**ГБПОУ «Дзержинский педагогический колледж»**

**Фонд оценочных средств**

*для проведения промежуточной аттестации по* иностранному языку (английский)

**Дзержинск, 2014**

 Фонд оценочных средств разработан на основе Федерального государственного образовательного стандарта среднего профессионального образования по специальности **09.02.05. Прикладная информатика (по отраслям)** и программы учебной дисциплины ОПОП СПО (ОГСЭ. 04) Иностранный язык.

**Разработчики:**

 ГБОУ СПО ДПК преподаватель Куликова Н.Н.

 (место работы) (занимаемая должность) (инициалы, фамилия)

 ГБОУ СПО ДПК преподаватель Тимохина О.Г.

(место работы) (занимаемая должность) (инициалы, фамилия)

ГБОУ СПО ДПК преподаватель Дементьева К.С.

 (место работы) (занимаемая должность) (инициалы, фамилия)

 ГБОУ СПО ДПК преподаватель Игумнова Е.В.

(место работы) (занимаемая должность) (инициалы, фамилия)

ГБОУ СПО ДПК преподаватель Клочкова О.В.

 (место работы) (занимаемая должность) (инициалы, фамилия)

|  |
| --- |
| Рассмотрено на заседании предметно-цикловой комиссии общеобразовательных дисциплин и ОГСЭ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Протокол №\_\_\_\_\_\_\_ от «\_\_\_\_\_» \_\_\_\_\_\_\_\_\_ 20\_\_\_\_г.Председатель ПЦК \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ /\_\_\_\_\_\_\_\_\_\_\_\_\_\_/ |
| Одобрено Экспертным советом колледжаПротокол №\_\_\_\_\_\_\_ от «\_\_\_\_\_» \_\_\_\_\_\_\_\_\_ 20\_\_\_\_г. |

Содержание

1.Паспорт фонда оценочных средств

1.1.Показатели оценки освоенных знаний и умений.

1.2. Проверка сформированности ПК и ОК.

2. Комплект оценочных средств для организации контроля и оценки в форме дифференцированного зачета (4 семестр).

2.1. Паспорт комплекта оценочных средств.

2.1.1. Показатели оценки освоенных знаний и умений.

2.2. Организация контроля и оценки в ходе дифференцированного зачета.

2.3. Контрольно-измерительные материалы для оценки сформированности освоенных знаний и умений в ходе дифференцированного зачета.

2.4. Пакет экзаменатора.

3. Комплект оценочных средств для организации контроля и оценки в форме зачета (6 семестр).

3.1. Паспорт комплекта оценочных средств.

3.1.1. Показатели оценки освоенных знаний и умений.

3.2. Организация контроля и оценки в ходе зачета.

3.3. Контрольно-измерительные материалы для оценки сформированности освоенных знаний и умений в ходе зачета.

3.4. Пакет экзаменатора.

4. Комплект оценочных средств для организации контроля и оценки в форме экзамена (7 семестр).

4.1. Паспорт комплекта оценочных средств.

4.1.1. Показатели оценки освоенных знаний и умений.

4.2. Организация контроля и оценки в ходе экзамена.

4.3. Контрольно-измерительные материалы для оценки сформированности освоенных знаний и умений в ходе экзамена.

4.4. Пакет экзаменатора.

5. Комплект оценочных средств для организации контроля и оценки в форме зачета (8 семестр).

5.1. Паспорт комплекта оценочных средств.

5.1.1. Показатели оценки освоенных знаний и умений.

5.2. Организация контроля и оценки в ходе зачета.

5.3. Контрольно-измерительные материалы для оценки сформированности освоенных знаний и умений в ходе зачета.

5.4. Пакет экзаменатора.

6. Комплект оценочных средств для организации контроля и оценки в форме дифференцированного зачета (10 семестр).

6.1. Паспорт комплекта оценочных средств.

6.1.1. Показатели оценки освоенных знаний и умений.

6.2. Организация контроля и оценки в ходе дифференцированного зачета.

6.3. Контрольно-измерительные материалы для оценки сформированности освоенных знаний и умений в ходе дифференцированного зачета.

6.4. Пакет экзаменатора.

7. Контрольно-измерительные материалы для текущего контроля (3-4 семестры).

8. Контрольно-измерительные материалы для текущего контроля (5-6 семестры).

9. Контрольно-измерительные материалы для текущего контроля (7-8 семестры).

10. Контрольно-измерительные материалы для текущего контроля (9-10 семестры).

**1. Паспорт фонда оценочных средств. Область применения.**

 Фонд оценочных средств разработан на основе Федерального государственного образовательного стандарта среднего профессионального образования по специальности **09.02.05. Прикладная информатика (по отраслям)** и программы учебной дисциплины ОГСЭ. 04 Иностранный язык.

 Содержит комплект оценочных средств для организации дифференцированного зачета, экзамена и контрольно-измерительные материалы для текущего контроля. Позволяет оценивать освоение умений, усвоение знаний, элементов сформированности ПК и ОК.

**1.1.Показатели оценки освоенных знаний и умений**

|  |  |  |
| --- | --- | --- |
| **Результаты (освоенные умения и усвоенные знания)** | **Показатели оценки освоенных знаний и умений** | **Формы, методы контроля и оценки** |
|  |
| В результате освоения учебной дисциплины обучающийся должен уметь:- общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы: |  | **Промежуто-чный контроль** | **Текущий контроль** |
| 1.1 Знакомство.  | рассказывает о семье в соответствии с предложенной ситуацией. | Экзамен (билет № 1, 2, 3). | Практические задания:Задание 1. Лексический тест.Самостоятельная работа:1.написание автобиографии, составление схемы: генеалогическое древо;2.подготовка ответов на вопросы по теме «Семья». |
| 1.2 Биография. Качества личности. | находит необходимую информацию в тексте по теме, понимая логико-смысловые связи текста. | Экзамен (билет № 2).Дифферен-цированный зачет. | Задание 2. Письменная работа.Самостоятельная работа:1.составление описания картинки по образцу;2.выполнение лексико- грамматических упражнений. |
| 1.3 Дом. Жилище.  | описывает дом/квартиру на основе предложенного иллюстративного материала с использованием лексики по теме. | Экзамен (билет № 7 и 10). | Задание3. Письменная работа.Самостоятельная работа:1.составление диалога по образцу;2.составление монолога «Моя квартира/комната. |
| 1.4 Природа и человек. | отвечает на вопросы по прочитанному, сравнивая времена года. | Экзамен (билет № 14).Дифферен-цированный зачет.  | Задание 4. Письменная работа.Самостоятельная работа:1.составление прогноза погоды;2.составление описания картинки по образцу. |
| 1.5 Свободное время.  | рассказывает о своих увлечениях в соответствии с предложенной ситуацией. | Экзамен (билет № 4). | Задание 5. Письменная работа.Самостоятельная работа:1.составление монолога по картинке2.разработка проекта «Мое хобби». |
| 1.6 Путешествия. | подготавливает монологическое высказывание с использованием лексики по теме. | Экзамен (билет № 5, 10). | Задание 6. Письменная работа.Самостоятельная работа:1написание открытки2.разработка плана путешествия. |
| 1.7 Здоровый образ жизни.  | отвечает на вопросы по тексту,подбирая ключевые слова к пунктам плана. | Экзамен (билет № 12, 13). | Задание 7. Письменная работа.Самостоятельная работа:1.планирование рабочего дня.2.чтение и перевод рецептов. |
| 2.1 Страны и континенты.  | отвечает на вопросы, используя информацию из текста. | Экзамен (билет № 6, 14, 15, 16, 17). | Задание 8. Письменная работа.самостоятельная работа1.заполнение таблицы «Страны и языки».2.выполнение упражнений. |
| 2.2 Межкультурное общение. | рассказывает о праздниках, используя опорную схему. | Экзамен (билет № 2). | Задание 9 Письменная работа.Самостоятельная работа:1.написание поздравительной открытки.2.выполнение проекта «Мой любимый праздник». |
| 2.3 Образование.  | готовит сообщение о системе образования в странах изучаемого языка в соответствии с предложенной ситуацией. | Экзамен (билет № 3, 4, 5, 8). | Задание 10 Письменная работа.Самостоятельная работа:1.заполнение схемы (образование в Великобритании).2. составление монолога по теме.  |
| 2.4 Профессии.  | составляет диалогическое высказывание в соответствии с предложенной темой. | Экзамен (билет №, 6, 11). | Задание 11. Письменная работа.Самостоятельная работа:1.подготовка ответов на вопросы по теме.2.написание резюме. |
| 2.5 Роль средств массовой информации. | заполняет таблицу, используя информацию из прочитанных текстов. | Экзамен (билет №, 6, 11). | Задание 12. Письменная работа.Самостоятельная работа:1.чтение и перевод телепрограммы/ газетной статьи.2.составление диалога по опорам. |
| 2.6 Искусство.  | подбирает информацию в соответствии с предложенной ситуацией. | Экзамен (билет № 16, 17). | Задание 13. Письменная работа.Самостоятельная работа:1.написание доклада «Мой любимый художник/композитор/ писатель.».2.перевод отрывка художественного текста. |
| 3.1 Компьютер | подготавливает монологическое высказывание с использованием лексики по теме. | Экзамен (билет № 1, 9). | Задание 14. Письменная работа.Самостоятельная работа:1.составление режима дня ребёнка. 2. выполнение лексико-грамматических упражнений. |
| 3.2 Всемирная паутина. | подготавливает монологическое высказывание с использованием лексики по теме. | Экзамен (билет № 9). | Задание 15. Письменная работа.Самостоятельная работа:1.составление диалога по схеме.2.выполнение лексико-грамматических упражнений. |
| 3.3 Числа  | отвечает на вопросы по предложенной теме. | Экзамен (билет № 7). | Задание 16. Письменная работа.Самостоятельная работа:1.написание эссе «Идеальный педагог».2.выполнение лексико-грамматических упражнений. |
| 3.4 Программисты | подбирает материал в соответствии с предложенным творческим заданием, используя различные источники информации. | Текущий контроль. | Задание 17. Письменная работа.Самостоятельная работа:1.заучивание рифмовок, стихов, песен.2.написание монолога. |
|  В результате освоения учебной дисциплины обучающийся должен знать:лексический (1200-1400 лексических единиц) и грамматический минимум, необходимый для чтения ин. текстов профессиональной направленности. Лексический минимум включает слова и выражения в рамках разделов: - Я и моё окружение.- Культура и общество. - Иностранный язык в профессии |
| **Грамматический минимум включает основные грамматические темы:** |
| Имя существительное. | сравнивает употребление артиклей,образует множественное число существительных всоответствии с правилом. | Дифференцированный зачетЭкзамен | Тест 1. |
| Имя прилагательное.  | объясняет употребление степеней сравнения прилагательных и наречий. | Дифференцированный зачет Экзамен | Задание 2. Письменная работа. |
| Глагол. | понимает использование формы настоящего, будущего и прошедшего времени глагола, приводя примеры употребления | Дифференцированный зачет Экзамен | Задание 3.Письменная работа.  |
| Местоимения.  | понимает значение местоимений, приводя примеры их употребления | Дифференцированный зачетЭкзамен | Задание 4. Письменная работа.  |
| Имя числительное.  | понимает употребление числительных. | Дифференцированный зачетЭкзамен | Задание 5. Письменная работа. |
| Предлоги.  | сравнивает употребление предлогов. | Дифференцированный зачетЭкзамен | Задание 6. Письменная работа |
| Простые предложения. | понимает структуру простого предложения, приводя примеры повествовательного, вопросительного, отрицательного предложений. | Дифференцированный зачетЭкзамен | Задание 7. Письменная работа. |
| Сложные предложения.  | понимает структуру построения сложного предложения и употребление союзов. | Дифференцированный зачетЭкзамен  | Задание 8. Письменная работа.  |
| Пассивный залог. | понимает правила образования и употреблениястрадательного залога. | Дифференцированный зачетЭкзамен | Задание 9. Письменная работа. |

**1.2. Проверка сформированности элементов ПК и ОК.**

|  |  |  |
| --- | --- | --- |
| **ПК/ОК** | **Результаты** | **Задания для проверки усвоенных знаний и освоенных умений** |
| ПК 1.1. Обрабатывать статический информационный контент.ОК 8. Самостоятельно определять задачи профессионального и личностного развития, заниматься самообразованием, осознанно планировать повышение квалификации. | Знать формальные признаки лексических и грамматических явлений  | Уметь переводить профессионально – ориентированные тексты со словарем, выбирая нужное значение слова | Практическое задания 1 по теме: «Межкультурное общение» «Образование»«Профессии»  |
| ПК 1.2. Обрабатывать динамический информационный контент.ОК 6. Работать в коллективе и команде, обеспечивать ее сплочение, эффективно общаться с коллегами, руководством, потребителями. | Знать структуру вопросительного утвердительного, отрицательного предложения, как работать с текстом | Уметь отвечать на вопросы по теме, находить основную информацию в тексте, подбирать материал в соответствии с предложенным творческим заданием, используя различные источники информации.Уметь представить устное сообщение (с предварительной подготовкой) на заданную тему  | Практическое задания по теме: «Здоровый образ жизни», «Свободное время», «Искусство» |
| ПК 1.3. Моделировать в пакетах трехмерной графики.OK 4. Осуществлять поиск, анализ и оценку информации, необходимой для постановки и решения профессиональных задач, профессионального и личностного развития. | Знать лексический и грамматический минимум, необходимый для чтения профессионально – ориентированных текстов, знать, как работать со справочной литературой | Уметь переводить со словарем иностранные тексты профессиональной направленности, уметь осуществлять языковую и контекстуальную догадку | Практические задания по теме: «Числа» |
| ПК 1.4. Осуществлять подготовку оборудования к работе.ОК 2. Организовывать собственную деятельность, определять методы и способы выполнения профессиональных задач, оценивать их эффективность и качество.ОК 7. Ставить цели, мотивировать деятельность подчиненных, организовывать и контролировать их работу с принятием на себя ответственности за результат выполнения заданий. | Знать лексику и грамматический минимум по теме | Уметь выступить с монологическим высказыванием по теме, извлекать информацию из текстов, построенных на языковом материале повседневного и профессионального общения | Практические задания по теме: «Образование»«Профессии» |
| ПК 1.5. Настраивать и работать с отраслевым оборудованием обработки информационного контента.ОК 9. Быть готовым к смене технологий в профессиональной деятельности. | Знать лексику и грамматический минимум по теме | Уметь рассказывать о праздниках, работать с текстом, понимать относительно полно общий смысл текста по теме | Практические задания по теме: «Компьютер»«Программисты» |
| ПК 1.6. Контролировать работу компьютерных, периферийных устройств и телекоммуникационных систем, обеспечивать их правильную эксплуатацию.ОК 9. Быть готовым к смене технологий в профессиональной деятельности. | Знать механизм построения всех видов предложения | Уметь находить необходимую информацию в тексте со словарем и без, отвечать на вопросы, употреблять разговорные формулы в коммуникативных ситуациях | Практическое задания по теме: «Всемирная паутина»«Профессии»«Жилище англичан» |
| ПК 2.3. Разрабатывать и публиковать программное обеспечение и информационные ресурсы отраслевой направленности со статическим, динамическим и интерактивным контентом.ОК 8. Самостоятельно определять задачи профессионального и личностного развития, заниматься самообразованием, осознанно планировать повышение квалификации. | Знать лексику и грамматический минимум по теме | Уметь выступить с монологическим высказыванием по теме, описать иллюстративный материал, уметь передать содержимое текста в соответствии с нормами русского литературного языка  | Практическое задания по теме: «Знакомство», «Биография. Качества личности», «Свободное время»«Роль средств массовой информации»  |
| ПК 2.4. Проводить отладку и тестирование программного обеспечения отраслевой направленности.ОК З. Решать проблемы, оценивать риски и принимать решения в нестандартных ситуациях. | Знать, как представить устное сообщение (с предварительной подготовкой), знать лексику и грамматический минимум по теме, знать механизм построения всех видов предложения | Уметь выступить с диалогическим высказыванием по теме, ответить на вопросы | Практическое задания по теме: «Здоровый образ жизни» «Природа и человек» |
| ПК 2.6. Разрабатывать, вести и экспертировать проектную и техническую документацию.OK 1. Понимать сущность и социальную значимость своей будущей профессии, проявлять к ней устойчивый интерес. | Знать механизм построения всех видов предложения, знать лингвострановедческую, страноведческую и социокультурную информацию | Уметь ответить на вопросы с опорой на текст, уметь выделять общее и специфическое в культуре родной страны и изучаемого языка, уметь работать с текстами страноведческого характера | Практическое задания по теме: Межкультурное общение», «Страны и континенты», «Свободное время», «Детство», «Организация свободного времени детей», «Профессия педагога» |
| ПК 2.7. Осуществлять верификацию и контроль качества продуктов.ОК З. Решать проблемы, оценивать риски и принимать решения в нестандартных ситуациях. | Знать, как вести беседу с использованием элементов описания, повествования, рассуждения, знать лексику и грамматический минимум по теме | Уметь выступить с монологическим высказыванием по теме | Практическое задания по теме: «Свободное время», «Детство», «Организация свободного времени детей», «Профессия педагога» |
| ПК 3.2. Осуществлять продвижение и презентацию программного продукта.ОК 5. Использовать информационно-коммуникационные технологии для совершенствования профессиональной деятельности. | Знать лексику и грамматический минимум по теме | Уметь обсудить прочитанное, выражая свое мнениеУмеют применять в речи различные грамматические конструкции и структуры | Практическое задания по теме: «Страны и континенты» «Путешествия» |

**2. Комплект оценочных средств для организации контроля и оценки в форме дифференцированного зачета (4 семестр).**

**2.1. Паспорт комплекта оценочных средств**

Промежуточный контроль освоения учебной дисциплины осуществляется в форме дифференцированного зачета.

**2.1.1. Показатели оценки освоенных знаний и умений**

|  |  |  |
| --- | --- | --- |
| **Результаты (освоенные умения и усвоенные знания)** | **Основные показатели оценки результата** | **Задание дифференцированного зачета** |
| В результате освоения учебной дисциплины обучающийся **должен уметь:**- общаться (устно и письменно) на иностранном языке на повседневные темы: |  |  |
| -Биография. Качества личности. | - описывает внешность и анализирует черты характера человека на основе текста | **Часть 3. Работа с текстом.**Claudia, now in her mid-thirties, is a very beautiful woman. She has a *(1) \_\_\_\_\_\_\_\_\_*figure and is *(2)* \_\_\_\_\_\_\_\_ with very long legs. Her most stunning feature, though, is her attractive *(3)* \_\_\_\_\_\_face with her *(4)* \_\_\_\_\_\_ eyes and *(5)* \_\_\_\_\_\_nose. At the moment she has *(****6)* \_\_\_\_\_\_\_\_**blond hair.  |
| - Природа и человек. | - оотвечает на вопросы по прочитанному.  | **Часть 2. Работа с текстом.**1.What is the coldest season of the year?2.How can you describe the weather of autumn?3.What is the hottest season of the year?4.What are the weather conditions of spring?5.What can we do in our free time in winter?  |
| - Свободное время.  | - находит необходимую информацию в тексте, понимая логико-смысловые связи текста. | **Часть 2. Работа с текстом.**Claudia is not only a professional model, but she is also a very *(7)* \_\_\_\_\_\_\_\_businesswoman. She has her own fitness video and is a partner in the new chain of "Fashion Cafes". She is also very *(8)* \_\_\_\_\_\_\_\_\_\_\_\_\_\_ spending a lot of her time working with various charity organizations helping children in need. Claudia is *(9)* \_\_\_\_\_\_\_\_\_\_\_\_\_\_ too, and likes being with famous people. When Claudia is not modeling or doing charity work, she likes reading and watching old films. She also enjoys going to parties, but she rarely stays out late. Although Claudia's popularity as a model rises and falls with the season (as it does for all supermodels), Claudia is so beautiful, talented and most of all *(10)* \_\_\_\_\_\_\_\_\_\_\_that she will be famous for a long time to come.  |
| В результате освоения учебной дисциплины обучающийся должен **знать:**грамматический минимум по темам:  |  |  |
| Имя существительное. | - сравнивает употребление артиклей,- образует множественное число существительных всоответствии с правилом. | **Часть 1. Грамматический тест.** 3. a few \_\_\_\_\_\_\_ (friend)a) friends b) friend c) friendes5. She has got 1 ... terrible 2 … headache. a) a b) … c) the 16. We’ll go for a walk if … weather is fine. a) a b) … c) the 17. a lot of \_\_\_\_\_\_\_ (money)a) monies b) money c) moneys  |
| Имя прилагательное.  | - объясняет употребление степеней сравнения прилагательных  | **Часть 1. Грамматический тест.**13.Tom is the …..student in the class.1. Good best goodest
 |
| Глагол.  | - понимает использование формы настоящего, будущего и прошедшего времени глагола, приводя примеры употребления | **Часть 1. Грамматический тест.**1… you drink coffee every morning?a) do b) does c) are2. It … be sunny tomorrow.a) don’t b) didn’t c) won’t8. How much ….they spend in Germany last month?a) do b) did c) will10. It (not cost) so much.a) isn’t b) don’t c) doesn’t14. I ….to the city once a week. a) went b) go c) will15. …they come tomorrow?a) do b) did c) will18.Ann \_\_\_\_\_\_\_ to speak English.a) wanted b) wants c) want  |
| Местоимения.  | - понимает значение местоимений, приводя примеры их употребления. | **Часть 1. Грамматический тест.** 6. I like these posters on the wall. … are interesting.a) it b) they c) we12. Kevin goes in for sport. … plays football.a) he b) I c) she  |
| Имя числительное.  | понимает употребление числительных. | **Часть 1. Грамматический тест.** 20.He lives on the ...a) two floor b) second floorc) floor number two |
| Предлоги.  | - сравнивает употребление предлогов. | **Часть 1. Грамматический тест.** 19.The bird has flown …..the window. a)over b)across c) through  |
| Простые предложения. | - понимает структуру простого предложения, приводя примеры повествовательного, вопросительного, отрицательного предложений. | **Часть 1. Грамматический тест.**  11.He woke up, dressed, ……breakfast and left home.a) have b) had c) and 9…..he buy milk yesterday?a) Was b) Did c) Have  |
| Сложные предложения.  | - понимает структуру построения сложного предложения и употребление союзов. | **Часть 1. Грамматический тест.** 7.Where is the cheese ….was in the fridge?a) who b) that c) whose |
| Пассивный залог. | - понимает правила образования и употреблениястрадательного залога. | **Часть 1. Грамматический тест.** 4. The room …. Tom yesterday.a)was cleaned by b) is cleaned byc) was cleaned with  |

**2.2. Организация контроля и оценки в ходе дифференцированного зачета**

Промежуточный контроль освоения учебной дисциплины осуществляется в форме дифференцированного зачета.

Дифференцированный зачет предполагает выполнение трех заданий.

Часть 1. Грамматический тест.

Часть 2. Работа с текстом, ответы на вопросы.

Часть 3. Работа с текстом, заполнение пропусков в тексте.

В комплекте тестовых заданий используется такая форма тестовых заданий, как выбор одного варианта ответа из предложенного множества. На каждый проверяемый учебный элемент по теме не менее одного тестового задания.

Условием положительной аттестации на дифференцированном зачете является положительная оценка усвоения всех знаний и освоения всех умений по всем контролируемым показателям.

**2.3. Контрольно-измерительные материалы для оценки сформированности освоенных знаний и умений в ходе дифференцированного зачета**

***Часть 1. Грамматический тест.***

*Choose the correct variant.*

|  |  |
| --- | --- |
|  | … you drink coffee every morning? a) do b) does c) are |
|  | It … be sunny tomorrow. a) don’t b) didn’t c) won’t |
|  | a few \_\_\_\_\_\_\_ (friend) a) friends b) friend c) friendes |
|  | The room …. Tom yesterday. a)was cleaned by b) is cleaned by c) was cleaned with  |
|  | She has got 1 ... terrible 2 … headache. a) a b) … c) the  |
|  | I like these posters on the wall. … are interesting. a) it b) they c) we |
|  | Where is the cheese ….was in the fridge? a) who b) that c) whose |
|  | How much … they spend in Germany last month? a) do b) did c) will |
|  | …..he buy milk yesterday? a)Was b)Did c)Have |
|  | It (not cost) so much. a) isn’t b) don’t c) doesn’t |
|  | He woke up, dressed, ……breakfast and left home. a)have b) had c) and |
|  | Kevin goes in for sport. … plays football. a) he b) I c) she |
|  | Tom is the …..student in the class. А) good b) best c) goodest  |
|  | I \_\_\_\_\_\_\_\_ to the city once a week. a) went b) go c) goes |
|  | … they come tomorrow? a) do b) did c) will |
|  | We’ll go for a walk if … weather is fine. a) a b) … c) the  |
|  | a lot of \_\_\_\_\_\_\_ (money) a) monies b) money c) moneys |
|  | Ann \_\_\_\_\_\_\_ to speak English. a) wanted b) wants c) want |
|  | The bird has flown …..the window. a) over b) across c) through  |
|  | He lives on the ….. a)two floor b) second floor c)floor number two |

**Часть 2. Работа с текстом, ответы на вопросы.**

*Read the text about the seasons. Answer the questions after the text.*

1. **Seasons**

Winter, spring, summer and autumn are the seasons of the year.

December, January and February are the winter months. The weather is cold, usually it snows. The days are short and the nights are long. The rivers and lakes freeze and we can go skating and skiing.

March, April and May are the spring months. It is a very nice season. The weather is fine, it is warm. There are many green trees in the streets in the parks and in the yards. Sometimes it rains but usually the sun shines brightly. The birds return from the hot countries and build their nests.

June, July and August are the summer months. It is hot or warm. The days are long and the nights are short. There are many nice flowers in the parks and squares in the summer. The pupils do not go to school, they have summer holidays. June is the first month of summer. We have the longest day and the shortest night in the year on the 21st-22nd of June. July is the middle month of summer. It is hot and sun shines brightly. The sky is blue and cloudless. August is the last summer month some times it is cold in August, but there are many mushrooms, berries and fruits.

September, October and November are autumn months. The weather is changeable. It often rains. You can see yellow, red, brown leaves everywhere. It is time to gather the harvest.

 *Questions:*

1.What is the coldest season of the year?

2.How can you describe the weather of autumn?

3.What is the hottest season of the year?

4.What are the weather conditions of spring?

5.What can we do in our free time in winter?

***Часть 3. Работа с текстом, заполнение пропусков в тексте.***

При выполнении данного задания учащиеся могут пользоваться словарями.

*Read the text and fill in the blanks. Use the words from the box:*

|  |
| --- |
| ***intelligent, heart-shaped, tall, generous, sociable, successful, sparkling, straight, slim, shoulder-length*** |

**A Famous Model**

Claudia Schiffer is a very successful German super-model. She has appeared on the covers and fashion pages of all the major fashion magazines and is one of the faces of Chanel.

Claudia, now in her mid-thirties, is a very beautiful woman. She has a *(1) \_\_\_\_\_\_\_\_\_*figure and is *(2)* \_\_\_\_\_\_\_\_ with very long legs. Her most stunning feature, though, is her attractive *(3)* \_\_\_\_\_\_face with her *(4)* \_\_\_\_\_\_ eyes and *(5)* \_\_\_\_\_\_nose. At the moment she has *(****6)* \_\_\_\_\_\_\_\_**blond hair.

Claudia is not only a professional model, but she is also a very *(7)* \_\_\_\_\_\_\_\_businesswoman. She has her own fitness video and is a partner in the new chain of "Fashion Cafes". She is also very *(8)* \_\_\_\_\_\_\_\_\_\_\_\_\_\_ spending a lot of her time working with various charity organizations helping children in need.

Claudia is *(9)* \_\_\_\_\_\_\_\_\_\_\_\_\_\_ too, and likes being with famous people. When Claudia is not modeling or doing charity work, she likes reading and watching old films. She also enjoys going to parties, but she rarely stays out late.

Although Claudia's popularity as a model rises and falls with the season (as it does for all supermodels), Claudia is so beautiful, talented and most of all *(10)* \_\_\_\_\_\_\_\_\_\_\_that she will be famous for a long time to come.

**2.4. Пакет экзаменатора**

|  |
| --- |
| **Условия выполнения задания**1. Место (время) выполнения задания – на учебном занятии.2. Максимальное время выполнения задания: 60 минут. |

 Дифференцированный зачёт состоит из трёх частей.

 Первая часть — грамматический тест. Он включает в себя 20 вопросов.

Максимальное количество баллов за выполненный тест — 22.

 Вторая часть – письменная работа с текстом. Учащиеся должны прочитать текст и ответить на 5 вопросов по нему.

Максимальное количество баллов за задание – 10.

 Третья часть — письменная работа с текстом. Учащиеся должны прочитать текст и заполнить 10 пропусков в нём (слова для заполнения пропусков даны перед текстом). Максимальное количество баллов за данное задание — 30.

Общее количество баллов за выполнение всех заданий:

56— 62 балла — оценка «5»;

50 — 55 баллов — оценка «4»;

40 — 49 баллов — оценка «3»;

меньше 40 баллов — оценка «2».

|  |  |  |
| --- | --- | --- |
| **Задания (номер)** |  **Предмет(ы) оценивания** | **Критерии оценки** |
| **Часть 1. Грамматический тест.** |
| 1. … you drink coffee every morning?a) do b) does c) are | Понимает использование формы настоящего, прошедшего и будущего времени | **1 балл****a)** |
| 2. It … be sunny tomorrow.a) don’t b) didn’t c) won’t | Понимает использование формы настоящего, прошедшего и будущего времени | **1 балл****c)** |
| 3. a few \_\_\_\_\_\_\_ (friend)   a) friends b) friend c) friendes | Образует множественное число существительных в соответствие с правилом | **1 балл****a)**  |
| 4. The room …. Tom yesterday.a)was cleaned by b) is cleaned by c) was cleaned with  | Понимает правила образования и употребления страдательного залога. | **1 балл****a)** |
| 5. She has got (1) ... terrible (2) … headache. a) a b) … c) the  | Сравнивает употребление артиклей | **2 балла****(1) a)****(2) b)** |
| 6. I like these posters on the wall. … are interesting.a) it b) they c) we | Понимает значение местоимений | **1 балл****b)** |
| 7. Where is the cheese ….was in the fridge?a)who b)that c)whose | - понимает структуру построения сложного предложения и употребление союзов. | **2 балла** **b)** |
| 8. How much … they spend in Germany last month?a) do b) did c) will | Понимает использование формы настоящего, прошедшего и будущего времени | **1 балл****b)** |
| 9…..he buy milk yesterday?a)Was b)Did c)Have  | - понимает структуру простого предложения (вопросительного) | **1 балл****b)** |
| 10. It (not cost) so much.a) isn’t b) don’t c) doesn’t | Понимает использование формы настоящего, прошедшего и будущего времени | **1 балл****c)** |
| 11.He woke up, dressed, ……breakfast and left home.a)have b) had c) and | - понимает структуру простого предложения  | **1 балл****b)** |
| 12. Kevin goes in for sport. … plays football.a) he b) I c) she | Понимает значение местоимений | **1 балл****a)** |
| 13.Tom is the …..student in the class.a) good b) best c) goodest  | Ориентируется в трех степенях сравнения прилагательных, как простых, так и сложных | **1 балл****b)** |
| 14. I \_\_\_\_\_\_\_\_ to the city once a week.a) went b) go c) goes | Понимает использование формы настоящего, прошедшего и будущего времени | **1 балл****b)** |
| 15. … they come tomorrow?a) do b) did c) will | Понимает использование формы настоящего, прошедшего и будущего времени | **1 балл****c)** |
| 16. We’ll go for a walk if … weather is fine. a) a b) … c) the  | Сравнивает употребление артиклей | **1 балл****c)** |
| 17. a lot of \_\_\_\_\_\_\_ (money)a) monies b) money c) moneys | Образует множественное число существительных в соответствие с правилом | **1 балл****b)** |
| 18. Ann \_\_\_\_\_\_\_ to speak English.a) wanted b) wants c) want | Понимает использование формы настоящего, прошедшего и будущего времени | **1 балл****b)** |
| 19. The bird has flown …..the window. a)over b)across c) through  | Ориентируется в многообразии предлогов | **1 балл****c)** |
| 20. He lives on the …..a)two floor b) second floor c)floor number two | Ориентируется в формах порядковых числительных | **1 балл****b)** |
| **Часть 2. Работа с текстом, ответы на вопросы.** |
| 1. What is the coldest season of the year? | Отвечает на вопросы по прочитанному, сравнивая времена года. | **2 балла****The coldest season of the year is winter.** |
| 2. How can you describe the weather of autumn? | Отвечает на вопросы по прочитанному, сравнивая времена года. | **2 балла** **The weather is changeable. It often rains.** |
| 3. What is the hottest season of the year? | Отвечает на вопросы по прочитанному, сравнивая времена года. | **2 балла****The hottest season of the year is summer.** |
| 4. What are the weather conditions of spring? | Отвечает на вопросы по прочитанному, сравнивая времена года. | **2 балла****The weather conditions of spring are fine. It is warm. Sometimes it rains but usually the sun shines brightly.** |
| 5. What can we do in our free time in winter? | Отвечает на вопросы по прочитанному, сравнивая времена года. | **2 балла****In our free time in winter we can go skating and skiing.** |
| **Часть 3. Работа с текстом, заполнение пропусков в тексте.** |
| 1. a *(1) \_\_\_\_\_\_\_\_\_*figure
 | Выбирает необходимую информацию в тексте по теме «Биография. Качества личности», понимая логико-смысловые связи текста. | **3 балла****slim** |
| 1. *(2)* \_\_\_\_\_\_\_\_ with very long

legs. | Выбирает необходимую информацию в тексте по теме «Биография. Качества личности», понимая логико-смысловые связи текста. | **3 балла****tall** |
| 1. attractive *(3)* \_\_\_\_\_\_face
 | Выбирает необходимую информацию в тексте по теме «Биография. Качества личности», понимая логико-смысловые связи текста. | **3 балла****heart-shaped** |
| 1. *(4)* \_\_\_\_\_\_ eyes
 | Выбирает необходимую информацию в тексте по теме «Биография. Качества личности», понимая логико-смысловые связи текста. | **3 балла****sparkling** |
| 1. *(5)* \_\_\_\_\_\_nose
 | Выбирает необходимую информацию в тексте по теме «Биография. Качества личности», понимая логико-смысловые связи текста. | **3 балла****straight** |
| 1. *(****6)*** \_\_\_\_\_\_\_\_blond hair
 | Выбирает необходимую информацию в тексте по теме «Биография. Качества личности», понимая логико-смысловые связи текста. | **3 балла****shoulder-length** |
| 1. a very *(7)* \_\_\_\_\_\_ businesswoman
 | Выбирает необходимую информацию в тексте по теме «Биография. Качества личности», понимая логико-смысловые связи текста. | **3 балла****successful** |
| 1. very *(8)* \_\_\_\_\_\_\_\_\_\_\_\_\_\_
 | Выбирает необходимую информацию в тексте по теме «Биография. Качества личности», понимая логико-смысловые связи текста. | **3 балла****generous** |
| 1. Claudia is *(9* \_\_\_\_\_\_\_\_\_\_\_\_
 | Выбирает необходимую информацию в тексте по теме «Биография. Качества личности», понимая логико-смысловые связи текста. | **3 балла****sociable** |
| 1. most of all *(10)* \_\_\_\_\_\_\_\_\_\_
 | Выбирает необходимую информацию в тексте по теме «Биография. Качества личности», понимая логико-смысловые связи текста. | **3 балла****intelligent** |

**3. Комплект оценочных средств для организации контроля и оценки в форме зачета (6 семестр).**

**3.1. Паспорт комплекта оценочных средств.**

 Промежуточный контроль освоения учебной дисциплины осуществляется в форме зачета.

**3.2. Организация контроля и оценки в ходе зачета**

Зачет предполагает выполнение трех заданий.

Часть 1. Работа с текстом (просмотровое чтение).

Часть 2. Работа с текстом, ответы на вопросы (поисковое чтение).

Условием положительной аттестации на зачете является положительная оценка усвоения всех знаний и освоения всех умений по всем контролируемым показателям.

**3.3. Контрольно-измерительные материалы для оценки сформированности освоенных знаний и умений в ходе зачета.**

**Часть 1. Работа с текстом (просмотровое чтение).**

***1. Read the text given below.***

***Getting fat or keeping fit?***

Some people want to get fat – Japanese Sumo wrestlers, for example. Their typical meal is called *chankonabe*, a mixture of rice, meat and vegetables. It’s healthy, but it has a lot of calories.

It’s difficult to throw a very heavy man to the floor! This is why Sumo wrestlers eat a lot of food and go to bed straight after eating. Some Sumo wrestlers weigh 250 kilograms, a few of them even 280 kilograms!

But most people want to keep their weight down. In Britain and the USA, doctors are worried that a lot of teenagers are overweight.

They often eat unhealthy food and spend a lot of time sitting in front of the television or the computer.

Here’s some advice:

- Have some vegetables or some fruit in every meal. Tomatoes are great!

- Eat five small meals a day instead of two or three large meals.

- It’s a good idea to eat snacks, but don’t eat a lot of sugar. Have some bread, an apple, some grapes or a carrot.

- Don’t eat fried food very often. Have some rice or some pasta instead.

- Drink a lot of water. If you want a sweet drink, have some fruit juice.

- Do some exercise every day. Exercise burns off the calories and makes you fit. So come on – get up and ride your bike, swim, run, go for walks!

- Finally, remember – there’s no need to be skinny! Enjoy your food and have fun when you’re exercising.

***a) Answer the questions:***

1. What kind of food do Sumo wrestlers usually eat? Why?

2. Why are many teenagers in the UK and USA overweight?

3. How much do Sumo wrestlers weigh?

***b) Choose the key words (different parts of speech) for each piece of advice given in the text:***

- nouns,

- verbs,

- adjectives.

**Часть 2. Работа с текстом, ответы на вопросы (поисковое чтение).**

***2. Read the text given below.***

***Voices of India***

India has an incredible number of different languages. There are 22 major languages and over 1.600 regional dialects or varieties of those languages. Hindi is the official language of India and has more than 250 million speakers, but many people don’t speak the official language at all.

Traditionally, the language that people learnt and spoke depended on where they lived. For example, people who lived in Assam region of India spoke Assamese, though now people there may speak Hindi or Bengali, or even English!

Some of the Indian languages are extremely old. One of the earliest known written scripts in the world came from India. It is called Harapan and it has pictures like Egyptian hieroglyphs. The problem is that nobody can read or understand Harapan today.

Sanskrit is also an ancient language. Some of the written stories in Sanskrit are more than 5.000 years old. But Sanskrit is almost a dead language as few people actually speak it today – there are only around 200 thousand people who can speak Sanskrit well.

These days, English is very widely spoken, especially in government and education, and it is sometimes called the working language of India. Although people have many different mother tongues, English is often the second language which is acquired once formal education begins.

But English is not the dominant language in every aspect of Indian life. In homes across the country, hundreds of very old dialects are being passed on from generation to generation. Outside the home, films are being produced, and newspapers and books are being written in all the major languages, and over 50 languages are taught in schools.

***a) Answer the questions:***

1. How many major languages are there in India?

2. How many languages are taught in Indian schools?

3. What is the official language of India?

4. Do all people in India speak the official language?

5. What does the language people learn depend on? Give examples.

6. Is English widespread now? In what spheres?

7. Is English a mother tongue for Indians?

8. English is not the dominant language in Indian life, isn’t it?

9. Do many people today can speak Sanskrit well?

10. What is the main problem of using Harapan nowadays?

**3.4. Пакет экзаменатора.**

|  |
| --- |
| **Условия выполнения задания**1. Место (время) выполнения задания – на учебном занятии.2. Максимальное время выполнения задания: 90 минут. |

 Зачёт состоит из двух частей.

 Первая часть — письменная работа с текстом. Учащиеся должны прочитать текст и ответить на 3 вопроса по нему, подбирая ключевые слова к пунктам плана.

 Максимальное количество баллов за задание – 50

 Вторая часть – письменная работа с текстом. Учащиеся должны прочитать текст и ответить на 10 вопросов по нему, используя информацию из текста.

Максимальное количество баллов за данное задание — 50

Общее количество баллов за выполнение всех заданий:

100-65 баллов- «зачет»;

меньше 65 баллов — «не зачет».

Оборудование: бумага, ручки, словари.

Методическое обеспечение: тексты заданий (1 вариант).

|  |  |  |
| --- | --- | --- |
| **Задания (номер)** |  **Предмет(ы) оценивания** | **Критерии оценки** |
| **Часть 1.** **Работа с текстом.** |
| 1. What kind of food do Sumo wrestlers usually eat? Why? | - отвечает на вопросы по тексту, подбирая ключевые слова к пунктам плана. | **Sumo wrestlers usually eat chankonabe because it’s healthy, but it has a lot of calories.****8 балла** |
| 2. Why are many teenagers in the UK and USA overweight? | - отвечает на вопросы по тексту, подбирая ключевые слова к пунктам плана. | **Many teenagers in the UK and USA are overweight because they often eat unhealthy food and spend a lot of time sitting in front of the television or the computer.****8 балла** |
| 3. How much do Sumo wrestlers weigh? | - отвечает на вопросы по тексту, подбирая ключевые слова к пунктам плана. | **Some Sumo wrestlers weigh 250 kilograms, a few of them even 280 kilograms.****8 балла** |
|  |  |  |
| - nouns | - отвечает на вопросы по тексту, подбирая ключевые слова к пунктам плана. | **Vegetables, fruit, meal, tomatoes, snacks, sugar, bread, apple, grapes, carrot, food, rice, pasta, water, juice exercise, calories.****12 баллов** |
| - verbs | - отвечает на вопросы по тексту, подбирая ключевые слова к пунктам плана. | **Eat, drink, burn off, get up, ride, swim, run, go (for walks), are exercising.****9 баллов** |
| - adjectives | - отвечает на вопросы по тексту, подбирая ключевые слова к пунктам плана. | **Fried, sweet, fruit, fit, skinny.****5 баллов** |
|  |  |  |
| **Часть 2.** **Работа с текстом.** |
| 1. How many major languages are there in India? | - отвечает на вопросы, используя информацию из текста. | **There are 22 major languages in India.****5 баллов** |
| 2. How many languages are taught in Indian schools? | - отвечает на вопросы, используя информацию из текста. | **Over 50 languages are taught in Indian schools.****3 балла** |
| 3. What is the official language of India? | - отвечает на вопросы, используя информацию из текста. | **Hindi is the official language of India.****5 баллов** |
| 4. Do all people in India speak the official language? | - отвечает на вопросы, используя информацию из текста. | **No, they don’t. Many people don’t speak the official language at all.****5 баллов** |
| 5. What does the language people learn depend on? Give examples. | - отвечает на вопросы, используя информацию из текста. | **Traditionally, the language that people learnt and spoke depended on where they lived. For example, people who lived in Assam region of India spoke Assamese, though now people there may speak Hindi or Bengali, or even English!****5 баллов** |
| 6. Is English widespread now? In what spheres? | - отвечает на вопросы, используя информацию из текста. | **These days, English is very widely spoken, especially in government and education, and it is sometimes called the working language of India.** **5 баллов** |
| 7. Is English a mother tongue for Indians? | - отвечает на вопросы, используя информацию из текста. | **No, it isn’t.** **English is not a mother tongue for Indians.** **5 баллов** |
| 8. English is not the dominant language in Indian life, isn’t it? | - отвечает на вопросы, используя информацию из текста. | **English is not the dominant language in every aspect of Indian life.****5 баллов** |
| 9. Do many people today can speak Sanskrit well? | - отвечает на вопросы, используя информацию из текста. | **No, they don’t. There are only around 200 thousand people who can speak Sanskrit well.****5 баллов** |
| 10. What is the main problem of using Harapan nowadays? | - отвечает на вопросы, используя информацию из текста. | **The problem main problem is that nobody can read or understand Harapan today.** **5 баллов** |

**4. Комплект оценочных средств для организации контроля и оценки в форме экзамена (7 семестр).**

**4.1. Паспорт комплекта оценочных средств.**

Промежуточный контроль освоения учебной дисциплины осуществляется в форме экзамена (7 семестр). Проверка выполняется текущим контролем.

**4.1.1. Показатели оценки освоенных знаний и умений**

|  |  |  |
| --- | --- | --- |
| **Результаты (освоенные умения и усвоенные знания)** | **Основные показатели оценки результата** | **Задания экзамена** |
| В результате освоения учебной дисциплины обучающийся должен уметь:- общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы: |  |  |
| **Представление себя.** | **1 вопрос:** составляет связный текст (о семье, себе, рабочем или выходном дне) с использованием ключевых слов в соответствии с предложенной ситуацией (с предварительной подготовкой)представляет устное сообщение на заданную тему (с предварительной подготовкой)беседует по теме, используя элементы описания, повествования и рассуждения по данной теме.**2 вопрос:** а) читает текст, определяет его содержание по знакомым лексическим единицам, интернациональным словам, географическим названиям и т.п.,б) распознает значение слов по контексту или при помощи словаря, переводит текст.в) отвечает на вопросы по тексту, опираясь на знания изученных грамматических конструкций, структур и лексических единиц. | **Билет № 1**1. Speak on your childhood memories.**Билет № 2**1. Comment on what you usually do on week days.**Билет № 3**1. Speak on your eating habits. 2. Read the text «My daily programme» and answer the questions. Read the text «Our family» and answer the questions.  |
| **Качества личности.** | **1 вопрос:** составляет связный текст (о своей внешности, внешности друга, описывает черты характера) с использованием ключевых слов и соответствии с предложенной ситуацией (с предварительной подготовкой)представляет устное сообщение на заданную тему (с предварительной подготовкой)беседует по теме, используя элементы описания, повествования и рассуждения по данной теме.**2 вопрос:** читает текст, определяет его содержание по знакомым лексическим единицам, интернациональным словам, географическим названиям и т.п.,распознает значение слов по контексту или при помощи словаря, переводит текст.отвечает на вопросы по тексту, опираясь на знания изученных грамматических конструкций, структур и лексических единиц. | **Билет № 2**1. Comment on what you usually do on week days.2. Read the text «My friend» and answer the questions. |
| **Жилище англичанина.** | **1 вопрос:** составляет связный текст (о своей квартире (здание, обстановка, условия жизни, мебель)) с использованием ключевых слов в соответствии с предложенной ситуацией (с предварительной подготовкой)представляет устное сообщение на заданную тему (с предварительной подготовкой)беседует по теме, используя элементы описания, повествования и рассуждения по данной теме.  | **Билет № 7**1. Speak on types of dwellings in the UK.**Билет № 10**1. Describe your flat. Do you think it’s comfortable?  |
| **Охрана окружающей среды.** | **2 вопрос:** читает текст, определяет его содержание по знакомым лексическим единицам, интернациональным словам, географическим названиям и т.п.,распознает значение слов по контексту или при помощи словаря, переводит текст.отвечает на вопросы по тексту, опираясь на знания изученных грамматических конструкций, структур и лексических единиц. | **Билет № 14.**2.Read the text «Climate in Great Britain» and answer the questions.  |
| **Свободное время.**  | **2 вопрос:** читает текст, определяет его содержание по знакомым лексическим единицам, интернациональным словам, географическим названиям и т.п.,распознает значение слов по контексту или при помощи словаря, переводит текст.отвечает на вопросы по тексту, опираясь на знания изученных грамматических конструкций, структур и лексических единиц.  | **Билет № 4**Read the text «My daily programme» and answer the questions.  |
| **Путешествия.** | **1 вопрос:** составляет связный текст (о любви человека к перемене мест, называет причины, почему люди путешествуют и как они путешествуют) с использованием ключевых слов в соответствии с предложенной ситуацией (с предварительной подготовкой)представляет устное сообщение на заданную тему (с предварительной подготовкой)беседует по теме, используя элементы описания, повествования и рассуждения по данной теме.**2 вопрос:** читает текст, определяет его содержание по знакомым лексическим единицам, интернациональным словам, географическим названиям и т.п.,распознает значение слов по контексту или при помощи словаря, переводит текст.отвечает на вопросы по тексту, опираясь на знания изученных грамматических конструкций, структур и лексических единиц. | **Билет № 5**2. Read the text « Travelling and holidays» and answer the questions.**Билет № 10**1. How do people travel? |
| **Здоровый образ жизни.**  | **2 вопрос:** читает текст, определяет его содержание по знакомым лексическим единицам, интернациональным словам, географическим названиям и т.п.,распознает значение слов по контексту или при помощи словаря, переводит текст.отвечает на вопросы по тексту, опираясь на знания изученных грамматических конструкций, структур и лексических единиц. | **Билет № 12.**Read the text «Sport and Olympic Games» and answer the questions.**Билет № 13.**Read the text «Sport» and answer the questions.  |
| **Страны и континенты.**  | **1 вопрос:** составляет связный текст (об иноязычных праздниках, показывает овладение национально-культурной спецификой страны изучаемого языка) с использованием ключевых слов в соответствии с предложенной ситуацией (с предварительной подготовкой)представляет устное сообщение на заданную тему (с предварительной подготовкой)беседует по теме, используя элементы описания, повествования и рассуждения по данной теме.**2 вопрос:** читает текст, определяет его содержание по знакомым лексическим единицам, интернациональным словам, географическим названиям и т.п.,распознает значение слов по контексту или при помощи словаря, переводит текст.отвечает на вопросы по тексту, опираясь на знания изученных грамматических конструкций, структур и лексических единиц.  | **Билет № 6**Read the text « Christmas in Great Britain» and answer the questions.**Билет № 14.**1. Speak on traditions of celebrating holidays in the UK.**Билет № 15.**1. What do you know about Christmas traditions in Great Britain?**Билет № 16.**1. Comment on Easter traditions in Great Britain.**Билет № 17.**1. Comment on Guy Fawkes traditions in Great Britain.  |
| **Межкультурное общение.** | **2 вопрос:** читает текст, определяет его содержание по знакомым лексическим единицам, интернациональным словам, географическим названиям и т.п.,распознает значение слов по контексту или при помощи словаря, переводит текст.отвечает на вопросы по тексту, опираясь на знания изученных грамматических конструкций, структур и лексических единиц. | **Билет № 2**2. Read the text «English as the World language» and answer the questions  |
| **Образование.**  | **1 вопрос:** составляет связный текст (о системе образования России и Великобритании) с использованием ключевых слов в соответствии с предложенной ситуацией (с предварительной подготовкой)представляет устное сообщение на заданную тему (с предварительной подготовкой)беседует по теме, используя элементы описания, повествования и рассуждения по данной теме.**2 вопрос:** читает текст, определяет его содержание по знакомым лексическим единицам, интернациональным словам, географическим названиям и т.п.,распознает значение слов по контексту или при помощи словаря, переводит текст.отвечает на вопросы по тексту, опираясь на знания изученных грамматических конструкций, структур и лексических единиц. | **Билет № 3**2. Read the text «Education in Great Britain» and answer the questions.**Билет № 4**1. Comment on the system of education in Russia.**Билет № 5**1. Comment on the system of education in the UK.**Билет № 8**2. Read the text «The British Education System» and answer the questions.  |
| **Профессии.**  | **1 вопрос:**составляет связный текст (о профессии учителя, воспитателя) с использованием ключевых слов в соответствии с предложенной ситуацией (с предварительной подготовкой)представляет устное сообщение на заданную тему (с предварительной подготовкой)беседует по теме, используя элементы описания, повествования и рассуждения по данной теме. **2 вопрос:** читает текст, определяет его содержание по знакомым лексическим единицам, интернациональным словам, географическим названиям и т.п.,распознает значение слов по контексту или при помощи словаря, переводит текст.в) отвечает на вопросы по тексту, опираясь на знания изученных грамматических конструкций, структур и лексических единиц.  | **Билет № 6**Speak on pros and cons of being a teacher.**Билет № 11.**Read the text «My foreign language teacher» and answer the questions.  |
| **Роль средств массовой информации.** | **1 dопрос:** составляет связный текст (о СМИ) c использованием ключевых слов в соответствии с предложенной ситуацией (с предварительной подготовкой)представляет устное сообщение на заданную тему (с предварительной подготовкой)беседует по теме, используя элементы описания, повествования и рассуждения по данной теме. **2 dопрос:** читает текст, определяет его содержание по знакомым лексическим единицам, интернациональным словам, географическим названиям и т.п.,распознает значение слов по контексту или при помощи словаря, переводит текст.отвечает на вопросы по тексту, опираясь на знания изученных грамматических конструкций, структур и лексических единиц.  | **Билет №6**. Speak about the role of Mass media in our life.**Билет №11.** 2. Read the text «The Hollywood Story» |
| **Искусство.**  | **2 вопрос:** читает текст, определяет его содержание по знакомым лексическим единицам, интернациональным словам, географическим названиям и т.п.,распознает значение слов по контексту или при помощи словаря, переводит текст.отвечает на вопросы по тексту, опираясь на знания изученных грамматических конструкций, структур и лексических единиц. | **Билет № 16.**2.Read the text «London Art Galleries» and answer the questions.**Билет № 17.**2. Read the text «Christopher Wren» and answer the questions.  |
| *В результате освоения учебной дисциплины обучающийся должен знать:**лексический (1200-1400 лексических единиц) и грамматический минимум, необходимый для чтения ин. текстов профессиональной направленности.**Грамматический минимум включает основные грамматические темы:* |
| Имя существительное. | - владеет правилом употребления артиклей,- образует множественное число существительных всоответствии с правилом. | Вопрос № 1, 2 в билетах. |
| Имя прилагательное.  | - владеет правилом употребления степеней сравнения прилагательных и наречий. | Вопрос № 1, 2 в билетах. |
| Глагол.  | - понимает использование формы настоящего, будущего и прошедшего времени глагола, приводя примеры употребления | Вопрос № 1, 2 в билетах. |
| Местоимения.  | - понимает значение местоимений | Вопрос № 1, 2 в билетах. |
| Имя числительное.  | - понимает употребление числительных. | Вопрос № 1, 2 в билетах. |
| Предлоги.  | - владеет правилами употребления предлогов. | Вопрос № 1, 2 в билетах. |
| Простые предложения. | - понимает структуру простого предложения, приводя примеры повествовательного, вопросительного, отрицательного предложений. | Вопрос № 1, 2 в билетах. |
| Сложные предложения.  | - понимает структуру построения сложного предложения и употребление союзов. | Вопрос № 1, 2 в билетах. |
| Пассивный залог. | - понимает правила образования и употреблениястрадательного залога. | Вопрос № 1, 2 в билетах. |

**4.2. Организация контроля и оценки в ходе экзамена**

Экзамен проводится в устной форме.

Билет содержит два задания:

1. Сделайте устное сообщение.

2. Прочитайте текст и дайте ответы на вопросы

**4.3. Контрольно-измерительные материалы для оценки сформированности освоенных знаний и умений в ходе экзамена.**

1. Сделайте устное сообщение.

**Билет № 1**

1. Speak on your childhood memories.

2. Read the text «The subjects we did at school» and answer the questions.

**Билет № 2**

1. Comment on what you usually do on week days.

2. Read the text «English as the World language» and answer the questions

**Билет № 3**

1. Speak on your eating habits.

2. Read the text «Education in Great Britain» and answer the questions.

**Билет № 4**

1. Comment on the system of education in Russia.

2. Read the text «My daily programme» and answer the questions.

**Билет № 5**

1. Comment on the system of education in the UK.

2. Read the text « Travelling and holidays» and answer the questions.

**Билет № 6**

1. Speak about the role of Mass media in our life.

2. Read the text « Christmas in Great Britain» and answer the questions.

**Билет № 7**

1. Speak on types of dwellings in the UK.

2. Read the text «Our family» and answer the questions.

**Билет № 8**

1. Speak on types of travelling people prefer to have.

2. Read the text «The British Education System» and answer the questions.

**Билет № 9**

1. Speak on a tradition (traditions) of celebrating holidays in the UK.

2. Read the text «My school» and answer the questions.

**Билет № 10**

1. Describe your flat. Do you think it's comfortable?

2. Read the text «My friend» and answer the questions.

**Билет 11**

1. How do people travel?

2. Read the text «The Hollywood Story» and answer the questions.

**Билет 12**

1. How do computers help people nowadays?

2. Read the text «The British Education System» and answer the questions.

**Билет 13**

1. Speak on pros of using WW net.

2. Read the text «Travelling and Holidays» and answer the questions.

**Билет № 15.**

What do you know about Christmas traditions in Great Britain?

**Билет № 16.**

Comment on Easter traditions in Great Britain.

**Билет № 17.**

1. Comment on Guy Fawkes traditions in Great Britain.

2. Прочитайте текст и дайте ответы на вопросы

**The Subjects We Did at School**

We did quite a lot of subjects at school. They were: Physics, Mathematics, Biology, Russian Literature, Chemistry, English, History of this country and many other subjects.

My favourite subjects were Literature, History, English.

Most of all I liked English. I read English books, tried to translate some stories from newspapers from English into Russian and vice versa.

I had some English handbooks and they were of great help to me when I studied English Grammar and did some exercises. At our English lessons we read quite a lot of dull texts from our textbooks.

But in my view, written texts and textbooks are not important. The best way to improve your language skills and habits is to work at a language laboratory.

But there was no good language laboratory at our school. And I spent plenty of time at home listening to the tapes, imitating the sounds and intonations of the native speakers of English.

I was working hard at my pronunciation because my teacher said that it was my weak point. Sometimes I spoke English with my friends after classes and they said I was making good progress in the language.

Nowadays, it's impossible to do without foreign languages because of expanding economic, cultural ties of this country with other countries of the world. Besides, one can't be a learned and well-educated person if he doesn't know at least one foreign language.

As for me, I'd like to read English and American Literature, to understand it without resorting to anybody's help.

**Questions:**

1. What subjects did you do at school?

2. What subjects didn't you like? Why?

3. What was the most difficult subject?

4. What was the easiest subject?
5. What was your favourite subject?
6. What is the best way to improve your language skills?
7. Do you like your school?

**The British Education System**

Today English is the language of the world. It is only in the course of the last hundred years that English has become a world language. In Shakespeare's time it was a «provincial» language of secondary importance with only 6 million native speakers. Nowadays over 300 million people speak it as a mother tongue.

English is the official language of the United Kingdom of Great Britain and Northern Ireland, of the United States of America, of Australia and New Zealand. It is used as one of the official languages in Canada, the Republic of South Africa and the Irish Republic.

English is also spoken as a second language in the former British and US colonies. In a number of speakers (400 million) it is second only to Chinese.

English is the major international language of communication in such areas as science, technology and business. It is the language of literature, education, modem music, and international tourism. English is the major language of diplomacy, it is one of the official languages of the United Nation organization and other political organizations.

Russia is integrating into the world community and the problem of learning English for the purpose of communication is especially urgent today.

One should say that English is not an easy language to learn. There is a big problem of spelling, of the large number of exceptions to any rule. This language is very idiomatic and the prepositions are terrible. English is one of those languages which may seem easy in the beginning, but then the bridge between basic knowledge and mastery takes a long time to cross. But if you cross this bridge it will give you great satisfaction. You will be able to speak to people from other countries, to read foreign authors in the original, which makes your outlook wider. To know English today is absolutely necessary for every educated man, for every good specialist.

**Questions:**1. It is easy to learn foreign languages?
2. Which language in the world is spoken by most people?
3. When did you begin learning English?
4. What was the process of learning?
5. Why is English not an easy language to learn?
6. Why is it necessary to learn English?
7. What advantages have the people who know foreign languages?

**Education in Great Britain**

All British children must stay at school from the age of 5 until they are sixteen. Many of them stay longer and take school-leaving exams when they are 18. Before 1965, all pupils of state schools had to go through special intelligence tests and went to secondary schools of different types (grammar, technical, modern) according to the results of these tests. Grammar schools provided academic education for the best, technical schools offered technical or commercial courses, and at a modern school one could learn some trade.

Nowadays schools of these types still exist, but the most popular type is comprehensive school introduced in 1965. Schools of this type have physics, maths, chemistry, languages, geography, biology, history and art, as well as commercial and domestic courses. There are many private schools which the state does not control. In Britain they are called 'public schools' and charge fees for educating children. Many of them are boarding schools where pupils live during the term time.

At the age of 16 pupils take General Certificate of Secondary Education exams in several subjects. After that they can try to get a job, go to college of further education, or stay at school for another 2—3 years. If they stay at school after 16, or go to a college of further education, they take school-leaving A-level exams at the age of 18. After that, they may choose to go to a university or a college of higher education.

There are about 180 higher educational establishments in the UK. After three years at a university or college of higher education, they may receive the Bachelor's degree; getting the Master's degree will take another 2 or 3 years. Most students in Great Britain live away from home, in flats or halls of residence. To pay for education, many students have to work in the evening and during their summer vacations.

University life is considered an experience. The exams are competitive but the social life and living away from home are also important. The social life at universities and colleges is usually excellent, with a lot of clubs, parties and concerts.

**Questions:**

1. Must British children stay at school till they are 16?
2. Is there an intelligence tests now?
3. How were secondary schools subdivided?
4. Does state control public schools?
5. After passing General Certificate of Secondary Education exams you can work, go to a college of further education or continue education at school. Is it true?
6. Can you go to a university or a college of further education after passing school-leaving A-level?
7. Graduates of a university can get the Bachelor's or Master's degree. Is it true?

**My Daily Programme**

My every day activities are quite routine. On weekdays the alarm clock wakes me up and my working day begins. I usually get up at 7 o'clock. If it is spring or summer I jump out of bed, run to the window and open it wide to let the fresh morning air in. I do my morning exercises, wash, clean my teeth and comb my hair. Then I have breakfast. For breakfast I usually have toasted bread, bacon and eggs, tea or coffee and some jam. While I am having breakfast, I switch on the radio and listen to the news.

It takes me 10 minutes to get to my college. College starts at 8.30 and I have lessons till 3.20 p.m. I usually have 8 lessons a day. I return home and take a short rest and I have lunch at 4p.m.

After doing my homework I go for a walk with my friends. I often play chess with them. I am a member of a chess club. Sometimes we go to the cinema or the theatre but not very often. In summer I like to get out more, so in the evenings I go to the tennis court for a few sets of tennis, or take out my bike for a run in the country.

My parents usually return home at 7 o'clock p.m. We have dinner at 7.30. As usual dinner consists of soup, fish or roast chicken, potatoes, vegetables and dessert. After dinner we go to the sitting room. There we read books, newspapers and magazines, watch TV, chat with the friends on the phone.

On Sunday I attend preparatory courses at the University. I leave home at 9.30 a.m and come back at 5 p.m.

At 10 o'clock I take a shower, brush my teeth and go to bed. I fall asleep fast and have no dreams.

**Questions:**

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 your college?
5. When does your college begin?
6. How long does it last?
7. What do you usually do in the evenings?

**Travelling and Holidays**

Modern life is impossible without travelling. Thousands of people travel every day either on business or for pleasure. They can travel by air, by rail, by sea or by road.

Of course, travelling by air is the fastest and the most convenient way, but it is the most expensive too. Travelling by train is slower than by plane, but it has its advantages. You can see much more interesting places of the country you are travelling through.

Modern trains have very comfortable seats. There are also sleeping cars and dining cars which make even the longest journey enjoyable. Speed, comfort and safety are the main advantages of trains and planes. That is why many people prefer them to all other means.

Travelling by sea is very popular. Large ships and small river boats can visit foreign countries and different places of interest within their own country.

As for me, I prefer travelling by car. I think it's very convenient. You needn't reserve tour tickets. You needn't carry heavy suitcases. You can stop wherever you wish, and spend at any place as much time as you like.

Every year my friend and I go somewhere to the South for holidays. The Black Sea is one of the most wonderful places which attracts holiday-makers all over the world. There are many rest-homes, sanatoriums and tourist camps there.

But it is also possible to rent a room or a furnished house for a couple of weeks there. Sometimes, we can place ourselves in a tent on the sea shore enjoying fresh air and the sun all day long.

As a rule, I make new friends there. In the day-time we play volley-ball, tennis, swim in the warm water of the sea and sunbathe. In the evening I like to sit on the beach watching the sea and enjoying the sunset. I'm fond of mountaineering. So I do a lot of climbing together with my friends. Time passes quickly and soon we have to make our way back. We return home sunburnt and full of impressions.

 **Questions:**

1. Why is modern life impossible without travelling?
2. What is the fastest and the most convenient way of travelling?
3. Why is travelling by sea very popular?
4. Why is travelling by car very convenient?
5. Where do you go every year?
6. Where do you make new friends?

7. How do you and your friends spend free time?

**Christmas in Great Britain**

For most British families, this is the most important festival of the year. This is the day when many people are travelling home to be with their families on Christmas Day. If you try to catch a train on 24th December you may have difficulty in finding a seat.

There are a lot of traditions connected with Christmas but the most important one is the giving of presents. Family members wrap up their gifts and leave them at the bottom of the Christmas tree to be bound on Christmas morning.

At some time on Christmas Day the family will sit down to a big turkey dinner followed by Christmas pudding.

In the afternoon they may watch the Queen on the television as she delivers her traditional Christmas message to the United Kingdom and Commonwealth. Then they enjoy a piece of Christmas cake or eat a hot mince pie.

On the Sunday before Christmas many churches hold a service where special hymns are sung. Sometimes singers can be heard on the streets as they collect money for charity.

Most families decorate their houses with brightly-coloured paper or holly, and they usually have a Christmas tree in the corner of the room, glittering with coloured lights and decoration. 26th December is also a public holiday, called Boxing Day.

This is the time to visit friends and relatives or be a spectator at one of the many sporting events.

Everyone in Great Britain is waiting and enjoying this holiday very much!

**Questions:**

1. What is the most important festival in Great Britain?
2. Is it difficult to catch a train on 24th December?
3. Are there many traditions connected with Christmas in Great Britain?
4. What do the family do during this holiday?
5. Do you like the way Christmas is celebrated in Great Britain?

6. When do the British celebrate Boxing Day?

7. Do you and your family celebrate Christmas?

**Our Family**

Let me introduce myself. My name is Kate. At the moment I am a student of College. My parents are not old at all. Father is 45 years old, and Mother is 42 My father works at a big plant as an engineer. He is a good-looking man, tall, handsome, with dark-brown hair just beginning to go grey. By character my father is a quite man, a little unpractical while my mother is energetic and talkative. She is very attractive, a beautiful woman with large blue eyes and fair hair. My mother is a teacher of music and plays the piano very well. She always has a lot of work to do about the house, and we all help her. She manages her house very well. My mother is kind and gentle, very practical and full of common sense.

Besides me, my parents have two more children. Thus I have got a brother and a sister. My brother, whose name is Michael, is 23 years. He is a builder. Michael is married and has a family of his own. He has a wife and two children - a son and a daughter. They are twins. They are as like as two peas. It means I have a niece and a nephew.

My younger sister Helen is only She is a lovely little girl with golden hair and dark blue eyes. She is always full of joy. Helen does well at school and gets only good and excellent marks. She loves music and dancing and she sings prettily. She is like a ray of sunshine in the house.

Our family is very united. We like to spend time together watching TV, listening to music or just talking about the events of the day. Our parents don't always agree to what we say but they listen to our opinion.

All of us like to spend our weekends out of town. We often go to the village where our grandparents live. They are old-age pensioners now but prefer to live in the country.

I also have many other relatives: uncles, aunts, cousins and many friends. We are happy when we are together.

**Questions:**

1. What are your parents?
2. Are you the only child in the family?
3. How old is your brother (sister)?
4. What is your sister's (brother's) occupation?
5. Have you any other close relatives?
6. What kind of family have you got?

7.How many children would you like to have?

**The British Education System**

All state schools in Britain are free, and schools provide their pupils with books and equipment for their studies.

Nine million children attend 35.000 schools in Britain. Education is compulsory from 5 till 16 years. Parents can choose to send their children to a nursery school or a pre-school playgroup to prepare them for the start of compulsory education.

Children start primary school at 5 and continue until they are 11. Most children are taught together, boys and girls in the same class. At 11 most pupils go to secondary schools called comprehensives which accept a wide range of children from all backgrounds and religious and ethnic groups. Ninety per cent of secondary schools in England, Scotland and Wales are co-educational.

At 16 pupils take a national exam called «G.C.S.E.» (General Certificate of Secondary Education) and then they can leave school if they wish. This is the end of compulsory education.

Some 16-year-olds continue their studies in the sixth form at school or at a sixth form college. The sixth form prepares pupils for a national exam called «A» level (advanced level). You need «A» level to enter a university.

Other 16-year-olds choose to go to a college of further education to study for more practical (vocational) diplomas relating to the world of work, such as hairdressing, typing or mechanics.

Universities and colleges of higher education accept students with «A» levels from 18. Students study for a degree which takes on average three years of full-time study.

Most students graduate at 21 or 22 and are given their degree at a special graduation ceremony.

**Questions:**

l. What do state schools in Britain provide their pupils with?
2. What can parents choose?
3. When do children start primary school?
4. When do pupils take a national exam called GCSE?
5. What prepares pupils for a national exam called «A» level?
6. How long do students study for a degree?
7. Whom do universities and colleges of higher education accept?

**My School**

My school was a three-storeyed building situated in one of the residential districts of our town. All the children from the neighbourhood went there because it was a walking distance from their homes. There was a sports ground behind the school-building and a green lawn with flower-beds in front of it.

The school was built a few years ago. That's why its classrooms were light and spacious. There were three large windows in each classroom with flower pots on the windowsills. It was pupils' (especially girls') responsibility to water the flowers. There were maps and portraits, tables and charts on the walls of the classrooms.

Our classroom was on the second floor. Its windows faced the school-yard. Our form was the only one at school who had a form-master, but not a form-mistress. He appeared to be a very kind and knowledgeable teacher who spared no time to take us to different places of interest and exhibitions. He taught us Russian and Russian literature.

We respected him very much. Our lessons began at eight o'clock in the morning and lasted till one thirty in the afternoon. We had six lessons a day. Every pupil had a day-book where the teachers wrote down the mark each pupil had earned for his answers. The teacher also wrote down the mark in the class register. When the teacher asked a question, the pupils who could answer it raised their hands, and the teacher called out one of them to answer the question.

The pupils were often called to the blackboard to do some exercises or to write some sentences. When they made mistakes, other pupils were called out to correct those mistakes or the teacher corrected them herself. After every lesson the teachers gave us some home assignments both written and oral. At the next lesson the teachers checked them up.

 **Questions:**

1. At which school did you study?
2. Where was your school situated?
3. Why did all the children from the neighborhood go to your school?
4. What was there behind the school-building and in front of it?
5. When was the school built?
6. On which floor was your classroom situated?
7. What kind of a man was your form-master?

**My Friend**

 I have a lot of friends. Most of them are my former schoolmates. But my best friend is Lena. She is 20. Lena isn't very tall, but she is pretty in her own way.

She has red curly hair and a turn-up nose. Lena wears spectacles and when spring comes there are plenty of freckles on her cheeks, forehead and nose. But all that doesn't make her plain or ugly. I like Lena because she is well-bred, jolly and kind.

She does well at college. My friend has a lot of books at home, and she buys them very often.

She says that the books are of great help any time and they always must be at her hand. Her idea is that it's much easier to have a library of her own comprising lots of books than to try keeping everything in her head. Lena goes in for sports and she is a member of our college basket-ball team. She is terribly quick and strong.

It's a pleasure to watch her playing basket-ball: while others are hopping about in the air she always gets under their feet and grabs the ball. I don't like people who are bored at everything and who never make the slightest effort to be pleasant. That's why my friend is Lena, the most amusing person in the world. She thinks everything is funny - even flunking an exam.

Lena is a sunny soul by nature and always takes the slightest excuse to be amused. My friend has an imagination and her own style.

Lena and me are good friends. We help each other a lot and try not to quarrel. But when sometimes it comes to quarrelling we try to make it up at once.

**Questions:**

1. How old is Lena?

2. Does she wear spectacles? Describe her appearance.
3. Does she do well at college?
4. Does Lena go in for sports?
5. Is she a member of the college basketball team?
6. Why is it a pleasure to watch her playing basketball?
7. Is Lena a sunny soul by nature? What makes you think so?

**The Hollywood story**

Why do many of America's film companies have offices and studios in Hollywood, California? Did you know it all started with an invitation to visit a farm?

The American film industry first began in the early 1890s in New York, the financial capital of America. The industry developed very quickly, as quickly as the technology developed. The first films were short, black and white and silent. As directors learnt more about filming, they made longer and longer films. Then they found a way to add sound to their films. Later came colour and, eventually, stereo sound and all the technically sophisticated movies we see today.

Back in the old days, when films first began, they were made in small studios or in the streets. Then, in 1907, a producer in Chicago was making a film called *The Count of Monte Cristo* and part of the film was set on the coast. He didn't want to build a film studio to look like a sea coast, he wanted the real thing. The producer had a friend who lived on a farm near the small town of Hollywood. This friend had invited the producer to visit him. So the producer took all his film crew and all his actors with him and they made part of the film 'onlocation' on the coast near Hollywood. The filmwas agreat success. After that many film companies cameto Hollywood to make films. The town got bigger andbiggerand many studios were built. Hollywood became thehome of the American film industry.

Hollywood offered an ideal climate and a varietyofsettings, or locations, such as deserts, mountains, villages, small sea-side towns and the city of Los Angeles. From the 1920s to 1950s, thousands of films were made there. However, from the late 1950s onwards, Hollywood became less popular because filmmakers started to go on location again. For example, after the 1950s, instead of making a Hollywood street look like a street in Beijing, the whole crew went to China and filmed the real thing.

In recent years many studios have closed in Hollywood, although many films are still made thereevery year. Whatever the future brings, Hollywood will always remain in people's hearts as the centre of theAmericanfilm industry.

**Sports and Olympic Games.**

 Many people all over the world are interested in sport. Sport helps people to stay healthy and makes them more organized and better disciplined in their daily activities.

 They have always paid great attention to sport in our schools, colleges and universities. You can hardly find a school without a gym or a sportsground. Every city and town has a few stadiums or swimming pools, where local or even international competitions are usually held. Traditionally, sport could be divided into professional and amateur sport.

 Former Soviet Union and later Ukrainian and Russian sportsmen have set a great number of world records in gymnastics, weightlifting, tennis, swimming, running, high jumping, etc. Our sportsmen also participate in the Olympic Games and always win gold, silver and bronze medals.

 The Olympic Games have long history. They started in 776 ВС in Greece and took place every four years for nearly twelve centuries at Olympia. They included many different kinds of sports. All the cities in Greece sent their best athletes to Olympia to compete in the Games. When the Games took place, all the wars stopped. So, the Olympic Games became the symbol of peace and friendship.

 Now, there are Summer and Winter Olympic Games. They are held separately. There are always several cities wishing to host the Games. The International Committee of Olympic Games selects the most suitable. After that, the host city starts its preparations for the competitions, constructs new sport facilities, or reconstructs them, reconstructs stadiums, hotels, press centres, etc. Thousand of athletes, journalists and guests arrive to the Games, and it takes great efforts to arrange everything.

 Russia joined the Olympic movement in 1952. In 1980, Moscow hosted the twenty-second Olympic Games. The latest Olympic Games were held in Sydney, Australia. Our sportsmen won medals in many sports. Next Olympic Games take place in Greece, the Motherland of these games.

**Questions:**

1. Why do many people like sport?
2. How could sport be traditionally divided into?
3. When did the Olympic Games start?
4. What happened in Greece when the Olympic Games started there?
5. When did Russia join the Olympic movement?
6. When did Moscow host the twenty-second Olympic Games?
7. When and where do the next Olympic Games take place?

**Sport.**

 Sport is probably as old as the humanity itself. It has been developing with the developing and growth of the mankind. All over the world people of different ages are very fond of sports and games.

Sport not only helps people to become strong and to develop physically but also makes them more organized and better disciplined in their daily activities. It makes for a healthy mind in a healthy body. Sports help people to keep in good health.

 We all need to exercise. Even if you don't plan to make a career in sport you still have to practice. Regular exercises give you more energy. That is why many people who suffer from general tiredness should take more exercise than more rest.

 Exercise makes you feel and look better.

 The best exercise is one which involves in repeated movements, those are: walking, jogging or swimming. Bending and stretching will add flexibility and feeling of lightness.

Among the sports popular in our country are football, basketball, swimming, volleyball, ice hockey, tennis, gymnastics, figure skating. A person can choose sports and games for any season, for any taste.

**Questions:**

1. Why is sport so important in our life?
2. Do all the people need exercise?
3. What should people who suffer from general tiredness do?
4. How does exercise change you?
5. What kind of exercise is the best?
6. What sports are popular in our country?

7. What is your favorite kind of sport?

**Climate in Great Britain.**

 The British Isles which are surrounded by the ocean have an insular climate.

 There are 3 things that chiefly determine the climate of the United Kingdom: the position of the islands in the temperate belt; the fact that the prevailing winds blow from the west and south-west and the warm current — the Gulf Stream that flows from the Gulf of Mexico along the western shores of England. All these features make the climate more moderate, without striking difference between seasons. It is not very cold in winter and never very hot in summer.

 So, the British ports are ice-free and its rivers are not frozen throughout the year. The weather on the British Isles has a bad reputation. It is very changeable and fickle. The British say that there is a climate in other countries, but we have just weather. If you don't like the weather in England, just wait a few minutes.

 It rains very often in all seasons in Great Britain. Autumn and winter are the wettest. The sky is usually grey and cold winds blow. On the average, Britain has more than 200 rainy days a year. The English say that they have 3 variants of weather: when it rains in the morning, when it rains in the afternoon, and when it rains all day long. Sometimes it rains so heavily, that they say «It's raining cats and dogs».

 Britain is known all over the world for its fogs. Sometimes fogs are so thick that it's impossible to see anything within a few meters. The winter fogs of London are, indeed, awful; they surpass all imagination. In a dense fog all traffic is stopped, no vehicle can move from fear of dreadful accidents. So, we may say that the British climate has three main features: it is mild, humid and very changeable.

**Questions:**

1. What kind of climate does Great Britain have?
2. Why does the United Kingdom have an insular climate?
3. What are three main features that determine the climate of Great Britain?
4. Are the English rivers frozen during winter?
5. Is it very hot in Britain in summer?
6. What reputation does the weather of the United Kingdom have?
7. What happens when there is a heavy fog in Great Britain?

**Family problems.**

 "Honour your mother and father and you will live long and be well, if not, you will die" — says the Bible. Some families are happy, some are dead. It seems to me the reason is misunderstanding of each other in the family.

 One more thing, teenagers can take on most of the rights and responsibilities of adulthood. Before this occurs, however, they go through the period of adolescence and most of them experience conflicts at that time. They change rapidly both physically and emotionally and they search self-identity as they grow up and become more independent.

 Sometimes teenagers develop interests and values different from those of their parents. That sets a conflict between two generations, which leads to a gap in mutual understanding. Traditional disagreements are: the time to come home at night, doing work about the house and the friends to spend time with.

I'd like to point out, that teens face a number of problems: drinking alcohol or using drugs. Moreover, some children run away from their homes. Most of them return after a few days or weeks, but some turn to crime and become juvenile delinquents.

 I'm convinced that sometimes parents do not care about their children. It is exactly at that age when young people need a piece of advice or help. Different TV programmes and magazines for the young come to their rescue. In case of need you can also dial a special telephone number, the so-called 'telephone of trust'.

 But it's not the way out. Parents should help their children and find the right approach to them so as to make everything clear. Being able to view the problems more rationally, they should try to do their best to resolve them. We need to learn to talk our problems over in our family. If we are able to do it, everything will be all right.

**Questions:**

1. What does the Bible say about parents?
2. What is the reason of unhappy family?
3. When do teenagers experience conflicts?
4. What problems do teens face?
5. What do teenagers especially need at that age?
6. How should parents help their children?
7. What do we need not to have problems in the family?

**London Art Galleries.**

 London is visited by millions of tourists every year. They come there to see the sights of London and visit London’s museums and art galleries.

 There is quite a number of art galleries in London which are world-famous.

 The National Gallery is situated in Trafalgar Square and is one of the best known art galleries in the world. It was founded in 1824 and houses one of the most important collections of Italian paintings outside Italy. It is also famous for its Dutch collection, particularly for paintings by Rembrandt.

 The National Portrait Gallery is situated near the National Gallery. It is Britain’s leading art gallery of portraits of famous people in British history. The National Portrait Gallery is noted for representing various kinds of portraits – from traditional oil paintings to photographs.

Founded in 1856, it contained over 800 original portraits and more 500000 photographs in 1984.

 The famous Tate Gallery was opened in 1897 with the financial support of Sur Henry Tate. He also gave a collection of 65 paintings. The Gallery contains a unique collection of British painting from the 16th century to the present day.

 Turner and Black are particularly well represented in the collections. The Gallery also has many drawings and modern sculpture.

**Questions:**

1. What collections does the National Gallery house?
2. What is the National Portrait Gallery noted for?
3. What painters are particularly well represented in the Tate Gallery?
4. Where is the National Gallery situated in London?
5. When was the National Gallery founded?
6. Where is the National Portrait Gallery situated?
7. Why is the National Portrait Gallery famous?

**Christopher Wren.**

Christopher Wren was the man who had to adapt the new foreign building technique to English ways. He was a mathematician, an astronomer and, above all, an inventor. He invented new ways of using traditional English building materials, brick and ordinary roofing tiles, to keep within the limits of classical design.

 He, like Inigo Jones, was appointed Surveyor –General to the Crown when he was about thirty years old, and almost immediately he started rebuilding the churches of London, burnt down in the Great Fire of 1666. Wren’s churches are chiefly known by their beautiful spires which show in their structure the greatest engineering cunning.

 But Christopher Wren also influenced the design of houses, both in town and in the country.

 The best – known buildings designed by Christopher Wren are St. Paul’s Cathedral in London and Sheldonian Theatre in Oxford.

 St. Paul’s Cathedral is said to be one of the finest pieces of architecture in Europe. Work on Wren’s masterpiece began in 1675 after a Norman Church, old St. Paul’s was destroyed in the Great Fire of 1666.

 For 35 years the building of St. Paul’s Cathedral went on, and Wren was an old man before it was finished.

 From far away you can see the huge dome with a golden ball and cross on the top.

Questions:

1. Was Christopher Wren the man who had to adapt the new foreign building technique to English ways and climate, English building materials and English craftsmen?
2. Did he invent new ways of using traditional English building materials?
3. When was he appointed Surveyor – General to the Crown?
4. When did he start rebuilding the churches of London?
5. Are Wren’s churches chiefly known by their beautiful spires?
6. Did Christopher Wren influence the design of houses in town and in the country?
7. What are the best – known buildings designed by Christopher Wren?

**4.4. Пакет экзаменатора.**

**Условия выполнения задания:**

Экзаменпроводится по билетам. Задания предоставлены на бумажном носителе.

Количество экземпляров **—** по числу студентов в подгруппе. В билете 2 задания.

Первое задание проверяет умения монологической речи (рассуждение): умение делать сообщение, содержащее наиболее важную информацию по данной теме; рассуждать о фактах/событиях, приводя примеры и аргументы. Предлагаемая в билете формулировка задания ориентирует обучающегося на рассуждение с привлечением личного опыта и выражения личного отношения.

Второе задание проверяет умения ознакомительного чтения (чтения с пониманием

основного содержания). Студенту предлагается законченный в смысловом отношении текст (из публицистической или научно-популярной литературы) объемом приблизительно 1200 знаков. При обсуждении текста обучающийся имеет право им пользоваться. В процессе подготовки к ответу обучающийся может использовать двуязычный словарь. Экзаменатор задает вопросы, которые проверяют, действительно ли обучающийся понял основное содержание текста.

**Критерии оценивания:**

Оценки **«отлично»** заслуживает студент, имеющий твердые теоретические знания по темам, предусмотренным рабочей программой курса, уверенно владеющий навыками устной и письменной речи, уверенно владеющий навыками устного перевода специализированной литературы (по специальности обучения), а также владеющий навыками применения грамматических конструкций, изучаемых в соответствии с рабочей программой.

Оценки **«хорошо»** заслуживает студент, в основном имеющий теоретические знания по темам, предусмотренным рабочей программой курса, владеющий основными навыками устной и письменной речи, владеющий основными навыками устного перевода специализированной литературы (по специальности обучения), а также владеющий основными навыками применения грамматических конструкций, изучаемых в соответствии с рабочей программой. При этом допускаются незначительные ошибки или недочеты, не меняющие смысл высказывания и не влияющие на успешность коммуникации.

Оценки **«удовлетворительно»** заслуживает студент, имеющий представления об основном теоретическом содержании курса, предусмотренном рабочей программой, в общем успешно владеющий навыками устной и письменной речи, владеющий некоторыми навыками письменного перевода специализированной литературы (по специальности обучения), дающими возможность правильно понять общий смысл текста, а также в основном владеющий навыками применения грамматических конструкций, изучаемых в соответствии с рабочей программой. При этом допускаются грамматические, фонетические или иные ошибки, хотя и затрудняющие коммуникацию, но дающие возможность добиться поставленной цели.

Оценка **«неудовлетворительно»** выставляется студенту, знания, умения, и навыки

которого не соответствуют вышеперечисленным критериям.

**5. Комплект оценочных средств для организации контроля и оценки в форме зачета (8 семестр).**

**5.1. Паспорт комплекта оценочных средств.**

 Промежуточный контроль освоения учебной дисциплины осуществляется в форме зачета.

**5.2. Организация контроля и оценки в ходе зачета**

Зачет предполагает выполнение письменной работы, которая состоит из 5 частей:

Первая часть – письменная работа с текстом. Учащиеся должны прочитать текст и установить соответствие тем А-G текстам 1-6.

Вторая часть – письменная работа с текстом. Прочитать утверждения 1-6 и следующие за ними тексты, установить соответствие между утверждениями и содержанием текстов.

Третья часть – выполнение грамматического теста.

Условием положительной аттестации на зачете является положительная оценка усвоения всех знаний и освоения всех умений по всем контролируемым показателям.

**5.3. Контрольно-измерительные материалы для оценки сформированности освоенных знаний и умений в ходе зачета.**

**I.*****Установите соответствие тем А - G текстам 1 - 6.Используйте каждую букву только один раз. В задании одна тема лишняя.***

А. EXPENSIVE NEWSPAPERS

В. SЕRIOUS PROBLEM

С. DIFFERENТ TOPICS

D. WAYS OF READING

Е. INSTANТ INFОRМAТION

F. EASIER READING

G. FAМOUS AUТHOR

**1** There are two main types of newspaper: ‘broadsheets’ and ‘tabloids’. Broadsheets are often larger than tabloids, and are ‘serious’ newspapers. They present the news in detail, and do not have many stories about the private lives of famous people. Tabloids, оn the other hand, are much more interested in news and scandals involving stars than they are in serious news. They often have very big headlines, particularly оn the front page, and have lots more photographs.

**2** There is an organisation in the UK called the Plain English Campaign. Their aim is to try to get official documents, such as government leaflets, written in а style of English that is easy tо understand. They say that а lot of written English, particularly when it’s talking about legal issues, is confusing, even to British people. They have had а lot of success, and manу government departments now make sure that the documents they produce are checked to make sure they’re understandable.

**3** The Tolstoy family have contributed much tо Russian society and culture for many hundreds of years. Оnе of the most famous Tolstoys, Count Lev Nikolaevich, better known to the world as Leo Tolstoy, was born in 1828. Не was а writer, politician and philosopher, and is now considered to bе оnе of the greatest novelists of the 19th century. Маnу of his books, including *War* *and Реасе* and *Аппа Karenina,* are still extremely popular today. LeoTolstoy died in 1910.

**4** lf you’re reading а newspaper and you want tо find out what’s оn ТV at 8 o’clock tonight, you don’t read every word оn the ТV page. you ignore all the programmes оn earlier in the day, and just look at the information about programmes оn at 8 pm *.* With а news report, however, you mау read the whole thing through quickly tо get а general idea of what it’s about. If it looks interesting, you might decide to read it in more detail.

**5** When we want to find а company’s telephone number, we look in а telephone directory. The Internet, however, doesn’t have а directory of websites, so how can we find the website of а business we’re interested in? The answer is to use а ‘search engine’. Оnе of the most popular search engines at the moment is Google. Let’s say you want to find а company cal1ed Haymarket. You do а quick search оn Google, and all the websites which have the word Haymarket in them appear in а list.

**6** Many people suffer fromsome form of dyslexia. This means that their reading or writing ability is not as good as you would expect from their level of intelligence. There are actually many different types of dyslexia. If you have ‘scotopic sensitivity syndrome’, fоr example, you find it difficult to read black print оn white Paper. Other colours, however, аrе much easier to read.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **№ текста** | **1** | **2** | **3** | **4** | **5** | **6** |
|  |  |  |  |  |  |  |

**II. *Прочитайте утверждения 1 - 6 и следующие за ними тексты. Установите соответствие между утверждениями и содержанием текстов. Напишите цифру 1 - если утверждение верное, и цифру О - если утверждение неверное. Занесите свои ответы в таблицу.***

|  |  |
| --- | --- |
| 1 *We know for certain where and when chess was invented.*  | Тhe two-player game chess is оnе of the most popular board games in the world. It is also оnе of the oldest, although there is uncertainty regarding where and when chess originated. Several countries claim to have invented the game.  |
| 2 *We will never know for sure why the game is called ‘ches’.*  | Оnе possibility is that chess was invented in India about *1,500* years ago. Another theory, however, says that the Chinese were playing а form of chess over 800 years before that. We shall probably never know for sure, but we do know where the word ‘chess’ comes from. It comes from the Persian word *shãh,* which means ‘king’.  |
| 3 *It is* *possible that the rules оf the game will chaпge iп the future.*  | Тhe rules for chess have changed several times during the centuries. Маnу of the modern ruleswere introduced in the 15th century, and minor changes to the game were also made in the 19th century. Aninternationa1 organisation called FIDE (Federation Internationale des Échecs) is now responsible for making аnу further changes to the rules.  |
|  |
| 4 *А тап called Charles Darrow iпvented Moпopoly.* 5 *Darrow’s family helped him make the board game*6 *Parker Brothers also made a version of the game for the UK* | Тhe enormously successfulboard game Monopoly has аn interesting history. Althoughmany people believe that Char1es Darrow created the game, it is now known that he did not. In the 1920s, there were а number of home-made games in the USA called Моnopolу, аll very similar to the game we play today. Charles Darrow played оnе of these games, enjoyed it, and decided to make his own version. Не, his wife and his son made the sets bу hand and he began to sell them. Тhe game’s popularity grew and, in 1935, Darrow sold the game to the American соmраnу Parker Brothers. The UK version of the game, with London street names, was produced by Waddington Games in 1936. In а short space of time, there were versions for cities and countries аll roundthe world. It has bееn estimated that since 1935 more than 500 million people have p1ayed Моnороlу.  |
|  **1** | **2** | **3** | **4** | **5** | **6** |
|  |  |  |  |  |  |

***ΙΙΙ. Выберите правильный ответ.***

1. … birthday party was very interesting. a) - b) A c) An d) The

2. I understood how … I knew about it and felt ashamed. a) much b) little c) many d) few

3. We are going to the theatre … Saturday. a)on b) in c) at d) after

4. I believe her … it. a) know b) knowing c)to know d) known

5. Nobody likes … at. a) to laugh b) laughing c) to be laughed d) laughed

6. The children enjoyed … in the garden. a) play b) playing c) to play d) played

7. There is … place like home. a) no b) some c) any d) somewhere

8. The Volga is longer … the Thames. a) as b) so c) like d) than

9. We usually have dinner at home, … we? a) have b) haven’t c) do d) don’t

10. You … see the film to know what it is about. a) can b) have c) needn’t c) should

11. … a long way to walk and we were tired. a) It is b) There is c) It was d) There isn’t

12. The news … very exciting. a) is b) are c) were d) have been

13. When I entered the office I … to give my name. a) asked b) asking c) was asked d) have been asked

14. She wanted to know where … spend her holidays. a) will she b) she will c) would she d) she would

15. Ann …the article since morning. a) translates b) is translating c) has been translating d) has translated

16. The weather forecast said the weather … tomorrow. a) changes b) is changing c) would change d) will change.

17. … my things I went out to find a taxi. a) Packing b) Packed c) Being packed d) Having packed

18. What … you … about all the time?

 a) are … speaking

 b) are … saying

 c) are … telling

 d) have … telling

19. You haven’t read this novel, have you? – … , I couldn’t find the book.

a) Yes, I have b) Yes, I haven’t c) No, I have d) No I haven’t

20. The plane … to have landed.

a) announced b) was announced c) announce d) announces

## 5.4 Пакет экзаменатора

|  |
| --- |
| **Условия выполнения задания**1. Место (время) выполнения задания – на учебном занятии.2. Максимальное время выполнения задания: 90 минут. |

 Зачёт состоит из трёх частей:

Первая часть - письменная работа с текстом. Учащиеся должны прочитать текст и установить соответствие тем А - G текстам 1 - 6. Максимальное количество баллов за задание – 6.

Вторая часть – письменная работа с текстом. Прочитать утверждения 1 - 6 и следующие за ними тексты, установить соответствие между утверждениями и содержанием текстов.Максимальное количество баллов за данное задание – 6.

Третья часть –выполнение грамматического теста. Максимальное количество баллов за данное задание – 20.

За верное выполнение каждого задания зачета обучающийся получает 1 балл (умение сформировано). За неверный ответ или отсутствие ответа выставляется 0 баллов (умение не сформировано).

Соответственно:

Зачет сдан, если студент набрал 32-15 баллов. Меньше 15 баллов – «не зачтено»

Оборудование: бумага, ручки, словари.

Методическое обеспечение: тексты заданий (один вариант).

**Ответы к заданиям**

Task I

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

Task II

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 | 6 |
| 0 | 0 | 1 | 0 | 1 | 0 |

Task III

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| d | b | a | c | c | b | a | d | d | d |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| c | a | c | d | c | c | d | a | d | b |

**6. Комплект оценочных средств для организации контроля и оценки в форме дифференцированного зачета (10 семестр).**

**6.1. Паспорт комплекта оценочных средств**

Промежуточный контроль освоения учебной дисциплины осуществляется в форме дифференцированного зачета.

**6.1.1. Показатели оценки освоенных знаний и умений**

|  |  |  |  |
| --- | --- | --- | --- |
| **Результаты освоения**(объекты оценивания) | **Основные показатели оценки результата**  | **Тип задания** | **Средства проверки** |
| *В результате освоения учебной дисциплины обучающийся должен уметь:* |  |  |  |
| *- общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы:* |  |  |  |
| Представление себя.  | рассказывает о семье в соответствии с предложенной ситуацией. | На проверку освоения умений | Экзамен. Экспертная оценка устного ответа. |
| Качества личности. | находит необходимую информацию в тексте по теме,понимая логико-смысловые связи текста. | На проверку освоения умений | Зачёт. Экспертная оценка письменной работы.  |
| Жилище англичанина.  | описывает дом/квартиру на основе предложенного иллюстративного материала с использованием лексики по теме. | На проверку освоения умений | Экзамен. Экспертная оценка устного ответа. |
| Охрана окружающей среды. | отвечает на вопросы по прочитанному, сравнивая времена года. | На проверку освоения умений | Зачёт. Экспертная оценка устного ответа. |
| Свободное время.  | - рассказывает о своих увлечениях в соответствии с предложенной ситуацией. | На проверку освоения умений | Экзамен. Экспертная оценка устного ответа. |
| Путешествия. | - подготавливает монологическое высказывание с использованием лексики по теме. | На проверку освоения умений | Экзамен. Экспертная оценка устного ответа. |
| Здоровый образ жизни.  | - отвечает на вопросы по тексту,подбирая ключевые слова к пунктам плана. | На проверку освоения умений | Зачёт. Экспертная оценка письменной работы.  |
| Страны и континенты.  | - отвечает на вопросы, используя информацию из текста. | На проверку освоения умений | Зачёт. Экспертная оценка письменной работы.  |
| Межкультурное общение. | - рассказывает о праздниках, используя опорную схему. | На проверку освоения умений | Экзамен. Экспертная оценка устного ответа. |
| Образование.  | - готовит сообщение о системе образования в странахизучаемого языка в соответствии с предложенной ситуацией. | На проверку освоения умений | Экзамен. Экспертная оценка устного ответа.  |
| Профессии.  | - составляет диалогическое высказывание в соответствии с предложенной темой. | На проверку освоения умений | Зачёт. Экспертная оценка выполнения письменного практического задания. |
| Роль средств массовой информации. | заполняет таблицу, используя информацию из прочитанных текстов. | На проверку освоения умений | Зачёт. Экспертная оценка письменной работы.  |
| Искусство.  | подбирает информацию в соответствии с предложенной ситуацией. | На проверку освоения умений | Зачёт. Экспертная оценка письменной работы.  |
| Компьютер. | подготавливает монологическое высказывание с использованием лексики по теме. | На проверку освоения умений | Экзамен. Экспертная оценка устного ответа. |
| Всемирная паутина.  | подготавливает монологическое высказывание с использованием лексики по теме. | На проверку освоения умений | Экзамен. Экспертная оценка устного ответа. |
| Числа.  | отвечает на вопросы по предложенной теме. | На проверку освоения умений | Зачёт. Экспертная оценка письменной работы.  |
| Программисты. | подбирает материал в соответствии с предложенным творческим заданием, используя различные источники информации. | На проверку освоения умений | Зачёт. Экспертная оценка устного ответа. |
| *- переводить (со словарем) иностранные тексты профессиональной направленности;* | переводит (со словарём) иностранные тексты профессиональной направленности. | На проверку освоения умений | Письменная работа. Экспертная оценка перевода текста. |
| *- самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас;* | работает со справочной литературой,составляет монологическое высказывание по предложенной теме. | На проверку освоения умений | Зачёт. Экспертная оценка письменной работы.  |
| *В результате освоения учебной дисциплины обучающийся должен знать:* |  |  |  |
| *лексический (1200-1400 лексических единиц) и грамматический минимум, необходимый для чтения ин. текстов профессиональной направленности.* |  |  |  |
| Лексический минимум включает слова и выражения в рамках разделов: - Я и моё окружение.- Культура и общество. - Иностранный язык в профессии. |  |  |  |
| *Грамматический минимум включает основные грамматические темы:*  |
| Имя существительное. | сравнивает употребление артиклей,образует множественное число существительных всоответствие с правилом. | На проверку освоения умений | Тестирование. Экспертная оценка выполнения лексико-грамматических упражнений.Зачёт. Экспертная оценка результатов теста. |
| Имя прилагательное.  | объясняет употребление степеней сравнения прилагательных и наречий. | На проверку освоения умений | Письменная работа. Экспертная оценка результатов выполнения грамматических упражнений. |
| Глагол.  | понимает использование формы настоящего и прошедшего времени глагола, приводя примеры употребления | На проверку освоения умений | Тестирование. Экспертная оценка выполнения контрольной работы.Зачёт. Экспертная оценка результатов теста. |
| Местоимения.  | понимает значение местоимений, приводя примеры их употребления. | На проверку освоения умений | Письменная работа. Экспертная оценка выполнения грамматических упражнений.Зачёт. Экспертная оценка результатов теста. |
| Имя числительное.  | понимает употребление числительных. | На проверку освоения умений | Письменная работа. Экспертная оценка выполнения грамматических упражнений. |
| Предлоги.  | сравнивает употребление предлогов. | На проверку освоения умений | Письменное практическое задание. Экспертная оценка выполнения грамматических упражнений. |
| Простые предложения. | - понимает структуру простого предложения, приводя примеры повествовательного, вопросительного, отрицательного предложений. | На проверку освоения умений | Устный ответ. Экспертная оценка устного ответа. |
| Сложные предложения.  | - понимает структуру построения сложного предложения и употребление союзов. | На проверку освоения умений | Письменная работа. Экспертная оценка выполнения упражнений. |
| Пассивный залог. | - понимает правила образования и употреблениястрадательного залога. | На проверку освоения умений | Письменная работа. Экспертная оценка выполнения грамматических упражнений. |

**6.2. Организация контроля и оценки в ходе дифференцированного зачета**

Промежуточный контроль освоения учебной дисциплины осуществляется в форме дифференцированного зачета.

Дифференцированный зачет предполагает выполнение пяти заданий.

Часть 1. Чтение и перевод текста.

Часть 2. Выполнение лексических заданий.

Часть 3. Выполнение лексико-грамматических заданий.

Часть 4. Выполнение письменного перевода предложений из текста.

Часть 5. Выполнение грамматического задания.

Условием положительной аттестации на дифференцированном зачете является положительная оценка усвоения всех знаний и освоения всех умений по всем контролируемым показателям.

**6.3 Комплект материалов для оценкиосвоенных знаний и умений**

**I. Прочитайте и устно переведите текст.**

**Operating systems**

 When computers were first introduced in the 1940's and 50's, every program written had to produce instructions that told the computer how to use devices such as the printer, how to store information on a disk, as well as how to perform several other tasks not necessarily related to the program. The additional program instructions for working with hardware devices were very complex, and time-consuming. Programmers soon realized it would be smarter to develop one program that could control the computer's hardware, which other programs could have used when they needed it. With that, the first operating system was born.

 Today, operating systems control and manage the use of hardware devices such as the printer or mouse. They also provide disk management by letting you store information in files. The operating system also lets you run programs such as the basic word processor. Lastly the operating system provides several of its own commands that help you to use the computer. DOS is the most commonly used PC operating system. DOS is an abbreviation for disk operation system. DOS was developed by a company named Microsoft. MS-DOS is an abbreviation for "Microsoft DOS". When IBM first released the IBM PC in 1981, IBM licensed DOS from Microsoft for use on the PC and called it PC-DOS.

**II. Найдите в тексте английские эквиваленты и запишите их.**

1. Дополнительные программные инструкции.
2. Устройства аппаратного обеспечения.
3. Текстовый редактор.
4. Выполнять задания.
5. Наиболее часто используемая операционная система.
6. Контролировать аппаратное обеспечение.
7. Запускать программы

**III. Какие из данных высказываний правильные, а какие нет (True, False)**

1. When computers were first introduced every program didn't have to produce instructions that told the computer how to use hardware devices.
2. Operating systems can't provide disk management by letting you to store information in files.
3. IBM company first released the IBM PC in 1981.

**IV. Переведите письменно предложения.**

1. Today, operating systems control and manage the use of hardware devices.

2. The additional program instructions for working with hardware devices were very complex, and time-consuming.

3. DOS is the most commonly used PC operating system.

**V. Поставьте каждое из предложений в вопросительную и отрицательную формы.**

1. Computers were first introduced in the 1940's and 50's.

2. Operating system provide disk management by letting you store information in files.

3. The operating system also lets you run programs such as the basic word processor.

**6.4 Пакет экзаменатора**

**Условия выполнения задания**

1. Место (время) выполнения задания – на учебном занятии.

2. Максимальное время выполнения задания: 90 минут.

 Дифференцированный зачёт состоит из пяти частей:

Первая часть – устная работа с текстом. Учащиеся должны прочитать текст про себя и понять его.

Вторая часть – лексическое упражнение. Найти в тексте английские эквиваленты и записать их. Максимальное количество баллов за данное задание - 14

Третья часть – лексико-грамматическое упражнение. Определить какие из высказываний правильные, а какие нет. Максимальное количество баллов за данное задание - 6

Четвертая часть – письменный перевод предложений из текста. Максимальное количество баллов за данное задание - 6

Пятая часть – грамматическое упражнение. Поставить предложения в вопросительную и отрицательную формы. Максимальное количество баллов за данное задание - 6

За верное выполнение каждого задания обучающийся получает 2 балла (умение сформировано). За неверный ответ или отсутствие ответа выставляется 0 баллов (умение не сформировано).

Соответственно:

32- 28 баллов - оценка «5»

26-22 баллов – оценка «4»

20- 16 баллов – оценка «3»

Меньше 16 баллов – «2»

Оборудование: бумага, ручки, словари.

Методическое обеспечение: тексты заданий (один вариант).

**Ответы к заданиям**

**I. Операционные системы**

Когда компьютеры были впервые представлены в 1940-х и 50-х, к каждой написанной программе пришлось выпускать инструкции, которые сообщали компьютеру, как использовать такие устройства, как принтер, как хранить информацию на диске, а так же выполнять задания, не обязательно связанные с программой. Дополнительные программные инструкции для работы с устройствами аппаратного обеспечения были очень сложными, и отнимающими много времени. Программисты вскоре поняли, что было бы разумнее разработать одну программу, которая может контролировать аппаратное обеспечение компьютера, которую другие программы могли бы использовать, когда им это нужно. Так родилась первая операционная система.

Сегодня операционные системы контролируют и управляют используемыми устройства аппаратного обеспечения, такие как принтер или мышь. Они также обеспечивают управление дисками, позволяя вам хранить информацию в файлах. Операционная система также позволяет вам запускать программы, такие как основной редактор word. Наконец, операционная система устанавливает свои собственные команды, которые помогут вам использовать компьютер.

DOS – это наиболее часто используемая операционная система ПК. ДОС – это аббревиатура для дисковой операционной системы. DOS была разработана компанией под названием Microsoft. MS-DOS – это аббревиатура для «Microsoft DOS». Когда IBM впервые выпустила IBM-PC в 1981, IBM лицензировала DOS от Microsoft для использования на ПК и назвала это PC-DOS.

**II.**

* 1. The additional program instructions.
	2. hardware devices.
	3. word processor.
	4. to perform several other tasks.
	5. the most commonly used PC operating system.
	6. control the computer's hardware.
	7. run programs.

**III.**

1.false

2.false

3.true

**IV.**

1. Сегодня операционные системы контролируют и управляют используемыми устройствами аппаратного обеспечения.

2. Дополнительные программные инструкции для работы с устройствами аппаратного обеспечения были очень сложными, и отнимающими много времени.

3. DOS – это наиболее часто используемая операционная система ПК.

**V.**

1. Were computers first introduced in the 1940’s and 50’s?

Computers were not first introduced in 1940’s and 50’s.

1. Does an operating system provide disk management by letting you store information in files?

The operating system does not provide disk management by letting you store information in files.
3. Does the operating system also let you run programs such as the basic word processor?

The operating system does not let you run programs such as the basic word processor.

**7. Контрольно-измерительные материалы для текущего контроля (3-4 семестры)**

**Тема: «Знакомство».**

**Задание 1. Лексический тест по теме.**

1. She is the daughter of my mother. She is my…

a) aunt c) grandmother

b) sister d) cousin

2. He is the father of my father. He is my…

a) grandfather c) uncle

b) grandson d) cousin

3. He is the father of my brother. He is my…

a) uncle c) father

b) son d) grandfather

4. He is the son of my uncle. He is my…

a) cousin c) grandfather

b) father d) brother

5. She is the sister of my mother. She is my…

a) grandmother c) aunt

b) daughter d) cousin

6. He is the son of my brother. He is my…

a) cousin c) uncle

b) nephew d) father

7. He is the brother of my mother. He is my…

a) nephew c) uncle

b) son d) cousin

8. He is the husband of my aunt. He is my…

a) uncle c) cousin

b) father d) brother

9. She is the mother of my mother. She is my…

a) aunt c) daughter

b) niece d) grandmother

10. She is the daughter of my sister. She is my…

a) niece c) mother

b) aunt d) cousin

11. She is the wife of my uncle. She is my…

a) mother c) aunt

b) daughter d) niece

12. She is the daughter of my aunt. She is my…

a) cousin c) mother

b) niece d) grandmother

**Тема: «Биография. Качества личности».**

**Задание 2. Письменная работа. Работа с текстом, выполнение заданий по тексту.**

**The History of Jeans.**

**Task1. Put the correct verbs into the gaps and put these paragraphs into the right order.**

**Wore, found, came, sold, made, left, became**

**A.** Jeans …more popular during the 1960s and 1970s. In the 1980s, companies like Calvin Klein and Versace started making designer jeans. These days, jeans are still very popular. Most teenagers wear them.

**B.**In the 1930s, Hollywood…. a lot of films about cowboys and Indians, called ‘westerns’. Cowboys usually ….jeans in these films and jeans started to become fashionable. After that, actors often wore jeans in films.

**C.**In the nineteenth century, people ….gold in California, and the Gold Rush started. Gold miners started wearing jeans because the material was very strong.

**D.**In 1853, Levi Strauss ….his home in New York to start making and selling jeans in San Francisco. He ….many pairs of jeans. His business is very successful today.

**E.**A lot of people think jeans are American, but they started in Europe. The material for jeans is called denim because it ……from Nimes, in France (de Nimes). Workers used denim material to make clothes that lasted a long time.

**Task2. Задайте общие вопросы**

1. The jeans are American.

2. The material for jeans is called denim.

3. People found gold in the nineteenth century.

4. Cowboys wear jeans in westerns.

5. My brother wears jeans too.

**Task3. What, who, why, where**

1…..did gold miners start wearing jeans?

2…..left his home in New York?

3…..did cowboys usually wear in westerns?

4. ….the Gold Rush start?

**Тема: «Дом. Жилище».**

**Задание 3. Письменная работа. Прочитайте текст, составьте 7 вопросов по тексту.**

**Homes in Great Britain.**

Hello. Do you live in a house or a flat? Have you got a garden or a balcony? Have you got a pet? In this programme we look at some typical British homes – and some unusual ones and we see life in a British home. How do the British live? Some people live in flats but most British people live in houses. And houses are all different shapes and sizes.

A bungalow, a cottage, a terraced house, a semi –detached house and a detached house. An old house, a new house, a large house, and a small house. What are they like inside?

This is the Robinsons’ house. So come in and have a look with me. This is the living room or sitting – room. I like this room. It’s got a nice fireplace. This is where the Robinsons relax. Have a look round. They watch television, play games, or read the paper. They’ve got some interesting pictures and books, too. Well, I’m sorry. We can’t stay here. You must look at the other rooms. Come and see the kitchen. A fridge, a cooker, an oven, a microwave , a sink and a kettle. Kettles are very important. Mrs Robinson is making some tea. The average British person drinks more than eight cups of tea per day! The family usually eat here but sometimes they eat in here. The dining room. This is the room for special meals like birthdays, dinner parties, and Sunday lunches. Tom’s doing his homework here this evening. Well, that’s downstairs. What’s upstairs? This is Julie’s room. And she isn’t doing her homework. Hi! Look at all those posters. This is Tom’s room. What’s he interested in? This is their parents’ room.

The bathroom. Some British people like having a shower, but most prefer a bath. And, this is Mrs Robinson’s study. She’s a writer and she works from home. Over a quarter of British homes have a computer in them now. Look at this! Tom and Julie like using it, too. Excuse me – oh, sorry! That’s ok. A lot of British people really like gardening. What a lovely, garden! Oscar! And this is Oscar. He’s the fifth member of the family. The British are very keen on pets. Not just dogs and cats –rabbits, birds and fish are popular, too. Not all British people live in homes like this. About eighteen percent of British people live in flats. And some people live in very different homes. Like a castle or a mansion. Some people even live in caravans or on boats. And this, of course, is the most famous home in Britain – Buckingham palace. Well, I’m going home now.

**Тема: «Природа и человек».**

**Задание 4. Письменная работа.**

**Task 1. Fill in the gaps.**

Warming, effect, energy, fumes, fuels, waste products, jams, rain, layer, changes, disaster, pollution, rain forest, transport, resources, gases.

Acid …… 7. Public….. 13. Finite….

Tropical…… 8. Traffic…… 14. Greenhouse…..

Exhaust… 9. Natural….. 15. Clean…..

Global… 10. Air…. 16. Recycled……

ozone.. 11. Sea….. 17. Noise……

nuclear.. 12. Solar…… 18. Renewable……..

**Task2. Complete these sentences with the correct form of the words at the end of the sentence.**

What can we do to reduce the……of the atmosphere? Pollute

The change in the climate has produced ….floods. Disaster

Many rare species are threatened with …… Extinct

Many of the gases produced by factories are ….. to our health. Harm.

Exhaust fumes have ….effects on the environment. Damage

Many countries must try and control the growth of the … Populate

Protecting the environment is essential to our …. Survive

The ……of the environment is everyone’s responsibility Protect

While some countries get richer, the….in others get worse. Poor

Millions of people in the world are threatened with ……. Starve

**Task 3. Fill in the blanks using a word from the list:**

Weather, exhaust, on, greenhouse, recycling, fuel, resources, environmental, atmosphere, energy.

Save it.

 In recent years, the number of 1…. Problems has increased dangerously. One of the most serious problems is changes to the 2….which has led to the 3…….effect: this is making most climates warmer. It is already affecting several areas of the world with unusual 4….. causing droughts or heavy storms. Cutting down on 5…..fumes from vehicles would help solve the problem. Natural 6……such as oil and coal are not endless, so using other forms of 7….. such as wind, sun, water, and even sea waves would help preserve our planet. Very soon we will be able to drive cars in cities and town that run 8….electricity – a much cleaner 9…. than petrol. And we can also help to reserve finite resources by 10….. things made of glass, aluminium, plastic and paper.

**Task 4. Answer the questions.**

Do you re-use plastic carrier bags?

Do you buy organically-grown vegetables?

Do you buy glass (not plastic) bottles?

Do you take empty bottles to a ‘bottle bank’?

Do you buy CFC – free sprays?

Do you buy vegetables and fruit loose rather than in plastic packets?

Do you buy white tissues rather than coloured ones?

Do you buy free – range eggs?

Do you buy rechargeable batteries?

Do you buy soap and cosmetics not tested on animals?

Do you try to save energy in the home?

If you have a car, do you use unleaded petrol?

Do you try to use public transport or ride a bicycle as much as possible?

Do you try to avoid using chemicals to kill garden pests?

Do you keep paper or aluminium cans for recycling?

**Тема: «Свободное время».**

**Задание 5. Письменная работа.**

**Task1. Read each sentence. Check likely/unlikely**

1. I go to sleep after I get dressed

2. I put on my make up before I take a shower

3. I take a nap after I get up

4. I brush my teeth after I eat

5. I take a shower after I take a bath

6. I take my children to school after we eat dinner

7. I watch TV before I go to bed

8. I take a walk before I get up

9. I get dressed before I take a shower

10. I take a walk after I get home from work

**Task 2. Read the information about Ann and Pam. Find and write about 5 differences in their schedules.**

Ann eats breakfast in the morning, but Pam doesn’t.

|  |  |
| --- | --- |
| Ann. I’m a security guard at an airport. I get up at 6.00 in the morning and eat breakfast. I put on my uniform and go to work. I have a coffee break at 10.00 and I eat lunch at 12.00. Work is over at 3.00, I go to the gym and work out for an hour. I take a shower at the gym. Then I go home, make dinner and eat. Two days a week, I go to school. After school, I watch TV for an hour, I go to bed at 11.00. | Pam. I’m a security guard at an airport. I get up at 6.00 in the morning and take a shower. I put on my uniform and go to work. I have a coffee break at 10.30 and I eat lunch at 12.00. Work is over at 3.00, I go home and take a walk for an hour. Then I make dinner and eat. Three days a week, I go to school. After school, I watch TV for an hour, I go to bed at 11.30. |

**Тема: «Путешествия».**

**Задание 6. Письменная работа.**

**Task1. Put the following words into the correct sentences: flight, journey, trip, excursion, travel, voyage, outing, tour, run, cruise, package tour, expedition.**

1. We visited lots of famous towns on our American ….. last year.
2. Before the invention of the airoplane, the……from Britain to America could take weeks, even months sometimes
3. Do you want to come for a……in my new car on Sunday?
4. The plane now arriving is …..SAS 343 from Copenhagen.
5. The first thing I did when I got to London was to go on a sightseeing ……
6. In my opinion, the bus way to …..is by air.
7. Last summer I stayed in Brighton and one day our group went on a very interesting ……to Blenheim palace the home of the late Winston Churchill.
8. My uncle is going on a …..next year to try to discover the lost city of Atlantis.
9. How long does the train ……from London to Edinburgh take?
10. Last year my mother went on a Mediterranean….. and was seasick practically the whole time.
11. One of the main advantages of going on a ……, apart from the price, is the fact that you don’t have to spend weeks beforehand planning routes, finding hotels, buying air tickets, etc. It’s all done for you.
12. We went on a day’s …to the zoo in Copenhagen and the whole family loved

**8. Контрольно-измерительные материалы для текущего контроля (5-6 семестры)**

**Тема: «Здоровый образ жизни».**

**Задание 7. Письменная работа.**

**Прочитайте текст, составьте 7 вопросов по тексту.**

**Screen time before bed is bad for children.**

 New research shows that it is bad for children to watch TV, tablet or mobile phone screens before bedtime. Researchers from the University of Colorado found that ‘screen time’ before sleeping damages children’s health. The researchers looked at over 6o different studies on how screen time affects children. They said: ‘ Of more than five dozen studies looking at children aged from 5 to 17 around the world, 90 per cent have found that more screen time is associated with delayed bedtime, fewer hours of sleep, and poorer sleep quality’. Screens are becoming smaller and smaller, so children can look at them in bed. More than 75 per cent of children in the study had some kind of screen in their bedroom. Children need a lot more sleep than adults. Pre – school children need 10 to 13 hours, pre – teens should get between nine and 12 hours, and teenagers should be getting between eight and 10 hours a night. The researchers highlighted three main reasons how screen affect children’s sleep. First, the light from screen upsets a child’s body clock. The light from screens getting into children’s eyes before they sleep tricks their body into thinking it is still daytime. Second, children often watch videos of things that excite them or interest them. This keeps their brain active, so they take longer to sleep. Finally, when children are watching screens, they are not exercising. Children need physical activity to make them tired.

**Тема: «Страны и континенты».**

**Задание 8.  Письменная работа.**

**Прочитайте текст и ответьте письменно на вопросы.**

**A Visit to Stratford.**

Stratford is a very interesting town, in the centre of England. Everybody knows it as Shakespeare’s birthplace. There are no mountains or deep valleys near Stratford but there are beautiful woods, green fields, a quiet gentlе river the Avon and lovely black and white houses, with thatched roofs.

The first place which everybody goes to see there is Shakespeare’s house. It is a small house with small rooms in the centre of Stratford. In one of these rooms Shakespeare was born. On the walls of this room you can see many names of famous people who visited this place: Walter Scott, Dickens, Thackeray and others. In one room there stands a little wooden desk, the desk that Shakespeare sat at when he went to the grammar school in Stratford.

There is a garden behind the house with many flowers, trees and plants which Shakespeare mentioned in his plays. You can see a church there, where Shakespeare was buried. There is a bust of Shakespeare that was made by a Dutch sculptor who lived near Shakespeare’s Globe Theatre and saw Shakespeare many times. Not far from Shakespeare’s house there is a very old hotel that was probably there in Shakespeare’s time. The rooms haven’t got numbers on the doors as most hotels have. Instead every room has the name of a Shakespeare play on it – the “Hamlet” room, the “Romeo and Juliet” room and so on.

gentle – тихий to be born – родиться Globe Theatre – [театр](http://www.pandia.ru/283123/) “[Глобус](http://www.pandia.ru/162387/)” to bury – хоронить thatch – соломенная the grammar school – [гимназия](http://www.pandia.ru/161914/) Dutch – голландский

1. What is Stratford famous for?

2. What river can you see near Stratford?

3. Where is Shakespeare’s house?

4. What famous people visited Shakespeare’s house?

5. Where was Shakespeare buried?

**Тема: «Межкультурное общение».**

**Задание 9. Письменная работа.**

**Halloween.**

 **Task 1. Read the text ‘Halloween’.**

 On October 31, Americans celebrate Halloween. Halloween means ‘holy’ (hallow) ‘evening’ (een). This is the evening before the Christian holy day of All Saints Day. On All Saints Day, Christians remember the saints. But Halloween is even older than Christianity. Before Christianity, people in Europe believed that on October 31 ghosts of dead people came back. To scare the ghosts, people dressed like devils and were very noisy. They also made big fires to keep the ghosts away. Later, people did not believe in ghosts, but they kept the day of Halloween for fun.

 Immigrants came from Europe to America and brought with them the custom of Halloween. Halloween has some strange symbols. One symbol is the jack –o’ – lantern in the window. The jack –o’ – lantern is to scare the ghosts. People cut the pumpkin, throw away all of the inside, and cut a face in it. Then they put a candle inside of it.

 Today, in the US, Halloween is very popular with children. They wear masks and special costumes. They want to look like skeletons and ghosts. Then they go from house to house and say, ‘Trick or treat!’ people give them candies, cookies, fruit. When people give nothing, the children sometimes play tricks on them.

**Task 2. True or False?**

All Saints Day is the day before Halloween.

Halloween is older than Christianity.

Halloween is came from Europe.

A jack –o’ – lantern is a pumpkin.

On Halloween children say ‘Trick’.

**Task 3. Complete the sentences with the prepositions below.**

|  |
| --- |
| In on into with from |

Immigrants came -----Europe.

Americans celebrate Halloween ------October, 31.

You put a jack – o’ – lantern ------- the window.

A jack – o’ – lantern is a pumpkin with a face cut ------it.

Halloween is very popular --- children.

Children go ------ house to house.

**Task 4. Replace the underlined words in the sentences with the words below.**

|  |
| --- |
| saints ghosts masks scare play tricks skeletons |

On All Saints Day, Christians remember the holy people.

To frighten the ghosts, people dressed like devils.

Children wear something to cover their faces.

Children want to look like all the bones that make the body.

The jack – o’ – lantern is to scare the people with no bodies that come back after they die.

When people give nothing, the children do something to make them look stupid.

**Тема: «Образование».**

**Задание 10. Письменная работа. Прочитайте ответы Лоры и дайте ответ на ее вопросы.**

**Task 1. Answer Laura’s questions about yourself and your school/college.**

I go to Linden Green Comprehensive in York.

**1. What school do you go to?...**

I’ve been there for three years.

**2. How long have you been at your school?....**

My school day starts at 8.30 a.m.

**3. What time does your school day start?.....**

At 8.30 we have registration with our form tutor. Our first lesson starts at 8.50.

**4. Do you have registration? What time does your first lesson start?.....**

Our lessons last 60 minutes. But some lessons, like Art, are ‘doubles’ of 120 minutes.

**5. How long are your lessons?....................**

We have a break in the morning from 10.50-11.10.

**6. What about you? Do you have a morning break?...............**

Lunch is from 12.10 to 1.10

**7. When is your lunch break?........**

I eat in the school dining room. There’s a wide range of things to choose from – hot meals, soup, salads, sandwiches, snacks and cold drinks.

**8. What do you do for lunch?...**

We have two lessons in the afternoon with a ten minute break from 2.10-2.20.

**9. Do you have lessons in the afternoon? How many?...**

We finish school at 3.20.

**10. What time do you finish school?...**

I’m in Year 10 and I get about 2 hours of homework a night. (Yuk!)

**11. What about you? How much homework do you get a night?....**

**Тема: «Профессии».**

**Задание 11. Письменная работа. Подберите подходящее слово.**

|  |
| --- |
| librarian architect /air hostess/ dentist barber hairdresser journalist optician /traffic warden/ plumber |

1.This person cuts men’s hair.

2.You go to this person when you have toothache.

3.You go to this person if you want a new pair of glasses.

4.This person looks after you when you are flying.

5.This person makes sure that no one parks their car in the whole place, or parks somewhere for too long. Not many people like this person!

6.This person cuts and styles women’s hair.

7.Before a house is built, this person draws the plans for it.

8.If something goes wrong with your pipes, wash basin or bath, you usually call for this person.

9.This person writes for a newspaper or magazine.

10.This person works in a library.

|  |
| --- |
| fireman politician actress clergyman /managing director/ estate agent/ carpenter draghtsmat auditor /sales representative |

11.This person is the head of a company.

12.You meet this person when you go to church.

13.You often see this person in plays on television.

14.You go to this person when you want to buy or sell a house.

15.This person helps run the country.

16.This person is called in to examine and report on the accounts of a company.

17.This person makes tables, chairs, doors, etc.

18.This person makes drawings in an office – often a new design or product.

19.He sells anything from a car to a paint brush. He usually travels a lot.

20.You can phone for this person if your house or flat is on fire.

**Тема: «Роль средств массовой информации».**

**Задание 12. Письменная работа.**

**Films/movies.**

**Task 1. Read the short review of each film. Then, match the kind of film with each description.**

**Comedy, documentary, science fiction, romance, action, mystery, animated, horror.**

1.Each night, another person disappears in the village of Rockport.

2. Two people meet on vacation and fall in love.

3. In this children’s classic, the little lost puppy tries to find his family.

4.The body of a young man is found in an art museum. Who killed him and why?

5.A look at the fascinating world of whales

6.Twins decide to change jobs and boy friends for a week!

7.Will rescuers reach the damaged submarine before the oxygen runs out?

8.A spaceship from a distant planet attacks Earth.

**TV programs**

**News, sitcom, cartoon, game show, soap opera, talk show, nature program, children’s program, sports, reality show**

**Task 1. Write the type of film or TV program you can associate with these words.**

Funny, laugh

Detective, crime

 Score, baseball

Bulletin, update

Love, boyfriend

Prize, contestants

Cowboys, Indians

Scary, monster

**Тема: «Искусство».**

**Задание 13. Письменная работа.**

**Прочитайте текст, выполните упражнения по тексту.**

**You are going to read the text on the history of British theatre. Six sentences have been removed. Choose among the sentences A – H the one which fits each gap (1 - 7). There is one extra sentence. Check yourself.**

**British Theatre.**

From the fall of Roman Empire until the 10th century, acting hardly existed as an art in Western Europe; only the wandering minstrels gave entertainments in castles and at fairs. In England the first real actors were amateurs who performed Miracle and Morality plays which were religious in character. In the Elizabethan age, the first professional theatres were opened. At the time of Shakespeare there were at least six companies of actors. 1.\_\_\_. There were also companies of boy actors. All the women’s parts were played by boys. It was very difficult for most actors to earn a living on the stage, even in a London company, and many of them fell into debt. When Shakespeare arrived in London in 1586, the acting was very crude and conventional. 2.\_\_\_. But when “The Globe”\* was opened to the public in 1599, it started the golden age of the theatre in England.

In the first half of the 17th century the influence of the puritans was bad for the popular theatre. It was not before the restoration of the monarchy 3.\_\_\_. The most popular plays were comedies. The first part played by an actress was that of Desdemona. Nell Gwynn\* was the first English actress.

By the beginning of the 18th century the most popular type of play was the sentimental comedy. 4.\_\_\_. But later, under the influence of David Garrick\* and some other actors, acting became much more naturalistic. David Garrick was one of the greatest actors known. But even at his time acting was not very popular. 5.\_\_\_. During the 19th century acting became more and more naturalistic. Like in Shakespeare’s time, 6.\_\_\_. One of the most famous actors of that time was Henry Irving\*. He was the first actor to be knighted. By the 1920s naturalistic acting reached its peak.

7.\_\_\_ Designers make the setting as realistic as possible. Modern producers and directors Peter Hall, Peter Brook and others are trying new styles of acting. Some go back to Greek methods, with a revival of the chorus; others are making use of the audience in helping to interpret the play.

|  |
| --- |
| A. The acting was artificial probably due to the influence of French actors. |
| B. At present most acting still continues to be naturalistic. |
| C. Shakespeare himself joined the Earl of Leicester’s company, which under James I became known as the “King’s Men”. |
| D…. the best actors understood the importance of the team work of the company. |
| E. The theatre has always been very strong in Britain. |
| F. There was almost no scenery, and the actors were dressed in the costumes of their day. |
| G. An actor whose acting offended the audience had to ask pardon on his knees before a full house before he could continue in his profession. |
| H. …in 1660 that theatre-going again became a popular habit. |

**Check yourself for the vocabulary. Find the Russian equivalents for the following English words and word combinations.**

|  |  |
| --- | --- |
| 1. a subsidized theatrea) частный театр,b) экспериментальный театр,c) государственный театр,d) коммерческий театр. | 2. auditions a) акустика, b) пробы, c) репетиции, d) зрительный зал. |
| 3. cast a) состав актеров, b) труппа актеров, c) список актеров, d) постановка. | 4. management a) художественный совет,b) распространитель билетов, c) дирекция театра, d) касса. |
| 5. performancea) режиссер,b) постановка,c) спектакль,d) премьера. | 6. a walking-on part a) участие в массовке, b) движение по сцене, c) выдающееся исполнение d) роль без слов. |
| 7. to look the part a) искать роль, b) искать актера на роль, c) подходить для роли по внешним данным,d) увидеть … в роли. | 8. stage – designer a) театральный художник, b) режиссер, c) рабочий сцены, d) декорация. |
| 9. house full a) ремонт театра закончен,b) представление началось,c) вход воспрещен,d) все билеты проданы. | 10. dress circle a) бельетаж, b) гримерная,c) партер,d) гардероб. |
| 11. stage door a) вход,b) дверь на сцену,c) служебный вход,d) выход со сцены. | 12. a standing ticket a) постоянный билет,b) входной билет,c) приглашение,d) заказанный билет. |
| 13. flop a) успех,b) отзыв,c) провал,d) критика |  |

**9. Контрольно-измерительные материалы для текущего контроля (7-8 семестр)**

**Тема: Компьютер.**

**Задание 14. Письменная работа.**

**Прочитайте текст. Выберите один из предложенных вариантов ответа.**

I think the computer is such (8) ... useful invention. Take e-mail, for example. It is a very easy way to write letters. When I was younger, I rarely ever put pen to (9) ... paper, not even to say ‘thank you’ for presents sent by my relatives. Now, though, you can’t keep me away (10) ... the keyboard. I can spend hours typing away (11)... my computer, all types of messages to all types of people. One of (12) ... worst disadvantages for me of writing (A13) ... hand was always the embarrassment of knowing that people would criticise my untidy handwriting and careless spelling. Now thanks (14) ... the spell-check, I can easily edit my letters. Teenagers nowadays take all this (15) ... granted, they don’t realise how fortunate they are.

A8. l) a 2) an 3)the 4 ) —

A9. 1) a 2) an 3) the 4) —

A10. l)from 2) of 3)off 4 ) —

А11. l) a t 2) on 3)with 4) in

А12. l) a 2) an 3) the 4 ) —

А1З. l) by 2) in 3) at 4) with

А14. l)for 2) to 3)by 4 ) —

A15. l) a t 2) by 3)for 4) on

**Прочитайте текст (B5—B8). Заполните каждый из пропусков только одним словом, подходящим по смыслу. Слово должно содержать не более 15 символов.**

Until recently, teenagers have been hooked on television. But no more today. (B5)... to the latest statistics, teenagers have gone off television. Given the choice between TV and the Internet, ( B6) ... becomes clear (B7)... most teens prefer. The Internet meets their interactive, social needs that TV doesn’t. As websites (B8)... as *My Space* have appeared, teenagers are too eager to spend hours a day online and are becoming “keyboard potatoes”.

**Тема: Всемирная паутина.**

**Задание 15. Письменная работа.**

**Прочитайте текст. Выберите один из предложенных вариантов ответа.**

Everyone knows that *YouTube* is a free video sharing site which (Al) ... it easy to watch online videos. The site was created in 2005 by Chad Hurley, Steve Chen and Jawed Karim, three young men who (A2) ... at the same company. They (A3) ... to think of a concept for a new website for several months when they came up with the idea of a video-sharing website. Once the new website had been set up, they uploaded their first video. This (A4) ... *Me at the Zoo* and it showed Jawed Karim visiting San Diego Zoo. The short film attracted a lot of viewers and it (A5) ... long for the site to become extremely popular. Today, *YouTube* is estimated to be one of the most popular websites on the Internet. Millions of users around the world (A6) ... accounts on the site that (A7) ... them to upload videos that anyone can watch.

A1. 1) makes 2) is made 3) has been made 4) was making

A2. 1) will all work 2) were all worked 3) were all working 4) have all been working

A3. 1) have tried 2) were tried 3) had been tried ~ 4) had been trying

A4. 1) called 2) was calling 3) has called 4) was called

A5. 1) didn’t take 2) wasn’t taken 3) isn’t taking 4) hadn’t been taken

A6.1) are created 2) have created 3) were created 4) have been created

A7. 1) will be allowed 2) have been allowed 3) allow 4) are allowed

**Прочитайте текст. Выберите один из предложенных вариантов ответа.**

Many parents (A l) ... that the Internet can be a useful source of information, but a lot of them (A2) ... to their teenage children spending too much time online. They’ve been worrying lately that their children enjoy the Internet so much that they (A3) ... their homework. Parents are even more concerned that children and teens (A4) ... by the violent games they play online that they may become violent themselves. However, the Internet habits of approximately 800 teens have recently been studied by scientists, with some positive findings. It (A5) ... that sites like Facebook, playing online games, and surfing the Internet may actually play an important role in a teenager’s development. The study (A6) ... that US teens who were particularly interested in Japanese cartoons, for example, (A7) ... up the Japanese language through online discussion groups. In addition, some teens became interested in making videos.

А1. 1) had been agreed 2) agree 3) had agreed 4) were agreed

A2. 1) are objected 2) object 3) have been objected 4) will be objected

A3.1) are neglected 2) were neglected 3) will neglect 4) have been neglected

A4. 1) so deeply affect 2) have so deeply affected 3) will be so deeply affected 4) will so deeply affect

A5.1) had found 2) was found , 3) finds 4) is finding

A6. 1) is shown 2) has been shown 3) was shown 4) has shown

A7. 1) picked 2) were picked 3) have been picking 4) had been picked

**10. Контрольно-измерительные материалы для текущего контроля (9-10 семестр)**

**Тема: Числа.**

**Задание 16. Письменная работа.**

**Прочитайте текст. Выберите один из предложенных вариантов ответа.**

EWB (Engineers Without Borders) is a non-governmental aid organisation best known for its work in developing countries around the world. Its members are all volunteers, which **(А1) ...** they **(А2) ...** for the work they do. EWB **(A3)...** in 2000. Since then it **(А4) ...** with thousands of building projects around the world. I got involved after a holiday I had in Brazil a few years ago. I visited a small village outside S5o Paulo, where I **(А5) ...** a lot of young girls carrying water from the river to the village. This was their job. Because they had to work, they could not go to school.

I decided to do something about it and I filled in an application form for EWB. When I joined EWB we built a water pipe that brings water directly to the village from the river. I am happy to say that since the pipe **(А6) ...,** the little girls **(A7) ...** to school. Being a volunteer for EWB is hard work, but the jobs we do are always very rewarding!

A1. 1) is meant 2) is meaning 3) means 4 ) meant

A2. 1) do not pay 2) are not paid 3) are not paying 4) have not paid

A3. 1) was founded 2) founded 3) has founded 4) was founding

A4. 1) is helped 2) is helping 3) helps 4) has helped

A5. 1) was seen 2) saw 3) was seeing 4) had seen

A6. 1) was built 2) built 3) has built 4) was building

A7. 1) have been going 2) are gone 3) went 4) are going

**Прочитайте текст. Выберите один из предложенных вариантов ответа.**

According to recent research, today’s teens don’t really consume any traditional media such as newspapers or radio. They don’t read the papers because they prefer to watch **(А8) ...** shorter version of the news on TV or on the Internet, rather than read long pages of text. Besides, why spend money on buying **(А9) ...** paper, when you can read everything online? Teenagers today also show no interest **(А10) ...** traditional radio. They prefer listening to online radio stations which allow **(А11) ...** them to stream music without having to put **(А12) ...** with annoying ads every few minutes. The research also shows that teens don’t watch so much TV any more. Their viewing behaviour is also different **(A13) ...** that of the previous generation when it comes **(A14 )...** ads. Today’s teens simply change (415)... channel and watch something else when a commercial comes on.

A8. a 2) an 3) the 4 ) -- A9. l) a 2) an 3) the 4 )-- A10. 1) at 2) with 3) in 4) of

A11. 1) with 2) for 3) to 4 ) - А12. l)off 2) in 3) up 4) on A13. l) of 2) to 3) with 4) in

A14. 1) in 2) at 3) for 4) to A15. 1) a 2) an 3) the 4 ) --

**Тема: Программисты.**

**Задание 17. Письменная работа.**

**Прочитайте текст. Ответьте на вопросы.**

§ 1. There are many different theories about dreams; however, the science of dreams is not exact. In ancient times, people believed that when we dreamt we entered another world which was real. As science and medicine became more advanced, different theories started to come out. Some scientists believe that dreams are just verbal, visual and emotional stimuli with no apparent meaning. However, others believe that dreams are important for our mental well­being. The leading psychiatrist, Carl Jung thought that analysing our dreams provides us with a way to think more deeply about our lives and solve problems.

§ 2. For centuries, people have believed that dreams have a deeper meaning. For example, many of us dream that we are falling and suddenly we wake up. Experts say this dream means we are feeling anxious and insecure or we feel we have failed in achieving a goal. Another popular dream is that of being chased; this means we are trying to escape our problems. Also, dreams about losing our teeth are believed to show that we are worried about our physical appearance.

§ 3. There has been a lot of research done into controlling dreams and this has led to the term lucid (осознанный) dreaming. Lucid dreaming happens when you are aware that you are dreaming and are able to control what happens in your dream. This is an amazing skill but it is also extremely difficult to do and not many people are able to learn it.

Lucid dreaming can be a way to experience the strange world of your dreams but it is also believed to help personal development and improve your problem solving skills.'

§ 4. Some people are able to see future events through their dreams. There is the case of the man who dreamt that he took his son on a camping trip and his son died near a lake. Some time after he had had the dream, the man and his son were invited on a camping trip. Then, at a certain time during the trip, the man remembered his dream and noticed that everything was the same as in his dream; the boy was standing near a lake looking down at pebbles. The man quickly grabbed his son and took him to safety.

§ 5. There is still a lot of research taking place into dreams, and it will be some time before we are able to really understand the strange dream world that we enter every night. Dreams allow us to experience things that would not be possible in real life, and by analysing our dreams we can learn more about ourselves.

A 36. According to the writer, ancient people believed that

1) the dream world was real.

2) dreams were essential for our mental health.

3) dreams could help solve problems.

A 37. If you dream that you are falling, this could mean that

1) you are worried about the way you look.

2) you are doing too many things.

3) you are worried about something.

A 38. Lucid dreaming

1) is a way of controlling your dreams.

2) reduces your ability to solve problems.

3) is very easy to learn.

A 39. The case of the man (§ 4) shows that

1) dreams may help to save somebody’s life.

2) that seeing your relative near a lake in your dream means danger for that person.

3) very few people remember their dreams.

A40. According to the writer, why are dreams important?

1) They help us see the future.

2) They allow us to live in a dream world. -3) They help us to understand ourselves.

**Определите значение указанного слова в тексте.**

А41. are aware (§3) 1) imagine 2) realise 3) pretend

A42. amazing (§3) 1) funny 2) exceptional 3) traditional

**Прочитайте текст. Выберите один из предложенных вариантов ответа.**

Before I went for my interview for the job with Cramer and Blake Services, I (1) ... to a few people and found out some information about the company. This strategy worked very effectively as it gave the impression that I was keen and responsible and I (2) ... the job on the spot. I was absolutely delighted at first, but soon I discovered that my new boss, Tom, worked very hard, spending all his time in the office. He expected the same level of commitment from his employees. He said each time, “If you (3) ... overtime, you will let the team down.” I (4) ... up with the situation for a couple of months without complaining, before finally I had to confront Tom. I wasn’t prepared to work so hard for such a low salary. Tom said that I had great potential and (5) ... to the top if I made an effort. However, he totally refused to reduce my workload and so in the end I decided to hand in my resignation. Just a week later I got another job. Now I (6)... twice as much as my old boss, and my job is twice as interesting. I (7) ... to the top yet, but I am well on the way!

A1. 1) have been talking 2) have talked 3) had talked 4) was talked

A2. 1) offered 2) had offered 3) was offering 4) was offered

A3.1) don’t work 2) aren’t worked 3) haven’t been worked 4) won’t be working

A4. 1) was putting 2) have put 3) had put 4) was put

45. 1) will easily get 2) would easily get 3) was easily getting 4) had easily got

A6. 1) will be earned 2) am earned 3) earned 4) am earning

A7. 1) didn't get 2) haven’t got 3) am not getting 4) won’t get

**Грамматические темы:**

**Тема: «Имя существительное».**

**Задание 1.Тест. Множественное число существительных.**

1. The … are very fragile, please, wash them carefully.

glass / glases /glasses /glassis

1. She cannot live without discos and …

partes /parties /parteis /partys

1. I don’t like fried … This dish is too fatty for me.

potatoes /potates /potateos /potatos

1. Children are not allowed to play with …

match /matchs /matchis /matches

1. How many … of bread do you want me to buy?

loafs /loaves /loafes /loavs

1. I can’t get home because I’ve lost my …

keys /keis /keies /keyes

1. People called the rescuers their … after they saved two little boys from a burning building.

heros /hereos /heroos /heroes

1. Have you learned these spelling …?

ruls /rules /rulies /rulys

1. ... look like dogs, but they are wild animals and cannot be tamed.

wolfes /wolves /wolvs /wolfs

1. Their … are very kind and polite.

childs /childrens /childes /children

1. A typical English scenery includes green slopes with … and a castle in the background.

sheep /sheepes /sheeps /sheepps

1. His … ached so much that he had to go to the dentist immediately.

tooths /teeth /teeths /toothes

1. These … look familiar, I might have learned some of them at school.

formula /formulas /formulae /formulaes

1. Please, don’t give me any …, I have already decided what to do.

advicys /advices /advice/ advics

1. Our granny doesn’t see well, she always wears …

spectacle /spectaclae /spectacli /spectacles

1. I've earned much … this month.

moneys /moneis /monies /money

1. We bought a lot of … for our new flat.

furniture /furniturae /furnitures /furniturs

1. She bought a kilo of … to make some cocktails for the party.

banans /bananas /bananae /banana

1. What is the …?

new /newer /newes /news

1. We want to buy two … and ride to the beach every morning.

bicycle /bicycls /bicycles /bicyclae

**Тема: «Имя прилагательное».**

**Задание 2. Письменная работа.**

**1. Напишите степени сравнения прилагательных**

|  |  |  |
| --- | --- | --- |
| положительная | сравнительная | превосходная |
| ugly |  |  |
| funny |  |  |
| busy |  |  |

**2. Напишите степени сравнения прилагательных**

|  |  |  |
| --- | --- | --- |
| положительная | сравнительная | превосходная |
| fat |  |  |
| big |  |  |
| hot |  |  |

**3. Напишите степени сравнения прилагательных**

|  |  |  |
| --- | --- | --- |
| положительная | сравнительная | превосходная |
| clever |  |  |
| dark |  |  |
| large |  |  |

**4. Выберите верную форму прилагательного.**

1. London is (big/bigger/the biggest) than Dzerzhinsk.

2. It is (cold/colder/the coldest) in winter.

3. February is (cold/colder/the coldest) month.

4. Is it (hot/hotter/the hottest) in May?

**5. Напишите степени сравнения прилагательных.**

|  |  |  |
| --- | --- | --- |
| положительная | сравнительная | превосходная |
| beautiful |  |  |
| interesting |  |  |
| good |  |  |
| useful |  |  |
| bad |  |  |

**Тема: «Глагол».**

**Задание3.1.Настоящее время.**

**Задание 1. Сделайте эти шуточные предложения вопросительными и отрицательными.**

1.Dogs can fly

2.Rabbits can swim

3. Spiders eat dogs

4.Cats drink lemonade

5.Snakes play with dogs

6.A cat eats bananas

7.Cats can speak English

8.A rabbit eats meat

**Задание 2. Составьте вопросы к выделенным словам.**

1. You get up at seven o’clock.

2. she lives in Dzerzhinsk.

3. You can cook in the kitchen.

4. he works in the bank.

5. we go to bed at nine o’clock.

6. he has got five cats.

7. she is nine.

**Задание 3. Сделайте предложения отрицательными.**

1.I play tennis.

2.I live in London.

3.My sister is Kate.

4.They can play volleyball.

5.We have got a dog.

6.Tony plays the guitar.

7.My friends like bananas.

**Задание 4. Выберите нужное слово и запишите.**

1.Он **всегда** учит уроки (always/ sometimes)

2.Она **иногда** выносит мусор (usually/sometimes )

3.Мы **каждый день** ходим в школу( always/every day )

4.Маша **часто** пишет письма (often/usually )

5.Аня **обычно** ложится спать в 10 часов вечера (usually/often )

**Задание 3.2. Прошедшее время.**

**1. Напишите, что происходит обычно и что произошло вчера.**

|  |  |  |
| --- | --- | --- |
|  | настоящее время | прошедшее время |
| we /clean | we clean | we cleaned |
| he /work | he works | he worked |
| I /play |  |  |
| we/wash |  |  |
| he/help |  |  |
| they/watch |  |  |
| she/skate |  |  |

**2.Скажите, что произошло в прошлом**

|  |
| --- |
| clean collect finish play talk watch  |

1.They ………………………………………………basketball

2.I ………………………………………………….to my friends

3.My brother …………………………………………………his room

4.My parents ……………………………………………….TV

5.She ……………………………………………………..her work

**3. Напишите 2 форму глаголов.**

|  |  |  |
| --- | --- | --- |
| say | fly | sit |
| see | do | fall |
| go | take | eat |
| have | give | sweep |

**4. Напишите, что произошло.**

1.We go to school – we WENT to school.

2.They see him every day. – They …………………………………him yesterday.

3.He goes to the zoo. – He ………………………………..to the zoo yesterday.

4.They have 5 lessons every day. – They …………………………………..5 lessons yesterday.

5.They fly. – They …………………………….yesterday.

6.They say goodbye. – They …………………………………

**Тема: «Местоимения».**

**Задание 4. Письменная работа.**

**Личные местоимения.**

**1.Заполните пропуски в предложениях, используя местоимения в косвенном падеже.**

1.I can’t translate the text. Can you help …?

2.He can’t find the book. Can you help…?

3.They can’t do the test. Can you help…?

**2.Заполните пропуски в предложениях, используя me, us, him, her, it, them.**

1.She is very shy. Please, don’t laugh at… .

2.The bread is stale. Don’t eat… .

3.He is very lazy. Don’t help … .

4.I’m talking to you. Please, listen to … .

**Притяжательные местоимения.**

**3.Заполните пропуски в предложениях, используя притяжательные местоимения.**

1.I have a coach. …coach is a Merited Master of Sports.

2.He has a sister. …sister lives in Moscow.

3.I like this town. …streets and parks are beautiful.

4.She has a family. …parents work as schoolteachers.

**Возвратные местоимения.**

**4.Заполните пропуски в предложениях, используя возвратные местоимения.**

1.You looked at….

2.She looked at….

3.We looked at… .

4.He looked at… .

**Указательные местоимения.**

**5.Составьте словосочетания, используйте:**

а) this, these.

 …prize, …competitions, …distance, …town, …running shoes, …stadium, … book, …swimmers.

б) that , those.

…photograph, …disks, …children, …building,…apples, …students, …library, …bags.

**Неопределенные местоимения.**

**6.Заполните пропуски в предложениях.**

1..It’s time to do shopping. We need …food and …bottle of mineral water.

It’s a very small town. There are …nice buildings and …museum in it.

2.He has …wife, …son here and …relatives abroad.

3.Let’s buy this vase. I have …money with me.

**7.Some or any? Заполните пропуски в предложениях.**

1.Have you got …English books at home?

2.Are there…places of interest in Moscow?

3.They haven’t got …friends.

4.Were there …mistakes in the test?

**Местоимения much, many.**

**8.Заполните пропуски в предложениях. Используйте much, many.**

1.Don’t drink so … coffee. It’s bad for you.

2.There are so …places of interest in Moscow!

3.… in this work was too difficult for me.

**Местоимения little и few.**

**9.Заполните пропуски в предложениях. Используйте a little, a few.**

1.Don’t buy so much coffee, buy … .

2.Don’t close the window. We need … fresh air.

3.There were … athletes in the gym.

4.Now I need …water.

**10.Заполните пропуски, используя little, a little, few, a few.**

1.Give me …water, please. I’m thirsty.

2.I’m going to write …letters now.

3.There is very …bread for dinner. We must go shopping.

**Тема: «Имя числительное».**

**Задание 5. Письменная работа. Имя числительное.**

**Task 1. Write the numbers:**

9, 14, 19, 25, 38, 43, 57, 60, 72, 81, 96, 100

**Task 2. Write the age of each person on his/her birthday:**

1.I’m 9. I’m going to be ….

2.I’m 12. I’m going to be ….

3.I’m 17. I’m going to be ….

4.I’m 20. I’m going to be ….

5.I’m 29. I’m going to be ….

6.I’m 32. I’m going to be ….

7.I’m 57. I’m going to be ….

8.I’m 64. I’m going to be ….

**Task3. Answer the questions:**

1.What is the address of your college?

2.How many floors are there in your college building?

3.What floor is your classroom on?

4.What is your classroom number?

5.How many students are in your class? How many men? How many women?

6.About how many students are in your college?

**Task4. Circle the time that is later**

1. six fifteen/six thirty

2. five past three/three ten

3. four thirty/a quarter past four

4. ten to eight/seven forty – five

5. two twenty – five/two thirty

6. nine forty/ a quarter to ten

7. eleven ten/five past eleven

8. seven fifteen/ twenty past seven

**Task5. Complete this information about yourself. Write the number of minutes, days, hours, weeks, months or years for each sentence.**

1.It takes me….to get to school

2.I study vocabulary for …every day

3.I sleep …a night.

4.I watch TV …a day

5.I have …vacation from work/school

6.I have been absent from college … this year

7.I talk on the phone …a day

8.I go to school … a week

9.I have been studying English for…

**Task 6. Write the date. Use this form: month/day/year**

1.February 22, 2004 2/22/2004

2.May 4, 1997

3.October 15, 1950

4.March 14, 2005

5.July 1, 2006

6.December 10, 2001

7.August 18, 1948

8.January 7, 2010

**Тема: «Предлоги».**

**Задание 6.**

***Put in the missing prepositions of time where necessary.***

1. My brother got married ….. 10 November.
2. She won’t be out very long. She’ll be back ….. ten minutes. She'll be back ..... 12 o'clock.
3. How can the cars run ….. time with all these traffic jams ..... the mornings?
4. I was up very early, ….. time to see the sun rise.
5. I’ll be moving to a new address ..... Sunday morning ….. the end of March.
6. I waited ages for a taxi. I gave up ….. the end and walked home.
7. I’m going to see some old friends. I haven’t seen them ….. five years ..... I left the University.
8. ..... winter ..... New Year's Eve people wish each other "Happy New Year!"
9. Nice Gothic cathedrals were built ..... the Middle Ages.
10. The students didn't speak ..... the meeting, but after it was over they started speaking ..... the same time interrupting each other.
11. We won't be in town ..... the weekend. We are going to the countryside ..... next Saturday.
12. He usually pays me ..... Friday but ..... last week he didn't pay me ..... the following Monday.

***Complete the sentences using the prepositions of place.***

1. There was a list of names ..... the notice-board. Our names were ….. the top of the list.
2. Is Alex ….. this photograph? I can’t find him.
3. It’s a very small village ….. the south of England. You probably won’t find it ….. your map.
4. I prefer to sit ….. the front of the car.
5. I love to look up at the stars ….. the sky at night.
6. You’ll find the weather forecast ….. the back page of the newspaper.
7. Sign your name ….. the bottom of the page, but write your address ..... the left-hand corner.
8. My sister was seriously ill and she had to stay ..... bed for two weeks.
9. I'm hungry. What's ..... the menu?
10. There is a nice portrait of my aunt ..... the wall ..... the living room.
11. Why didn’t the bus-driver stop ….. the bus-stop ..... the end of the High Street?
12. The office was ..... the tenth floor ..... the right , but the lift didn't work.

***Put in the missing prepositions of movement where necessary.***

1. They walked ..... the museum and saw a lot of interesting things.
2. He had lost his key but he managed to climb ..... the house ..... a window.
3. Welcome ..... the USA! Have you ever been ..... Chicago?
4. We are tired. As soon as we get ..... home, we are going ..... bed.
5. Shall we take a taxi ..... the restaurant or shall we walk?
6. When does your boss usually arrive ..... the office?
7. The boys jumped ..... the river and swam ..... the other side.
8. The stranger went ..... the shadowy alley ..... a small cottage.
9. The terrorists let the passengers get ..... the plane.
10. She got ..... the train and I never saw her again.

**Тема: «Простые предложения».**

 **Задание 7. Письменная работа. Безличное предложение.**

 **1.Заполните пропуски в предложениях, используя it is или is it.**

1.How far …from your college to the nearest underground?

2.“….raining now?” “ Yes, … .”

3.“…very late. Please, stay at home! …dangerous to walk at night.”

4.“What time … now?” “… 10 o’clock. …high time to begin our classes”.

5.…expensive to rent a flat?

6.…difficult to speak English?

7.…Ann’s birthday today.

8…difficult to take this exam?

9…true that he is an Olympic champion?

10…good to help your friends.

**2.Заполните пропуски в предложениях. Используйте данные ниже выражения.**

1.It’s dangerous to go out alone at night.

2.It’s very useful to perform them.

3.It’s very pleasant to wear it!

4.It’s very interesting to read it.

5.It’s stupid to have heavy meals at night.

6.It’s very pleasant to communicate with them.

a.You must find this book. … .

b.You should try to practice Chinese fitness exercises. … .

c.You will never lose weight. … .

d.You shouldn’t leave home now. … .

e.Your parents are very friendly. … .

f.What a nice dress! … .

**3.Задайте вопросы, используя How far is it from … to…?**

1.Your house/the bus stop

2.Your college/ your house

3.Your college/ the nearest swimming pool

4.Your house/ the nearest shop

**Тема: «Пассивный залог»**

**Задание 9. Письменная работа.**

**Task 1. Is recycling paper important or a waste of time? Put the verbs in the correct form (Present Simple Passive or Active).**

 Many children think that recycling paper is a waste of time. But it isn’t correct. It is a fact that less energy (need) to make new paper from recycled paper and less materials (use). When a lot of people (recycle) their paper, a lot of trees (save) and the forest and its wildlife (protect). Because when forests (cut), fewer animals have homes. Every year an area of rainforests the size of Wales (cut down) and a lot of animals (disappear). Besides, it is necessary to understand that when the rainforest (destroy), it (cause) global warming.

 It is good when children (teach) about the environment from a young age. Then they (understand) that everyone can make a difference to their community, their town and the world.

**Task2. Which activities are good for the Earth and which ones damage nature?**

I don’t think it is good when….

I think it is good that….

Rivers are polluted, rainforests are cut down, new trees are planted, energy is saved, water is wasted, the countryside is spoilt, ozone levels are studied, ozone is destroyed, air pollution is reduced, animals are disturbed, towns are built instead of forests.

**Task3. What is the ideal picture of the world?**

|  |  |  |  |
| --- | --- | --- | --- |
| riversairforestsanimalswildlifelitterpollution from carswater pollution  | isare | not | destroyeddisturbedprotectedpollutedspoiltput into waterreducedrecycled |

**Task 4. Put the words into the gaps.**

|  |
| --- |
| bin/ damage/destroy/ disturb/ environment/glass/ instead of/ protect/ recycle/reduce/ reuse/spoil/throw/wildlife/pollute |

1………….nature. Take care of 2……….Always put garbage in a garbage 3…….., because garbage4……….the countryside. 5……….newspapers, 6…….and plastic bottles, and metal cans. Recycling helps to 7…………pollution. Don’t throw away thing if you can 8……them. Don’t 9…….water. Don’t 10………garbage into the pond. Never draw or paint on trees. It will 11……them. Plant flowers 12……picking them. Don’t 13……….animals. Don’t 14………their homes. Create new places for 15………. .

**Тексты профессиональной направленности для перевода**

**(письменная работа)**

***Computers***

50 years ago, people hadn’t even heard of computers, and today we cannot imagine life without them.

Computer technology is the fastest-growing industry in the world. The first computer was the size of a minibus and weighed a ton. Today, its job can be done by a chip the size of a pin head. And the revolution is still going on.

Very soon we’ll have computers that we’ll wear on wrists or even in our glasses and earnings. Such wearable computers are being developed now.

Japan’s biggest mobiles-phone company has just released its cleverest product - a mobile phone that allows you to stuff the Internet as well as make calls. People are already using the phone to check the news headlines, follow the stock market and download the latest jokes. Soon they will be able to buy cinema tickets and manage their bank accounts.

The next generation of computers will be able to talk and even think for themselves. They will contain electronic ‘neural networks’. Of course, they’ll be still a lot simpler that human brains, but it will be a great step forward. Such computers will help it diagnose illnesses, find materials, understand and control the world’s money markets, identify criminals and control space travel.

Computer revolution is changing our life and our language, too. We are constantly making up new words or giving new meanings to old ones. Most of computer terms are born in Silicon Valley, the world’s top computer-science center.

***What is a Computer?***

The term computer is used to describe a **device1** made up of a combination of electronic and electromechanical (part electronic and part mechanical) components. Computer has no **intelligence2** by itself and is **referred to as**3 **hardware4**. A computer system is a combination of five elements:

* 1. Hardware
	2. Software
	3. People
	4. **Procedures5**
	5. Data/information

When one computer system is set up to communicate with another computer system, connectivity becomes the sixth system element. In other words, the **manner6** in which the **various7** individual systems are **connected8** — for example, by phone lines, **microwave9** **transmission10**, or satellite — is an element of the total computer system.

Software is the term used to describe the instructions that tell the hardware how to perform a task. Without software **instructions11**, the hardware doesn’t know what to do. People, however, are the most important component of the computer system: they **create12** the computer software instructions and **respond13** to the procedures that those instructions present.

The basic job of the computer is the processing of information. Computers accept information in the form of instruction called a program and **characters14** called **data15** to perform mathematical and logical operations, and then give the results. The data is **raw16** material while information is organized, processed, **refined17** and useful for **decision18** making. Computer is used to **convert19** data into information. Computer is also used to store information in the digital form.

***Vocabulary:***

1. **device** — устройство
2. **intelligence** — разум
3. **to refer to as** — называть что-либо
4. **hardware** — оборудование
5. **procedures** — процедуры, операции
6. **manner** — манера, способ
7. **various** — различные
8. **to connect** — соединять
9. **microwave** — микроволновая
10. **transmission** — передача
11. **instruction** — команда
12. **to create** — создавать
13. **to respond** — отвечать
14. **characters** — символы
15. **data** — данные
16. **raw** — необработанный, сырой
17. **to refine** — очищать
18. **decision** — решение
19. **to convert** — превращать, преобразовывать

***Hardware***

What is hardware? Webster's dictionary gives us the following definition of the hardware — the mechanical, magnetic, electronic, and electrical devices composing a computer system.

Computer hardware can be divided into four categories:

1. input hardware
2. **processing hardware1**
3. storage hardware
4. output hardware

***Input hardware***

The purpose of the **input hardware2** is to collect data and **convert3** it into a form suitable for computer processing. The most common input device is a **keyboard4**. It looks very much like a typewriter. The **mouse5** is a hand held device **connected6** to the computer by small cable. As the mouse is **rolled7** across the mouse pad, the cursor moves across the screen. When the cursor **reaches8** the desired location, the user usually pushes a button on the mouse once or twice to signal a menu selection or a command to the computer.

The light pen uses a light **sensitive9** photoelectric cell to signal screen position to the computer. Another type of input hardware is optic-electronic **scanner10** that is used to input graphics as well as typeset characters. Microphone and video camera can be also used to input data into the computer. Electronic cameras are becoming very popular among the consumers for their relatively low price and convenience.

***Processing hardware***

The purpose of processing hardware is **retrieve11**, interpret and **direct12** the **execution13** of software instructions provided to the computer. The most common components of processing hardware are the Central Processing Unit and main memory.

The Central Processing Unit (**CPU**31) is the brain of the computer. It reads and **interprets14** software instructions and coordinates the processing activities that must take place. The design of the CPU **affects15** the processing power and the speed of the computer, as well as the **amount16** of main memory it can use effectively. With a well-designed CPU in your computer, you can perform highly **sophisticated17** tasks in a very short time.

Memory is the system of component of the computer in which information is stored. There are two types of computer memory: RAM and ROM.

**RAM18** (random access memory) is the **volatile19** computer memory, used for creating loading, and running programs and for manipulating and **temporarily20** storing data;

**ROM21`** (read only memory) is nonvolatile, nonmodifiable computer memory, used to hold programmed instructions to the system.

The more memory you have in your computer, the more operations you саn perform.

***Storage hardware***

The purpose of **storage hardware22** is to store computer instructions and data in a form that is relatively permanent and retrieve when needed for processing. Storage hardware serves the same basic functions as do office filing systems except that it stores data as electromagnetic signals. The most common ways of storing data are **Hard disk23**, floppy disk and **CD-ROM24**.

Hard disk is a rigid disk coated with magnetic material, for storing programs and relatively large amounts of data.

Floppy disk (diskette) — thin, usually flexible plastic disk coated with magnetic material, for storing computer data and programs. There are two formats for floppy disks: 5.25" and 3.5". 5.25" is not used in modern computer systems because of it relatively large size, flexibility and small **capacity25**. 3.5" disks are formatted 1.4 megabytes and are widely used.

CD-ROM (compact disc read only memory) is a compact disc on which a large amount of digitized read-only data can be stored. CD-ROMs are very popular now because of the growing speed which CD-ROM drives can **provide26** nowadays.

***Output hardware***

The purpose of **output hardware27** is to provide the user with the means to view information produced by the computer system. Information is output in either hardcopy or softcopy form. Hardcopy output can be held in your hand, such as paper with text (word or numbers) or graphics printed on it. Softcopy output is displayed on a monitor.

Monitor is a component with a display screen for viewing computer data, television programs, etc.

**Printer28** is a computer output device that produces a paper copy of data or graphics.

**Modem29** is an example of communication hardware — an electronic device that makes possible the transmission of data to or from computer via telephone or other communication lines.

Hardware comes in many configurations, depending on what the computer system is designed to do. Hardware can fill several floors of a large office building or can fit on your **lap30**.

***Vocabulary:***

1. **processing hardware** — устройства обработки данных
2. **input hardware** — устройства ввода данных
3. **to convert** — преобразовать
4. **keyboard** — клавиатура
5. **mouse** — устройство для перемещения объектов на экране, «мышь»
6. **to connect** — соединять
7. **to roll** — катать, перекатывать
8. **to reach** — достигать
9. **sensitive** — чувствительный
10. **scanner** — сканер
11. **to retrieve** — извлекать
12. **to direct** — управлять
13. **to execute** — выполнять
14. **to interpret** — переводить
15. **to affect** — влиять
16. **amount** — количество
17. **sophisticated** — сложный
18. **RAM** — ОЗУ (оперативное запоминающее устройство)
19. **volatile** — летучий, нестойкий, временный, энергозависимый
20. **temporarily** — временно
21. **ROM** — ПЗУ (постоянное запоминающее устройство)
22. **storage hardware** — устройства хранения данных
23. **hard disk** — жесткий диск, «винчестер»
24. **CD-ROM** — накопитель на компакт-дисках (CD)
25. **capacity** — вместительность
26. **to provide** — обеспечивать
27. **output hardware** — выходные устройства отображения информации
28. **printer** — принтер
29. **modem** — модем
30. **lap** — колени
31. **CPU, microprocessor** — микропроцессор

***Types of Software***

A computer to **complete1** a job **requires2** more than just the actual **equipment3** or hardware we see and touch. It requires Software — programs for **directing4** the operation of a computer or electronic data.

Software is the final computer system component. These computer programs instruct the hardware how to **conduct5** processing. The computer is merely a **general-purpose6** machine which requires **specific7** software to perform a given task. Computers can input, calculate, compare, and output data as information. Software determines the order in which these operations are performed.

Programs usually fall in one of two categories: system software and applications software.

 System software **controls8** standard **internal9** computer activities. An operating system, for example, is a collection of system programs that **aid10** in the operation of a computer **regardless11** of the application software being used. When a computer is first turned on, one of the systems programs is **booted12** or loaded into the computers memory. This software contains information about **memory capacity**13, the model of the processor, the disk drives to be used and more. Once the system software is loaded, the applications software can be brought in.

System programs are designed for the specific pieces of hardware. These programs are called drivers and coordinate **peripheral14** hardware and computer activities. User needs to **install15** a specific driver in order to activate a peripheral device. For example, if you intend to buy a printer or a scanner you need to worry in advance about the driver program which, though, commonly goes along with your device. By installing the driver you «teach» your **mainboard16** to «understand» the newly **attached17** part.

Applications software satisfies your specific need. The **developers18** of application software rely mostly on marketing research strategies trying to do their best to attract more users (buyers) to their software. As the productivity of the hardware has increased greatly in recent years, the programmers nowadays tend to include as much as possible in one program to make software interface look more attractive to the user. These class of programs is the most numerous and perspective from the marketing point of view.

Data communication within and between computers systems is **handled19** by system software. Communications software **transfers20** data from one computer system to another. These programs usually **provide21** users with data **security22** and error **checking23** along with physically transferring data between the two computer's memories. During the past five years the **developing24** electronic network communication has stimulated more and more companies to produce various communication software, such as **Web-Browsers25** for Internet.

***Vocabulary:***

1. **to complete** — совершать, завершать
2. **to require**— требовать
3. **equipment** — оборудование
4. **to direct** — управлять, руководить
5. **to conduct** — проводить
6. **general-purpose** — общего назначения
7. **specific** — конкретный, определенный
8. **control** — управление
9. **internal** — внутренний
10. **aid** — помощь
11. **regardless** — несмотря на, безотносительно
12. **to boot** — загружать
13. **memory capacity** — вместимость памяти
14. **peripheral** — периферийный
15. **to install** — устанавливать, встраивать, инсталлировать
16. **mainboard** — материнская плата
17. **to attach** — присоединять
18. **developer** — разработчик
19. **to handle** — управлять, обращаться с
20. **to transfer** — переводить, переносить
21. **to provide with** — обеспечивать чем-либо
22. **security** — безопасность
23. **to check** — проверять
24. **to develop** — развивать, проявлять
25. **Web-browser** — «браузер» (программа, позволяющая пользователю искать и считывать информацию с глобальной электронной сети Internet)

***Operating Systems***

When computers were first introduced in the 1940's and 50's, every program written had to provide instructions that told the computer how to use devices such as the printer, how to store information on a disk, as well as how to perform several other tasks not necessarily related to the program. The additional program instructions for working with hardware devices were very **complex1**, and time-**consuming2**. Programmers soon **realized**3 it would be **smarter4** to develop one program that could control the computer's hardware, which others programs could have used when they needed it. With that, the first operating system was born.

Today, operating systems control and manage the use of hardware devices such as the printer or mouse. They also provide disk management by letting you store information in files. The operating system also lets you run programs such as the basic word processor. Lastly, the operating system provides several of its own commands that help you to use the computer.

DOS is the most commonly used PC operating system. DOS is an abbreviation for disk operating system. DOS was developed by a company named Microsoft. MS-DOS is an abbreviation for «Microsoft DOS». When IBM first released the IBM PC in 1981, IBM licensed DOS from Microsoft for use on the PC and called it PC-DOS. From the user’s perspective, PC-DOS and MS-DOS are the same, each providing the same capabilities and commands.

The version of DOS release in 1981 was 1.0. Over the past **decade5**, DOS has undergone several changes. Each time the DOS developers release a new **version6**, they increase the version number.

Windows NT (new technology) is an operating system developed by Microsoft. NT is an **enhanced7** version of the popular Microsoft Windows 3.0, 3.1 programs. NT requires a 386 processor or greater and 8 Mb of RAM. For the best NT performance, you have to use a 486 processor with about 16 Mb or higher. Unlike the Windows, which runs **on top of DOS8**, Windows NT is an operating system itself. However, NT is DOS **compatible9**. The advantage of using NT over Windows is that NT makes better use of the PC's memory management capabilities.

OS/2 is a PC operating system created by IBM. Like NT, OS/2 is DOS compatible and provides a graphical user interface that lets you run programs **with a click of a mouse10**. Also like NT, OS/2 performs best when you are using a powerful system. Many IBM-based PCs **are shipped11** with OS/2 preinstalled.

UNIX is a multi-user operating system that **allows12** **multiple users13** to **access14** the system. Traditionally, UNIX was run on larger mini computers to which users accessed the systems using terminals and not PC's. UNIX allowed each user to **simultaneously15** run the programs they **desired16**. Unlike NT and OS/2, UNIX is not DOS compatible. Most users would not purchase UNIX for their own use.

Windows 2000 & XP are the most popular user-oriented operating systems with a friendly interface and multitasking capabilities.

***Vocabulary:***

1. **complex** — сложный
2. **to consume** — потреблять
3. **to realize** — понять, осознать
4. **smart** — умный
5. **decade** — декада, десятилетие
6. **version** — версия
7. **to enhance** — увеличивать, расширять
8. **on top of DOS** — «сверху», на основе ДОС
9. **compatible** — совместимый
10. **with a click of a mouse** — одним щелчком кнопки мыши
11. **are shipped** — поставляются
12. **to allow** — позволять
13. **multiple users** — многочисленные пользователи
14. **access** — доступ
15. **simultaneously** — одновременно
16. **to desire** — желать