE** так, чтобы оно грамматически соответствовало содержанию текста.*

Our dock on Bass Lake offers a variety of fun-packed waterfront activities,

warm-water swimming, waterskiing and tubing, and canoes and kayaks. All staff members are First Aid Certified and have Water Safety Certifications.

15. *Преобразуйте, если это необходимо, слово **SOCIETY** так, чтобы*
After School Clubs

Last year I started a new school. We have lots of clubs and _____ at our school and we are supposed to be involved in quite a few after school.

*16. Преобразуйте, если это необходимо, слово **BAD** так, чтобы оно грамматически соответствовало содержанию текста.*

Some of them are pretty boring but it could be _____. At least there is a lot of choice and it can make a nice change from the unnatural quantities of homework or even from natural quantities of computer games and TV!

*17. Преобразуйте, если это необходимо, слово **FAST** так, чтобы оно грамматически соответствовало содержанию текста.*

My favourite is the Drama Society. It is currently the _____ growing as our next production is “Much Ado About Nothing” and someone will get the chance to kiss Kim White on stage.

*18. Образуйте от слова **TOUR** однокоренное слово так, чтобы оно грамматически и лексически соответствовало содержанию текста.*

Visiting Tasmania

Are you planning a trip to Tasmania? Without a doubt, any

will find somethings to do there.

*19. Образуйте от слова **MEMORY** однокоренное слово так, чтобы оно грамматически и лексически соответствовало содержанию текста.*

To begin with, driving up the east coast of Tasmania is one of the most things you can do there.

*20. Образуйте от слова **REAL** однокоренное слово так, чтобы оно грамматически и лексически соответствовало содержанию текста.*

Tasmania’s east coast is _____ spectacular and along the way you’ll be able to stop for walks along cliff tops and swim in gorgeous beaches.

*21. Образуйте от слова **NATION** однокоренное слово так, чтобы оно грамматически и лексически соответствовало содержанию текста.*

One more opportunity is to camp out at _____ parks and do other cool activities.

*22. Образуйте от слова **ATTRACT** однокоренное слово так, чтобы оно грамматически и лексически соответствовало содержанию текста.*

One of the biggest _____ along the east coast of Tasmania is

Freycinet Park, renowned for the stunning Wineglass Bay and many routes for day walks, bird watching and mountaineering.

23. *Образуйте от слова **FORGET** однокоренное слово так, чтобы оно грамматически лексически соответствовало содержанию текста.*

Besides climbing and hiking, there you can also eat a fresh oyster lunch at the "Freycinet Marine Farm". It will certainly be an _____ experience for you, so don't miss a chance to visit Tasmania.

24. *Вставьте пропущенное слово:*

- 1) realise
- 2) consider
- 3) have
- 4) believe

New Family Member

Tracey and her sister had always wanted their own horse. And although neither of them had

much spare money, they were about to 32 _____ their dream. The tricky part was not

getting a horse but actually finding somewhere to keep one. But eventually Mrs. Richards agreed to let the girls 33 _____ a small field at the far end of the farm. This was going to 34

_____ them £500 a year but it would work out at just over 20 pounds per month each which was OK. The horse himself was coming from the Horse Rescue Charity. They would need to make a small donation

every year to cover the cost of an animal welfare inspector who would visit twice a year. The

35 _____ expenses after this would be for food and vet bills. But the two girls were 36

_____ that they could manage and were committed to going ahead.

And it was a big commitment. They were getting an eighteen month old skewbald colt named Domino.

Horses often live over twenty years and the sisters were taking him on 37 _____

Actually they had plans to get another horse as a friend for Domino. But first of all Domino would need to settle down. He had been badly treated by his previous owners and was still a bit nervous and difficult to 38 _____.

25. *Вставьте пропущенное слово:*

- 1) borrow
- 2) pay
- 3) rent
- 4) lend

26. *Вставьте пропущенное слово:*

- 1) charge

- 2) fee
- 3) pay
- 4) cost

27. Вставьте пропущенное слово:

- 1) longest
- 2) biggest
- 3) hugest
- 4) tallest

28. Вставьте пропущенное слово:

- 1) assured
- 2) comfortable
- 3) thoughtful
- 4) confident

29. Вставьте пропущенное слово:

- 1) for
- 2) during
- 3) at
- 4) to

30. Вставьте пропущенное слово:

- 1) deal
- 2) agree
- 3) handle
- 4) cope

31. You have received an email message from your English-speaking pen-friend Mary:

From: Friend@mail.uk
To: Russian_friend@ege.ru
Subject: Welcome
... Summer is coming and I want to look my best: healthy, energetic and physically fit. So I'm trying to eat plain, simply cooked natural food, have enough sleep at night and I have recently joined our local fitness club. Do you do anything special to stay healthy? What makes people healthy and strong? What do you think about a healthy lifestyle? By the way, I'm going to spend a month at the seaside this summer...

Write an email to Mary. In your message answer her questions, ask 3 questions about her coming summer holidays. Write 100-140 words. Remember the rules of email writing.

Аудиоскрипты Вариант 1 Speaker A:

My parents move a lot because of their jobs so for me changing schools is not

a big deal. I can easily adapt to any new environment, and I study well, so my academic performance is relatively the same regardless of the school I currently attend. I understand it depends a lot on your character traits. I'm sociable, optimistic and outgoing, so it's easy for me. I guess changing schools could be difficult for an introvert or a very pessimistic person.

Speaker B:

I have never had to change schools, but I think I wouldn't mind that if I had to. Don't get me wrong, I like my school, but I think a new school means new opportunities and it must be so exciting. You will meet new teachers and change your communication circle and will generally have a chance to look at the world from a different angle. It can also be useful in the future because you will definitely change jobs in the future.

Speaker C:

I have been attending the same school my entire life and I would hate to change schools. When I watch films about that, usually such films are comedies for teenagers. It's always quite difficult because you meet new people and have to communicate with them and you never know how they will treat you. Maybe it's easy for some people, but I believe most teenagers will find that very stressful and wouldn't like to have such an experience.

Speaker D:

I had to change schools once and I can't say it was a horrible experience. On the contrary, my new teachers and schoolmates were very kind to me. Still, I missed my old school, old teachers and classmates and my old school building. When changing schools you certainly get something new, and probably it's even much better than you had before, but you also lose something and therefore can't help but feel a little bit sad about it.

Speaker E:

I would hate to change schools and it's not because I worry about losing my friends or having problems communicating with my peers. The thing is, you will have to take your school finals, and when you change schools it's always a stress and your academic performance will certainly get worse. Don't forget that your new school won't necessarily be better in terms of educational opportunities. This is what would worry me if I had to change schools.

Speaker F:

My parents are thinking of moving to a different part of the city and I will probably have to change schools, because commuting will take me too much time, and they don't want me to waste time as I'm going to have my final exams next year. I'm really looking forward to going to a new school, because I don't really like the one I'm going to now, and I hope things will be better in a new school. I don't know which one it will be though, but I hope for the best.

Вариант 2

Speaker A:

They say I look as sweet as a piece of candy on my prom night. And why shouldn't I? My dress was actually made from thousands of bright multicolored starburst candy wrappers. 18 thousands to be exact. In case you are wondering how I got all those wrappers to make the dress I didn't eat all those starburst candies myself of course. My friends and family were very kind and consider it and they helped me to collect the wrappers over the past year. **Speaker B:**

Oh my god. The memories of raspberry hard candy. That's something, believe me. My grandmother always, just always had them around at home. I love them more than anything. I would sell my soul for one. You flavor it slowly until you get closer to that soft center and then crash it to the roof of your mouth. The goosy soft center goes out with the most delightful and delicious burst of raspberry. Whoever invented those candies, he was a genius. **Speaker C:**

My favorite cookies to make are cinnamon doodles because I just love the smell of them baking. The sense of smell is powerful and when my kids smell cinnamon they feel warm and fuzzy all over, because of the fun we have on the kitchen. But you might be surprised by the known that cinnamon is one of the first treat spices and in fact it's even mentioned in the Bible. It was used to make holy and anointed oil for church. **Speaker D:**

My first love what comes after chocolate, of course, was Godiva. When I was a student I had a part time job in New York and every weekend the minute I've got paid I would go to a little boutique and buy a small box of the most delicious godiva sweets in the shape of the

half walnut with a half of walnut on top. The box was 14 dollars then and it was worth every penny. I could eat them all till the end of the afternoon and then dream about the next box. **Speaker E:**

Wedding decorations create that special atmosphere you are looking for at your reception and can include anything you want. The choice is really endless when it comes to various materials and colors. For those young in heart sweets can be used. They could be added into vases or bowls, either individually or to a one massive bowl in the middle. For romantic souls a bouquet of chocolate lollypops can be made in one large vase or in individual glasses. **Speaker F:**

I wouldn't have remembered this except the time I was walking around waiting for a friend and had a hunger for candy. I thought: surely there must be a candy store around here somewhere, right? And then I saw this place. It was unreal. A awesome retro candy, combined with fashion, clothes and jewelry. I wouldn't buy any closings there because of the high price, I was more interested in the candies than and there was lots of it.

Вариант 3 Speaker A:

I like it when it rains. The heavier – the better. The British say: "It's lovely

weather for ducks”. People think me strange, but that’s me. If it’s warm, it’s such a pleasure to walk on the rain, completely wet yet feeling like a child, if it’s cold outside, rain makes your home million times cozier. On such days I cancel all my meetings and appointments. Rap up in a blanket and watch some good old film or soap. There’s nothing like rainy weather. **Speaker B:**

I agree with the idea that the climate can affect our moods and even national traits. In my country, for example, there is a wide variety of the weather conditions: from extreme cold to extreme hot. In a place where I live the weather is cold, the sky is cloudy and people’s behavior takes some certain characteristics. In this case people tend to be irritable but there are warm origins in our country where people are mostly really very friendly.

Speaker C:

To my mind, the deterioration of the weather conditions happens due to human’s activities. Bad weather is just a result of our thoughtless behavior, such as nuclear tests and wars. Even if our individual negative thoughts can lead to bad weather. Our planet is a live organism, so when it falls ill in one place it’s other parts can suffer too. All negative energy of man-kind searches the way out and one of these is through bad weather conditions.

Speaker D:

I believe, if you living in a place like Britain where the weather seems to change daily if not hourly sometimes, you can be forgiven for thinking that the weather is random. In fact, the weather is controlled by systems, moving around arias of the globe. In the UK the weather depends on depressions, often cold lose and anticyclones also known as highs. As far as I know, highs bring sunny weather while lose can bring unpleasant rain and wind.

Speaker E:

I’ve read that the reason study suggests that certain people may have a unique special gift for predicting the weather, but it’s quite possible that these people would use that talent in another way. Since the same group have a remarkably considerable success in forecasting changes in another chaotic system – the stock market. Winning badpue wonderful, make millions in Wall street and know what to put on every single day – I’d really love it!

Speaker F:

I feel a bit under the weather. It’s a common complete in Britain. Especially on Mondays. And it seems to me, that the weather is responsible for physical and emotional state. I think changeable weather makes hard to concentrate and I must say that hot weather makes me snappy. Some suggests that the weather also leads its mark on character but I reckon, that the economic, political and social factors have a stronger effect than the weather.

ЭТАЛОНЫ ОТВЕТОВ

№ п/п	Вариант 1	Вариант 2	Вариант 3
1	241736	621753	652741
2	4651283	5126478	7348621

3	514672	345267	267143
4	1	2	4
5	3	1	2
6	1	3	3
7	2	3	4
8	3	1	3
9	4	4	1
10	1	4	2
11	had been training	are	its
12	fell	has been celebrated	are looking
13	second	are decorated	are located
14	farther	first	including
15	its	cooked	societies
16	leaves	living	worse
17	look	best	fastest
18	darkness	usually	tourist
19	commonly	different	memorable
20	operator	sticky	really
21	organization	possibility	national
22	cruelty	demonstration	attractions
23	friendship	successful	unforgettable
24	1	2	1
25	3	1	3
26	3	4	4
27	4	2	2
28	2	3	4
29	1	1	1
30	2	4	3
31	Письмо личного характера	Письмо личного характера	Письмо личного характера

Время на выполнение: 120 минут

Дополнительные материалы и оборудование: компьютер, аудиосистема.

КРИТЕРИИ ОЦЕНКИ УСВОЕНИЯ ЗНАНИЙ И СФОРМИРОВАННОСТИ УМЕНИЙ ПО ДИСЦИПЛИНЕ

№ задания	Количество баллов
1	От 0 до 6 баллов 1 балл ставится за каждый правильный ответ.
2	От 0 до 7 баллов 1 балл ставится за каждый правильный ответ.
3	От 0 до 6 баллов.

	1 балл ставится за каждый правильный ответ.
4-30	По 1 баллу
31	От 0 до 6 баллов
	ИТОГО: 52 балла

Задание 31

Критерий	Критерии оценивания ответа на задание	Баллы
К1	Решение коммуникативной задачи	
	Задание выполнено полностью: содержание отражает все аспекты, указанные в задании (даны полные и точные ответы на все вопросы, заданы правильно 3 вопроса по указанной теме); стилевое оформление речи выбрано правильно с учётом цели высказывания и адресата; соблюдены принятые в языке нормы вежливости (допускается 1 неполный или неточный аспект)	2
	Задание выполнено не полностью: содержание отражает не все аспекты, указанные в задании (все случаи, не указанные в оценивании на 2 балла и 0 баллов)	1
	Задание не выполнено: 3 и более аспекта содержания отсутствуют, ИЛИ 6 аспектов раскрыты неполно/неточно, ИЛИ 1 аспект не раскрыт и 4–5 раскрыты неполно/неточно, ИЛИ ответ не соответствует требуемому объёму	0
К2	Организация текста	
	Высказывание логично; средства логической связи использованы правильно; текст верно разделён на абзацы; структурное оформление текста соответствует нормам, принятым в стране изучаемого языка (допускается 1 ошибка в организации текста)	2
	Имеются 2–3 ошибки в организации текста	1
	Имеются 4 и более ошибки в организации текста	0
К3	Языковое оформление текста	
	Используемый словарный запас и грамматические структуры соответствуют базовому уровню сложности задания, орфографические и пунктуационные ошибки практически отсутствуют (допускаются 1–2 лексико-грамматические ошибки И/ИЛИ 1–2 орфографические и пунктуационные ошибки)	2
	Используемый словарный запас и грамматические структуры не полностью соответствуют базовому уровню сложности задания: имеются 3–4 лексико-грамматические ошибки И/ИЛИ имеются 3–4 орфографические и пунктуационные ошибки	1
	Используемый словарный запас и грамматические структуры не соответствуют базовому уровню сложности задания: имеются 5 и более лексико-грамматических ошибок, И/ИЛИ имеются 5 и более орфографических и пунктуационных ошибок	0
Максимальное количество баллов		6

Шкала оценки образовательных достижений

Процент результативности (правильных ответов)	Количество правильных ответов	Оценка уровня подготовки
85 - 100	44 - 52	отлично
70 - 84	36 - 43	хорошо
52 - 69	27 - 35	удовлетворительно
0 - 51	0 - 26	неудовлетворительно