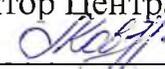


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«Алтайский государственный аграрный университет»

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КОНТРОЛЬНО-ОЦЕНОЧНЫЕ СРЕДСТВА ПО УЧЕБНОЙ ДИСЦИПЛИНЕ
ОБЩЕГО ГУМАНИТАРНОГО И СОЦИАЛЬНО-ЭКОНОМИЧЕСКОГО
ЦИКЛА
ОГСЭ.03 ИНОСТРАННЫЙ ЯЗЫК В ПРОФЕССИОНАЛЬНОЙ
ДЕЯТЕЛЬНОСТИ
(АНГЛИЙСКИЙ)

по специальности 35.02.05 Агрономия

Барнаул 20 23

ПРИЛОЖЕНИЕ № 3
К ООП ПО СПЕЦИАЛЬНОСТИ СПО
35.02.05 АГРОНОМИЯ

**КОМПЛЕКТ КОНТРОЛЬНО-ОЦЕНОЧНЫХ СРЕДСТВ
ДЛЯ ОЦЕНКИ РЕЗУЛЬТАТОВ ОСВОЕНИЯ УЧЕБНОЙ ДИСЦИПЛИНЫ
ОГСЭ. 03 ИНОСТРАННЫЙ ЯЗЫК В ПРОФЕССИОНАЛЬНОЙ
ДЕЯТЕЛЬНОСТИ**

Комплект контрольно-оценочных средств разработан на основе федерального государственного образовательного стандарта среднего профессионального образования по специальности СПО 35.02.05 Агронимия (Приказ Министерства просвещения Российской Федерации № 444 от 13.07.2021 г.) и рабочей программы учебной дисциплины ОГСЭ.03 Иностранный язык в профессиональной деятельности

Организация-разработчик: ФГБОУ ВО Алтайский ГАУ

I. Паспорт комплекта контрольно-оценочных средств

1.1. Область применения комплекта оценочных средств

Комплект контрольно-оценочных средств предназначен для оценки результатов образовательных достижений учебной дисциплины ОГСЭ.03 Иностранный язык в профессиональной деятельности.

Комплект контрольно-оценочных средств содержит задания для проведения текущего контроля и промежуточной аттестации в форме дифференцированного зачета.

1.2. Результаты освоения дисциплины, подлежащие проверке

В результате освоения учебной дисциплины ОГСЭ.03 Иностранный язык в профессиональной деятельности обучающийся должен обладать предусмотренными ФГОС по специальности 35.02.05 Агронимия следующими умениями, знаниями, общими и профессиональными компетенциями:

Результаты обучения: умения, знания, общие и профессиональные компетенции	Показатели оценки результата	Форма контроля и оценивания
У1- понимать общий смысл воспроизведённых высказываний в пределах литературной нормы на бытовые и профессиональные темы	Демонстрация умения понимать общий смысл воспроизведённых высказываний в пределах литературной нормы на бытовые и профессиональные темы	Тестирование, устный опрос, экспертное наблюдение выполнения заданий на практических занятиях, дифференцированный зачет
У2- понимать содержание текста, как на базовые, так и на профессиональные темы	Демонстрация умения понимать содержание текста, как на базовые, так и на профессиональные темы	Тестирование, устный опрос, экспертное наблюдение, дифференцированный зачет
У3- осуществлять высказывания (устно и письменно) на иностранном языке на профессиональные и повседневные темы	Демонстрация умения осуществлять высказывания (устно и письменно) на иностранном языке на профессиональные и повседневные темы	Тестирование, устный опрос, экспертное наблюдение, дифференцированный зачет
У4- осуществлять переводы (со словарем и без словаря) иностранных текстов профессиональной направленности	Демонстрация умения осуществлять переводы (со словарем и без словаря) иностранных текстов профессиональной направленности	Тестирование, устный опрос, экспертное наблюдение, дифференцированный зачет
У5- строить простые высказывания о себе и своей профессии деятельности	Демонстрация умения строить простые высказывания о себе и своей профессии деятельности	Тестирование, устный опрос, экспертное наблюдение, дифференцированный зачет
У6- производить краткое обоснование и объяснение своих текущих и планируемых действий	Демонстрация умения производить краткое обоснование и объяснение своих текущих и планируемых действий	Тестирование, устный опрос, экспертное наблюдение, дифференцированный зачет

У7- выполнять письменные простые связные сообщения на интересующие профессиональные темы	Демонстрация умения выполнять письменные простые связные сообщения на интересующие профессиональные темы	Тестирование, устный опрос, экспертное наблюдение, дифференцированный зачет
У8- разрабатывать планы к самостоятельным работам для подготовки проектов и устных сообщений	Демонстрация умения разрабатывать планы к самостоятельным работам для подготовки проектов и устных сообщений	Тестирование, устный опрос, экспертное наблюдение, дифференцированный зачет
З1 - особенности произношения интернациональных слов и правила чтения технической терминологии и лексики профессиональной направленности	Демонстрация знания особенностей произношения интернациональных слов и правила чтения технической терминологии и лексики профессиональной направленности	Тестирование, устный опрос, экспертное наблюдение, дифференцированный зачет
З1 - основные общеупотребительные глаголы бытовой и профессиональной лексики	Демонстрация знания основных общеупотребительных глаголов бытовой и профессиональной лексики	Тестирование, устный опрос, экспертное наблюдение, дифференцированный зачет
З1 - лексический (1000 - 1200 лексических единиц) минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности	Демонстрация знания лексического (1000 - 1200 лексических единиц) минимума, относящегося к описанию предметов, средств и процессов профессиональной деятельности	Тестирование, устный опрос, экспертное наблюдение, дифференцированный зачет
З1 - основные грамматические правила, необходимые для построения простых и сложных предложений на профессиональные темы	Демонстрация знания основных грамматических правил, необходимых для построения простых и сложных предложений на профессиональные темы	Тестирование, устный опрос, экспертное наблюдение, дифференцированный зачет
ОК.01 Выбирать способы решения задач профессиональной деятельности, применительно к различным контекстам	Выбирает способы решения задач профессиональной деятельности, применительно к различным контекстам	Экспертное наблюдение и оценка деятельности обучающегося в процессе освоения учебной дисциплины
ОК.02 Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности	Использует современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности	Экспертное наблюдение и оценка деятельности обучающегося в процессе освоения учебной дисциплины
ОК.03 Планировать и реализовывать собственное	Планирует собственное профессиональное и	Экспертное наблюдение и оценка деятельности

<p>профессиональное и личностное развитие, предпринимательскую деятельность в профессиональной сфере, использовать знания по финансовой грамотности в различных жизненных ситуациях</p>	<p>личностное развитие, предпринимательскую деятельность в профессиональной сфере, использовать знания по финансовой грамотности в различных жизненных ситуациях</p>	<p>обучающегося в процессе освоения учебной дисциплины</p>
<p>ОК.04 Эффективно взаимодействовать и работать в коллективе и команде</p>	<p>Положительная оценка вклада членов команды в общекомандную работу. Передача информации, идей и опыта членам команды. Использование знания сильных сторон, интересов и качеств, которые необходимо развивать у членов команды, для определения персональных задач в общекомандной работе. Формирование понимания членами команды личной и коллективной ответственности. Регулярное представление обратной связи членам команды. Демонстрация навыков эффективного общения.</p>	<p>Экспертное наблюдение и оценка деятельности обучающегося в процессе освоения учебной дисциплины</p>
<p>ОК.05 Осуществлять устную и письменную коммуникацию на государственном языке Российской Федерации с учетом особенностей социального и культурного контекста</p>	<p>Осуществляет устную и письменную коммуникацию на государственном языке Российской Федерации с учетом особенностей социального и культурного контекста</p>	<p>Экспертное наблюдение и оценка деятельности обучающегося в процессе освоения учебной дисциплины</p>
<p>ОК.06 Проявлять гражданско-патриотическую позицию, демонстрировать осознанное поведение на основе традиционных общечеловеческих ценностей, в том числе с учетом гармонизации межнациональных и межрелигиозных отношений, применять стандарты антикоррупционного поведения</p>	<p>Демонстрирует гражданско-патриотическую позицию, осознанное поведение на основе традиционных общечеловеческих ценностей, в том числе с учетом гармонизации межнациональных и межрелигиозных отношений, применять стандарты антикоррупционного поведения</p>	<p>Экспертное наблюдение и оценка деятельности обучающегося в процессе освоения учебной дисциплины</p>

<p>ОК.07 Содействовать сохранению окружающей среды, ресурсосбережению, применять знания об изменении климата, принципы бережливого производства, эффективно действовать в чрезвычайных ситуациях</p>	<p>соблюдает нормы экологической безопасности; определяет направления ресурсосбережения в рамках профессиональной деятельности по специальности, осуществляет работу с соблюдением принципов бережливого производства; организывает профессиональную деятельность с учетом знаний об изменении климатических условий региона.</p>	<p>Экспертное наблюдение и оценка деятельности обучающегося в процессе освоения учебной дисциплины</p>
<p>ОК.08 Использовать средства физической культуры для сохранения и укрепления здоровья в процессе профессиональной деятельности и поддержания необходимого уровня физической подготовленности</p>	<p>использует физкультурно-оздоровительную деятельность для укрепления здоровья, достижения жизненных и профессиональных целей; применяет рациональные приемы двигательных функций в профессиональной деятельности; пользуется средствами профилактики перенапряжения, характерными для данной специальности</p>	<p>Экспертное наблюдение и оценка деятельности обучающегося в процессе освоения учебной дисциплины</p>
<p>ОК.09 Пользоваться профессиональной документацией на государственном и иностранных языках</p>	<p>Пользуется профессиональной документацией на государственном и иностранных языках</p>	<p>Экспертное наблюдение и оценка деятельности обучающегося в процессе освоения учебной дисциплины</p>

2.1. Текущая аттестация.

2.1 Объект оценивания «Умение аудировать»

Вариант 1.

Sandwich.

Once there lived a man in England. His name was Sandwich and he was very rich. He lived to play cards. He could play cards very well and was the best player of his time. Often he played all day and night. One day he played for 24 hours without stopping. He did not leave the card table even to eat. Servants had to bring food to him. They brought him some meat and bread. He did not want to stop playing while he ate. He put the meat between two pieces of bread. In this way he was able to continue playing. From the name of this man comes the word *sandwich* today.

Now a lot of people in England eat sandwiches for their lunch. There are lots of sandwich shops in London. There you can buy all sorts of sandwiches. You can get meat sandwich, or salad sandwiches, or meat-and-salad sandwiches. And you can get cheese, egg or fish sandwiches. You can even buy fruit sandwiches. Lots of people in the world like sandwiches, but some don't.

Exercise 1.

Listen to the story "Sandwich" about the origin of the word. Be ready to answer the question below.

1. What do we call a sandwich?
2. What sort of sandwiches do you know?
3. When do people in England eat sandwiches?
4. What is the origin of the word *sandwich*?
5. What was the Earl of Sandwich famous for?
6. What other facts about the man do we know?
7. When did he first make a sandwich?
8. Do you like sandwiches? If so, what sort of sandwich would you like for your lunch?

Exercise 2.

You are the Earl of Sandwich's grandson/granddaughter. Tell your friends about your grandfather and his "invention"

Вариант 2.

Balzac and his handwriting.

Balzac, the famous French writer, was a man of great talent. He wrote many novels which were translated into different languages and were known all over the world. But Balzac himself was proud of his ability to tell the character and behaviour of a person by his or her handwriting.

One day a woman friend of Balzac brought him a young boy's exercise book. She showed it to him and asked him to try to tell her what he thought of the boy's character. The woman said that the boy was not her son and that Balzac might tell her the truth. Balzac studied the handwriting for a few minutes and then said: "Everything is quite clear to me. I shall tell you the truth." He asked the woman to pay attention to some features of the handwriting and said that the boy was a bad, lazy fellow. "It can not be possible," said the woman smiling. "This is a page from the exercise book which you used when you were a boy."

Exercise 1.

1. Who is the story about?
2. What do you know about Balzac?
3. What features of his character was he proud of?
4. Why did a woman friend of Balzac come to him one day?
5. How could Balzac tell the character and behaviour of a person?
6. What did Balzac say to his friend?

Exercise 2.

You are the woman who showed the exercise – book to Balzac. Tell your friends about the episode.

Вариант 3.

To live School or Not to Leave.

If a student finishes secondary school he or she may get a better job. But if a student does well he or she can go to university. Most parents would like their children to stay on at school, but about three quarters of all people leave school at fifteen or sixteen.

William Parker lives in Birmingham which is a large industrial city in Great Britain. When he was fifteen years old he left school. He did badly at school and thought he would be much happier working. He got a job with a large engineering firm. As he did not have any qualification he got little money though his work was difficult. After some time William decided to attend classes at a technical college. Once a week he trains to be a good electrician. The course of studies lasts five years. When William finishes it, he will have a good job.

Margaret Weber lives in London. She did not specially like school. When she was sixteen she took her school certificate exams, but she failed in almost every subject. She had learned to type at school, so she decided to leave school and get a job in an office. There are many factories, shops and businesses in London which need typists. Margaret got a job in a shop without difficulty. But she does not like her work; it is not interesting and pays little money. Now Margaret attends a special evening school where she is trained to be a good secretary. William's and Margaret's training is "vocational", that is practical for a special job.

Exercise 1.

Listen to the text "To Leave School or Not to Leave". When hearing the facts concerning the teenagers' life after school place ticks in the corresponding boxes of the chart.

		William Parker	Margaret Weber
The city they live in	London		
	Birmingham		
	Glasgow		
The institutions they study	A university		
	A technical college		
	A school		
The place they work in	A shop		
	A library		
	An engineering firm		
The occupation they are trained for	A secretary		
	An electrician		
	A typist		

Вариант 4. New York Tram.

Aerial cable cars connect Manhattan Island with Roosevelt Island which is in the middle of the East River.

It is a residential complex with its own schools, shops, banks, restaurants and recreation facilities. The people living in this “new town” on the island welcomed the opening of the tramway which is 945 meters long. Red and white cars take them on Roosevelt Island and three and a half minutes later the people (passengers) are in Manhattan where they can get to their jobs by bus or underground.

The cable car rises to its cruising height of 41 meters above the ground and travels at a speed of 26 kilometers an hour. It moves over New York skyscrapers, the United Nations buildings, over the East River. Each car carries 125 passengers. The tramway operates from 6 a.m. to 2 a.m. daily. In the morning and evening rush hours cars run continuously and every fifteen minutes at other times.

Roosevelt Islanders have now the best of city living – a pleasant, well – planned community with beautiful views of Manhattan’s skyline, yet just minutes from the city’s busiest streets.

Exercise 1.

Listen to the story “New York Tram” and fill in the chart.

Total length (m)	Speed (km/h)	Height (m)	Time of working	Intervals during rush hours/during the rest of the day	Terminal stations	Passenger capacity (per 1 car)

Вариант 5. Weather Forecast.

Two men travelling in a very wild part of America. They did not see any houses but only tents where Indians lived. One day they met an old Indian who was sitting near his tent. He was smoking. The Indian was a hunter and knew everything about the forest and the animals living in it and many other things. He could also speak English rather well.

“Can you tell us what the weather will be like during the next few days?” one of the two travelers asked him.

“Oh, yes,” he answered. “Rain is coming, and wind. Then there will be snow for one or two days, but then the sunshine will come again and the weather will be fine.”

“These old Indians know more about world than we with all our knowledge of physics, maths and other sciences.”

“Tell me,” he asked, “how do you know all that?”

The Indian answered: “I heard it over the radio.”

Exercise 1.

Listen to the story “Weather Forecast” and be ready to answer the questions that follow.

1. Where did the men travel?

2. Whom did they meet there?
3. What was the old Indian doing when they met him?
4. What did they speak to him about?
5. How did he know everything about the weather?
6. How do you think the weather forecasts are made up know?

Exercise 2.

Retell the story.

Exercise 3.

You are the Indian. Tell your friends about the incident.

Вариант 6.

A Family of Scientists.

George Boole was born in 1815 and he is famous for his works in the field of mathematical analysis. His wife Mary Everest was a niece of George Everest. He is known as a man who performed topographic survey in India on a large scale in 1841. It is after him that the highest peak in the world is named. Mary Everest was very much interested in her husband's work and after his death she published several books which contributed greatly to the development of his theory. The Booles had five daughters. The eldest daughter Mary married C. Hinton who was a well-known mathematician, inventor and author of science-fiction books.

Their three grandchildren became scientists. Howard was a talented entomologist, William and Joan were both physicists. The latter was almost the only woman physicist who took part in the work at the atomic project of the USA. Their second daughter Margaret is known as the mother of the outstanding English mathematician Jeffrey Taylor who was a foreign member of the Soviet Academy of Sciences. Their third daughter Alicia was a specialist in the field of multidimensional space. The fourth daughter Lucy was the first woman-professor who was the head of a chemistry department. But the youngest daughter Ethel Lilian is the most famous. She married the Polish scientist and revolutionary Voynich. Her wonderful book "The Gadfly" has been translated into many languages and is popular in many countries of the world.

Вариант 7.

Barbican Centre.

Barbican is a district of the City of London. It was greatly destroyed by bombing during the Second World War. Great construction has started since the end of the war. Nowadays Barbican is one of the most beautiful districts of London. It is also famous for the Barbican Centre.

The Barbican Centre is an enormous complex which contains two theatres, an art gallery, a library, three cinemas, two restaurants and two exhibition halls.

The building itself is very interesting: It is built on eight levels. Four of these levels are underground. On the fifth level there is a lake, complete with 45 fountains, the air terrace where you can have coffee.

The construction of the Centre was started in 1970. At that time it was expected to cost 190 million. At last on the 3rd of March 1982 the Barbican Centre was opened by

the Queen Elizabeth herself. At that time the final cost of the construction was 150 million.

There are two resident companies who are now based in the Barbican Centre. They are the London Symphony Orchestra and the Royal Shakespeare Company. It is these two companies which are providing a good part of the cultural programme for the public. At the same time there is a variety of exhibitions, musical and other entertainment.

Exercise 1.

Listen to the text “Barbican Centre” and determine what specialists can use the information it contains. Fill the following chart.

City	Cost	Date of opening	Function

Exercise 2.

Sum up the information about the Barbican Centre.

Вариант 8.

A Frenchman in London.

I. A Frenchman once came to London. It was his first visit to the English capital. He stayed at a hotel, left his things there and sent a telegram to his wife in which he informed her that he had arrived safely. Then he decided to go sightseeing. He went to the old district at first. He paid attention to beautiful monuments and saw a great number of squares, palaces, buildings, streets, and shops. Then he had dinner at a restaurant. After dinner the Frenchman decided to see a play at a theatre. The play was excellent. The Frenchman thought that his first day in London was very successful and decided to return to the hotel. As he was tired he took the most rapid means of transport – the taxi. Suddenly he discovered that he had forgotten the name and address of the hotel. He didn't know what to do.

II. Then he remembered the telegram which he had sent to his wife in the morning. He asked the taxi-driver to take him to the nearest post-office. There he sent his wife another telegram with the words: “Send me the name of my hotel immediately to the following address”.

Exercise 1.

Listen to the story “A Frenchman in London”. This story is about a man who found himself in a desperate situation. Think of the advice you could give him.

Exercise 2.

Answer the following questions:

1. Who came to London?
2. How did the Frenchman spend his first day in London?
3. Why couldn't the Frenchman find the way back to the hotel?
4. What way out of the situation he found at last?
5. How many telegrams did the Frenchman's wife receive on that day?

Вариант 9.

The Bermuda Triangle.

It was a warm sunny day, and there were only a few clouds in the sky. It was good weather for flying, and five officers in the US Navy were planning their two-hour flight to Bermuda. The date – early December, and the crew members were already thinking about their Christmas holidays and their families. The planes were ready just after lunch.

At the last minute one of the crew members went to the doctor. He didn't feel well. He wanted to stay at the base. The commanding officer needed him, however. He said: "The flight is only two hours. Don't worry! You'll be back soon. You have to go."

At 2.10 p.m. the planes were in the air. One hour later, their work was finished, and they began the journey back to their base in Florida. Suddenly their radio controller at the Navy base received this message from Flight 19.

"Emergency. This is an emergency! We cannot see land. We are not sure of our position. Everything is strange. The compass is spinning wildly. We don't know our direction. We don't know where we are..."

Then the voices stopped. Radio contact stopped. The Navy immediately sent a search plane out to look for the men. All six planes and twenty-two men were never seen again.

Exercise 1.

Listen to the report of this event and be ready to answer the following questions:

1. What was the weather like on the 5th of December 1945?
2. How many officers were going to make a flight to Bermuda?
3. What was the duration of the flight they planned to make?
4. Why did one of the officers want to stay at the base?
5. Did the officers make their flight in the morning, in the afternoon, in the evening or at night?
6. What happened during the flight?
7. What did the Navy do to find the planes?
8. How many planes and people vanished on that day?

2.2 Объект оценивания «Умение читать»

Вариант 1.

Прочитайте информацию для студентов, только что приехавших в летнюю школу. Установите соответствие между заголовками А-Ф и пронумерованными абзацами текста 1-5. Запишите свои ответы в таблицу. Используйте каждую букву **ТОЛЬКО один раз. В задании есть один лишний заголовок.**

- A. There are lots of achievements to proud of.
- B. Different actions were taken for one reason.
- C. A lot of time was lost in protecting nature.
- D. Nature protection has to struggle against industries.
- E. The two aimed to help wildlife.
- F. There was no time to lose.

1. More than a hundred years ago, two men who barely knew each other climbed up into the Sierra Nevada wilderness and spent four days exploring mountains and tracking wildlife. They saw elk and black bear, wild iris and larkspur. They drank from streams, slept on beds of pine needles, and awoke from a night camping on Glacier point to find four feet of sunrise snow. When they came down from the mountains, President Theodor Roosevelt and Sierra Club founder John Muir were good friends. Over their parting handshake they made a pact: They would work together to save America’s wilderness. And they did.

2. The United States had already lost most of its buffalo, tall grass prairies, Eastern old-growth forests, and grizzly bears. Bold, immediate action was called for—and taken. Between 1901 and 1909, President Roosevelt and Congress created five national parks, established more than fifty wildlife reserves, and set aside 100 million acres of forest for protection. During the decade, the Sierra Club grew from a hiking club to a political force.

3. John Muir and the growing membership of his Sierra Club conducted guided tours to wild areas to win allies and public support for the preservation efforts, wrote letters and articles in newspapers, pioneered the use of public education, political accountability and lobbying, and legislation to protect the health of our environment. It was the Sierra Club that fled lawsuits to stop pollution in Lake Superior and developments in Everglades, and created books, films, photographs, and advertising for wilderness and wildlife protection.

4. Since its founding in 1892, the Sierra Club has also helped bring about the establishment of Yosemite and more than a score of other national parks; an end to government plans to dam the Colorado River and flood the Grand Canyon; the enactment of the Clean Water Act, Clean Air Act, and Endangered Species Act; the granting of national movement status for Utah’s Grand Staircase — Escalante, the giant sequoias of California’s Serra Nevada and many more national treasures in different parts of the country, including Alaska.

5. More than a century of national and local conservation campaigns has taught the Sierra Club that no place—despite its official designation, environmental value, or storied past—is ever completely protected. The oil companies, the logging industry, and developers never give up. And as the nation grows, the pressures to drill, log, and build in special places will also grow.

1	2	3	4	5

Вариант 2.

Прочитайте информацию для студентов, только что приехавших в летнюю школу. Установите соответствие между заголовками А-Е и пронумерованными

абзацами текста 1-5. Запишите свои ответы в таблицу. **Используйте каждую букву только один раз. В задании есть один лишний заголовок.**

- A. Was it easy to get to the areas where spices grew?
- B. Who had exclusive rights for pepper trade?
- C. What proves that spices in old times were even more used than today?
- D. Where did rare spices come from?
- E. Merchants from what place were number one in pepper trade?
- F. What was special about use of spices in old times??

1. Pepper, the most common and at the same time the most valued of spices, was frequently treated as a gift of honor from one sovereign to another, or as a polite form of payment instead of money. «Matilda de Chaucer is in the gift of the king, and her land is worth 8 pounds, 2d, and 1 pound of pepper and 1 pound of cinnamon and 1 ounce of silk, » reads a chance record in an old English survey.

2. The amount of these spices bought and sold was astonishing even as compared to modern trade. Venetian galleys, Genoese carracks, and other vessels on the Mediterranean brought great amount of them westward, and they were sold in fairs and markets everywhere. In romances and chronicles, in cook-books, trades-lists, and customs-tariffs, spices are mentioned with a frequency and consideration unknown in modern times.

3. For years the Venetians had a contract to buy from the sultan of Egypt annually 420,000 pounds of pepper. One of the first vessels to make its way to India brought home 210,000 pounds. A fine of 200,000 pounds of pepper was imposed upon one prince of India who refused to sell pepper to the Portuguese in 1520. «Pepper-sack» was a nick-name and yet not a negative epithet applied by German robbers, to Venetians merchants who passed down the Rhine.

4. Yet the location of «the isles where the spices grow» was very distant and obscure to the men of the Middle Ages. John Cabot, in 1497, said that he «was once at Mecca, whither the spices are brought by caravans from distant countries, and having inquired from whence they were brought and where they grew, the merchants answered that they did not know, but that such merchandise was brought from distant countries by other caravans to their home; and they further say that they are also conveyed from other remote regions».

5. Such lack of knowledge was pardonable, that even Marco Polo, one of the most experienced travelers, after spending years in Asia, believed, mistakenly, that such rare spices as nutmegs and cloves were produced in Java. It was only after many, many years that their true place of production became known in Europe. These spices were the native products of the so called Spice Islands, just under the equator, in the midst of the Malay Archipelago. Their light, volcanic soil, could keep moist by the constant damp winds.

1	2	3	4	5

Вариант31.

Прочитайте текст. Определите, какие из приведенных утверждений **A5-A8** соответствуют содержанию текста (**1 — True**), какие не соответствуют (**2 — False**) и о чем в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (**3 — Not stated**).

Jim lived with his parents until he was twenty-one years old, and then he got a job in the office of a big factory in another town, so he left home. He found a comfortable little flat which had two rooms, a small kitchen and a bathroom, and he lived there on his own.

At first he cleaned it himself, but he did not like it, so he determined to find someone else to do it instead of him. He asked a lot of his fellow workers at the factory what they did about this, and at last one of the men said, «Oh, Mrs. Roper comes and cleans my flat regularly. She washes the dishes, irons my shirts and keeps the place neat and tidy and so on. I'll introduce her to you, if you like. She's a charming old lady. She does her best, but she hasn't got much energy».

«Well, you'd better ask her to come and see me, please, » Jim answered. So the next evening Mrs. Roper came to see him, and she agreed to come to his flat every morning for an hour.

After she had been working for Jim for two weeks, he looked at the mirror in his bedroom and thought, «That mirror looks very dusty. Mrs. Roper's forgotten to clean it. I can write on it with my finger. » He wrote a message in the dust: «I'm coughing whenever I breathe because everything in this room is very dusty. » He came home at 7 o'clock that evening, and when he had eaten his supper, he went into his bedroom and looked at the mirror. «That silly woman still hasn't cleaned it! » he said to himself. «All it needs is a cloth! »

But then he bent down and saw a bottle in front of the mirror. «I didn't put that bottle there», he thought. «Mrs. Roper must have left it.» He picked the bottle up and looked at it carefully.

«She's written some words on it», he said to himself. He read the words. They were: «Cough-medicine».

A5 Jim left home city to continue his education.

1) True 2) False 3) Not stated

A6 Jim could not clean his house because he was allergic to dust.

1) True 2) False 3) Not stated

A7 Mrs. Roper did not have enough time to dust the room.

1) True 2) False 3) Not stated

A8 Jim was not happy with Mrs. Roper as a cleaner.

1) True 2) False 3) Not stated

Вариант 4.

Прочитайте текст. Определите, какие из приведенных утверждений **A5-A8** соответствуют содержанию текста (**1 — True**), какие не соответствуют (**2 — False**) и о чем в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (**3 — Not stated**).

Every nation and country has a reputation of some kind. The Englishmen are believed to be cold, reserved, rather naughty, easy-going and fond of sport. They are the nation of stay-at-homes. «There is no place like home», they say. The English man's home is his castle is a saying known all over the world.

They prefer a small house built for one family, with a small garden and a fire in the centre of the house. They like animals very much and follow many traditions especially concerning food and manners. We know much about English traditions and Customs but now I'd like to say a few words about the traditions of my native land-Russia.

First, some words about Russian people. To my mind, the main traits of their characters are their hospitality, their «open heartedness» and inventiveness. Russian fairytales reflect this. Our people are hardworking, patient, never losing hope for better life. The Russians are the talented nation. Russia gave the world thousands of the world famous writers, composers, scientists, inventors and explorers. All of them are the pride of the nation.

Such names of Gzhel and Khokhloma are considered to be the symbols of Russia as well as matryoshkas and samovars. The history of Khokhloma goes back to the 17th century. The production of tableware-dishes, spoons, mugs was begun at that time in the villages of Suomino and Khokhloma in the Nizhniy Novgorod Province. Many carpenters, painters have been working since then reviving traditions of old masters.

The Khokhloma style is characterized by using plant elements in painting the tableware. The prevailing colors are black, yellow, golden, green and red.

Nowadays this craft is sure to be saved; it will be developed and brought into the future by the new generation of painters.

A5 The Englishmen have bad reputation among different nations in the world.

1) True 2) False 3) Not stated

A6 English people are home-centered.

1) True 2) False 3) Not stated

A7 Russia has contributed a lot to the world civilization.

1) True 2) False 3) Not stated

A8 Khokhloma style has been a typical Russian craft since Kievan Russ.

1) True 2) False 3) Not stated

Вариант 5.

Прочитайте информацию для студентов, только что приехавших в летнюю школу. Установите соответствие между заголовками **A-F** и пронумерованными абзацами текста **1-5**. Запишите свои ответы в таблицу. Используйте каждую букву **только один раз**. В задании есть один лишний заголовок.

- A. Eating traditions
- B. A treat and a song go together
- C. Celebrate to get many presents
- D. Holiday decoration business
- E. Holiday food business
- F. Cooking special holiday dishes

1. Many stores in the USA stock a large range of holiday house decorations for a month before the holiday itself. For instance, on Thanksgiving Day they sell pumpkins and leaves specially designed for adorning. As for Halloween, stores offer flashlights, masks, and skeletons for decorating the gardens and for scaring one's guests. Thus, people alter the attire of their houses several times a year. The wealthier families change not only the season's outside decorations but even the interior of their houses such as curtains, carpets and pictures.

2. On the Eve of Thanksgiving Day, most supermarkets are flooded with turkeys selling at lower prices. Turkey producers have to decrease their price because they must sell all the turkeys as soon as possible, otherwise they will still have them when Christmas comes or even longer. Almost nobody buys turkey for an ordinary meal (during the rest of the year). At Christmas, Americans also cook a turkey or they can choose another traditional dish, e. g. roasted ham.

3. One of the peculiarities of Americans is that they do not usually sit around the table for a holiday meal. For larger groups, all the food usually stands on a special, separate table that is beautifully decorated. Everyone can serve themselves with the food they want. What is more, they do not usually have salads, which may seem rather strange for the Russians living there. Salads, to Americans, may be nothing more than tossed leaves of lettuce with a few other vegetables.

4. One more type of celebration, which is connected with presents, are «showers,» for instance a baby-shower or a wedding-shower. For a baby-shower, a pregnant woman is given presents for her future child, whereas for a wedding-shower a bride receives presents for her household. These showers are popular because on the one hand, it is usually a moderate price to rent a cafe or a restaurant and order some kind of snacks such as crisps and sauces and salads. On the other hand, it is very pleasant to be «showered» with presents. Many people are usually invited to such parties.

5. As for Birthdays, it is worth mentioning that this holiday is for both friends and family. Often an additional party is organized by a company of friends at which time the one having the birthday is invited to a restaurant to celebrate. Besides a meal, they order a birthday cake and a 'happy birthday song' is performed by the staff of the restaurant. Guests are not expected to give presents at this kind of a party. Only relatives and close friends give presents for one's birthday. However, they do not necessarily have a family feast. Of course, it depends on your family.

1	2	3	4	5

Вариант 6.

Прочитайте информацию для студентов, только что приехавших в летнюю школу. Установите соответствие между заголовками **A-F** и пронумерованными абзацами текста **1-5**. Запишите свои ответы в таблицу. Используйте каждую букву **только один раз**. В задании есть один лишний заголовок.

- A.** Special family days
- B.** The right to choose
- C.** National spirit traced in different celebrations
- D.** They invent local holidays
- E.** Love for celebrations
- F.** One common event for a national holiday

1. People in every culture celebrate holidays. Although the word «holiday» literally means «holy day, » most American holidays are not religious, but commemorative in nature and origin. As the nation is blessed with rich ethnic heritage, it is possible to trace some of the American holidays to diverse cultural sources and traditions, but all holidays have taken on a distinctively American flavor.

2. Each of the 50 states has the right to observe Federal holidays according to their legislation. However, the majority of the states usually choose the date or day celebrated by the rest of the nation. Still the closing of local government offices and businesses on these holidays vary. For instance, in Washington State there are five official holidays when people have five days off; however, a company may give their employees three extra days per year to enhance their holiday term.

3. One of the most widely celebrated and popular holidays in the USA is Independence Day. What is rather remarkable about it is the splendid colorful parade. Take, for instance, a parade in Seattle, Washington. Different organizations take part in it. First, usually comes the fire brigades in full dress, with polished fire-engines. Girls throw flowers to them. The firemen and women are regarded as heroes, especially in small towns. Then come the police and other state organizations, fund raisers, voluntary bodies, factories, and small businesses proudly showing off their produce.

4. It is worth mentioning that in the United States, Americans like holidays very much. The word «holiday» for them is synonymous with «celebration». They tend to make some Sundays unique by organizing various festivals and carnivals. On these Sundays you can go to different towns and take part in entertaining events. The main attractions are festivals that welcome in the autumn as the leaves on the trees begin to turn red, orange, and yellow. For example, a festival of wooden boats or classical automobiles, or a wood-chopping contest and an auction are popular activities.

5. As for family celebrations in the USA, it is worth saying that these holidays are mostly calm and quiet. The most popular family holidays are Thanksgiving Day and Christmas. The extended families gather for these two events. Americans prepare only traditional meals for these holidays. For instance, for Thanksgiving Day there will be a roast turkey with cranberry sauce, white mashed potatoes (which ARE indispensable with turkey). Other sweet potatoes or yams, vegetables and a pumpkin pie.

1	2	3	4	5

2.4 Объект оценивания «Умение писать»

Вариант 1.

You have 30 minutes to do this task.

You have received a letter from your English-speaking pen friend Liz.

... I am going to learn a second foreign language. My first foreign language is French. What second language do you think I should choose and why? How many languages do you study at school? Are you planning to enter some language courses?

Write him a letter and answer his **3 questions**.

Write **80–100 words**. Remember the rules of letter writing.

Вариант 2.

You have 30 minutes to do this task.

You have received a letter from your English-speaking pen friend Lucy.

...I am going to do a project on national holidays of different countries. Could you help me? What main national holidays are there in your country? Do you celebrate all of them? How does your family celebrate them?

Write him a letter and answer his **3 questions**.

Write **80–100 words**. Remember the rules of letter writing.

Вариант 3.

You have 30 minutes to do this task.

You have received a letter from your English-speaking pen friend David.

...My mother complains that I am lazy and don't help her much. Do you or your friends often help your parents? How? What duties does every member of you family have in the house?...

Write him a letter and answer his **3 questions**.

Write **80–100 words**. Remember the rules of letter writing.

Вариант 4.

You have 30 minutes to do this task.

You have received a letter from your English-speaking pen friend Andrew.

... Last weekend my father and I went fishing. It was great. How did you spend your last weekend? Does your leisure depend on the season of the year? Do you prefer to spend your weekends with your parents or with your friends? Why?...

Write him a letter and answer his **3 questions**.

Write **80–100 words**. Remember the rules of letter writing.

2.5 Объект оценивания «Знание фонетики»

Вариант 1.

Упражнение 1

Прочитайте вслух следующие предложения. Следите за правильностью произношения. Рядом указаны звуки, на которые обращается особое внимание.

1. *Young King Kong was stronger than strong.* [ŋ]
2. *Rose knows Joe phones Sophie, but Sophie and Joe don't know Rose knows.* [əʊ]
3. *The fat cat sat on the man's black hat.* [æ]
4. *Sarah and Mary share their pears fairly.* [eə]
5. *Martha Smith's an author and an athlete.* [θ]

Упражнение 2

Прочитайте следующие слова. В каждой строке найдите слово с другим гласным звуком.

1. *rude, run, but, luck, mug.*
2. *done, love, move, son, much.*
3. *calm, star, fair, half, March.*

Вариант 2.

Упражнение 1

Прочитайте вслух следующие предложения. Следите за правильностью произношения. Рядом указаны звуки, на которые обращается особое внимание.

1. *Vera drove to Venice in a Van.* [v]
2. *Wendy went away twice a week.* [w]
3. *Nile crocodiles have the wildest smiles.* [ai]
4. *My mother's brother's my uncle; my uncle's son's my cousin.* [ʌ]
5. *The rabbits raced right around the ring.* [r]

Упражнение 2

Прочитайте следующие слова. В каждой строке найдите слово с другим гласным звуком.

1. *calm, star, fair, half, March.*
2. *light, quite, type, pair, might.*
3. *cow, start, now, house, found.*

Вариант 3.

Упражнение 1.

Прочитайте следующие интернациональные слова вслух и, основываясь на значениях соответствующих русских слов, определите их значения.

apparatus [,æpə'reitəs]

chemical [kemikl]

experiment [iks'perimənt]

mineral ['minərəl]

element ['elimənt]

radioactivity [ˌreɪdiəʊækˈtɪvɪti]
radium [ˈreɪdiəm]
metal [ˈmetl]
uranium [juˈreɪniəm]
photographic [ˌfəʊtəˈgræfɪk]

Упражнение 2.

Прочитайте текст, соблюдая интонацию.

There were 'two 'French /traders | and a 'Belgian /colonel, | an I'talian /tenor, | the A'merican proprietor of a 'circus with his /wife, | and a re'tired 'French official with \his. ||

The 'French official had been accompanied on /board by the 'French 'minister at Bang/kok, | one or two /secretaries | and a 'prince of a 'royal \family. ||

Talking of 'one 'thing and a/nother | we 'watched the 'day de/cline, | we /dined, | and 'then we 'sat 'out a'gain on 'deck under the \stairs. ||

Вариант 4.

Упражнение 1.

Прочитайте следующие интернациональные слова вслух и, основываясь на значениях соответствующих русских слов, определите их значения.

idealist [aɪˈdiəlɪst]
dynamite [ˈdaɪnəmaɪt]
industry [ˈɪndəstri]
nation [ˈneɪʃən]
prize [praɪz]
chemistry [ˈkɛmɪstri]
medicine [ˈmedsɪn]
progressive [prəˈɡresɪv]
nationality [næʃəˈnælɪtɪ]
financial [faɪˈnænʃəl]

Упражнение 2.

Прочитайте текст, соблюдая интонацию.

1. There was 'also a \bell | and 'Clara 'chose the \bell ||

2. There \was 'also | she 'vaguely \noted | in 'one 'corner a pi\ano | and the 'windows had 'shutters of a ↑kind that she had 'never 'seen in \England ||

3. There were a 'good 'many \books in the 'room | 'one 'wall was \lined ,with them | and they 'lay in 'heaps on 'chairs and on the \floor |

2.6. Объект оценивания «Знание грамматики»

Вариант 1.

1.Соедините 2 части, чтобы получить правильное предложение.

1. I'll have had dinner a. since 2 o'clock

2. She had had dinner
3. They have been having dinner
- b. by 2 o'clock tomorrow
c. before he came home

2. Вставьте подходящую форму глагола.

1. I ... a car now.
a. am driving b. Have driven c. drove d. was driving
2. They ... a car since 2 o'clock.
a. are driving b. has driven c. have been driven d. has been driving
3. Bob ... a car yesterday.
a. has driven b. drove c. is driving d. has been driving
4. We often ... cars.
a. are driving b. have driven c. have been driving d. drive
5. He ... a car when we came.
a. drives b. was driving c. has been driving d. has driven
6. She ... the car by 4 o'clock tomorrow.
a. will drive b. will be driving c. will have driven d. drives

3. Соотнесите.

- | | |
|--|------------------|
| 1. Three fifth | a. 0.9 |
| 2. six hundred and fifty-seven | b. $\frac{1}{4}$ |
| 3. Three point five | c. 5.389 |
| 4. a quarter | d. $\frac{3}{5}$ |
| 5. half | e. $\frac{1}{2}$ |
| 6. five thousand three hundred and eighty-nine | f. 3.5 |
| 7. point nine | g. 657 |

4. Активный или пассивный залог

1. The ships ... at the full speed.
a. move b. are moved
2. The heavy piano ... by 4 people.
a. move b. is moved
3. The cargo ... at the moment.
a. is carrying b. is being carried
4. The ships ... the cargoes to Greece at the moment.
a. are carrying b. are being carried
5. Your problem ... now.
a. is considering b. is being considered
6. They ... your problem now.
a. are being considered b. are considering
7. The truck ... when they came to test it.
a. was being driven b. was driving
8. He ... a car when he saw her.
a. was driving b. was being driven

Вариант 2.

1. Соедините 2 части, чтобы получить правильное предложение.

1. I'll have done homework a. since 2 o'clock

Прочитайте текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами В3—В9, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию В3—В9.

I knocked at Mike's door, but nobody answered. I tried again without any result at all. It was strange as I (В3) (HEAR)_____ that somebody was in. I thought that the door (В4) (LOCK) _____ but when I pushed, it opened easily. Mike was sitting in front of his computer, his eyes focused on the monitor - he was playing and (В5) (NOT SEE)_____ me. Several minutes passed before he noticed me. "Hi", he said. "Look, I (В6) (PLAY) _____ on- line. It's a great game! It's the (В7) (GOOD) _____ game I've ever played! Would you like to join me?" Without waiting for my answer, he turned to the monitor and then forgot about me. Well, the situation was (В8) (BAD) _____ than I had expected it to be. Mike had found a new game and nothing could make him quit before the game was over.

"You (В9) (NOT REMEMBER) _____ about our training in the gym today, do you?" I asked. "I certainly do", said Mike. "Don't worry, I'll be ready in five minutes". However, I understood that I would have to go to the gym alone.

Вариант 4.

Прочитайте текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами В10—В14 так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию В10—В14.

Andy was the tallest girl in her class and that's why she was shy. She wanted to become a famous (В10) (SING)_____ or an actress but she wasn't popular even with her classmates. She never wore (В11) (EXPENSE)_____ clothes and she never took part in school concerts. Nobody guessed that she had a beautiful voice and was dreaming about the stage since her (В12) (CHILD)_____ .

However, one day everything changed. Andy was offered a supporting role in the school theatre musical. She had only a few words but Andy was so excited about it that she learnt the whole play by heart. On the day of the (В13) (PERFORM) _____ the girl who was to play the leading role got a sore throat and wasn't able to say a single word. Andy came up and said that she knew her part. You can guess what happened next, can't you? Andy was a great success and enjoyed applause and flowers for the first time in her life. (В14) (SUDDEN) _____ , she became the most popular girl at her school.

Вариант 5.

Прочитайте приведённый ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами.

Cricket

One of the most popular sports in England is cricket. It is sometimes called the national sport and many adults and (1)_____ (CHILD) play it in their spare time or at school. It (2)_____ (PLAY) by two teams of eleven and has some similarities to baseball. To put it simply, the aim is to score runs and the side (3)_____ (SCORE) most runs wins. The game is quite old, and the (4)_____ (EARLY) references to it date from the 1500s. Spectators (5)_____ (WATCH) cricket matches for hundreds of years in many parts of England. The list of famous cricket grounds (6)_____ (INCLUDE) Lord's in London and Old Trafford in Manchester. 'Test cricket' is the name (7)_____ (GIVE) to five-day matches between different countries.

Вариант 6.

Прочитайте приведённый ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами.

In Britain, the AA (or Automobile Association) has been providing assistance to drivers for over 100 years. In that time, the (1)_____ (MEMBER) has grown from 100 drivers to 15 million. The AA is involved in many different (2)_____ (ACTIVE), including publishing books and maps. However, it is best known for helping (3)_____ (FORTUNE) drivers who have had an accident or whose cars have broken down. It also tries to persuade the (4)_____ (GOVERN) to introduce new laws which will help drivers and improve road (5)_____ (SAFE). For example, the AA was in favour of the 1983 law which made it illegal to drive without a seatbelt.

Критерии оценивания

Описание оценок
Отлично - теоретическое содержание материала освоено полностью, без пробелов, необходимые практические навыки работы с освоенным материалом в основном сформированы, все предусмотренные программой обучения учебные задания выполнены, качество выполнения большинства из них оценено числом баллов, близким к максимальному.
Хорошо - теоретическое содержание материала освоено полностью, без пробелов, некоторые практические навыки работы с освоенным материалом сформированы недостаточно, все предусмотренные программой обучения учебные задания выполнены, качество выполнения ни одного из них не оценено минимальным числом баллов, некоторые виды заданий выполнены с ошибками.
Удовлетворительно - теоретическое содержание материала освоено частично, но пробелы не носят существенного характера, необходимые практические навыки работы с освоенным материалом в основном сформированы, большинство предусмотренных программой обучения учебных заданий выполнено, некоторые из выполненных заданий, содержат ошибки.

Условно неудовлетворительно - теоретическое содержание материала освоено частично, необходимые практические навыки работы не сформированы, большинство предусмотренных программой обучения учебных заданий не выполнено, либо качество их выполнения оценено числом баллов, близким к минимальному; при дополнительной самостоятельной работе над материалом курса возможно повышение качества выполнения учебных заданий.

Тест 1.

1. The capital of the USA is..... ?
A) New York C) Chicago
B) Detroit D) Washington
2. Who is the first American President ?
A) Lincoln C) Washington
B) Jefferson D) J. Bush
3. What monument in the USA is called « pencil» ?
A) the Capitol C) the Washington Monument
B) the Lincoln Memorial D) the Congress
4. What is the official residence of the USA president ?
A) the White House C) the Capitol
B) the Congress D) the State Duma
5. What is the capital of Australia ?
A) London C) Washington
B) Moscow D) Canberra
6. The native wild Australian animal is.....
A) cockatoo C) dingo
B) kangaroo D) kiwis
7. What native Australian animal carries the cub in the pouch ?
A) kiwis C) kangaroo
B) dingo D) emu
8. What is the capital of New Zealand ?
A) Canberra C) Wellington
B) Sidney D) Washington
9. What native animal is the symbol of New Zealand people ?
A) emu C) kiwis
B) cockatoo D) the Ravens
10. What is the capital of Canada ?
A) Montreal C) Ottawa
B) Melbourne D) Cardiff
11. What is the capital of Scotland ?
A) London C) Belfast
B) Cardiff D) Edinburgh
12. Who is the head of Great Britain ?
A) the President C) the Prime Minister
B) the Queen D) the Lord Chancellor

13. What is the capital of Wales ?
 A) Cardiff C) London
 B) Belfast D) Edinburgh
14. The USA is composed of..... States ?
 A) 50 C) 53
 B) 52 D) 55
15. What is the capital of Russia ?
 A) St. Petersburg C) Moscow
 B) Murom D) Rostov

Тест 2

1. ... is Sir Christopher Wren's masterpiece.
 a) Westminster Abbey
 b) St Paul's Cathedral
 c) St James Palace
2. The ... has the national library which is the richest of its kind in the world.
 a) British Museum
 b) Bethnal Green Museum of Childhood
 c) Museum of London
3. ... shows an exhibition of wax figures.
 a) British Museum
 b) Bethnal Green Museum of Childhood
 c) Madame Tussaud's
4. London is situated on the river ...
 a) Clyde
 b) Thames
 c) Severn
5. Englishmen are ...
 a) conservative
 b) unsociable
 c) snobbish
6. Englishmen buy fried fish and potatoes at ...
 a) fish and chip shop
 b) pub
 c) department store
7. England is the country of....
 a) law and order
 b) rights and duties
 c) traditions and privacy
8. English children go to ... at the age of five.
 a) primary school
 b) nursery school
 c) secondary school
9. The names of the three most important parts of London are ...
 a) the City, the North End and the South End
 b) the City, the West End and the South End

- c) the City, the East End and the West End
10. ... is the central square in London.
a) Trafalgar Square
b) Hyde Park
c) Queen's Gallery
11. ... is the highest mountain in Scotland.
a) Ben Nevis
b) Snowdown
c) Scaffel Pike
12. The power of the English monarch is limited by the ...
a) Parliament
b) Government
c) queen
13. ... is the highest mountain in England.
a) Scaffel Pike
b) Snowdown
c) Ben Nevis
14. The ... is the seat of the British Parliament.
a) Houses of Parliament
b) House of Lords
c) House of Commons
15. The largest city not counting London is ...
a) Glasgow
b) Edinburgh
c) Birmingham

Критерии оценивания тестов:

Оценка «3» - тест выполнен полностью, дан правильный ответ на 70% вопросов.

Оценка «4» - тест выполнен полностью, дан правильный ответ на 80% вопросов.

Оценка «5» - тест выполнен полностью; дан правильный ответ на 90% -100% вопросов.

2.8. Объект оценивания «Умение использовать приобретенные знания и умения в практической деятельности и повседневной жизни»

2.8.1. Практическое задание №20

Темы для рефератов, докладов, сообщений, презентаций, научно-практических работ:

Страноведение (Великобритания, США)

Традиции и обычаи

Путешествие

Россия: государственное устройство, политическая система

Система единиц

Выдающиеся английские ученые

Научно-технический прогресс

Достижения России

Информационные технологии

3. Промежуточная аттестация (дифференцированный зачет)

Вариант 1.

1. Выполните перевод следующих предложений:

1. Он часто разговаривает по телефону. Подождите. Он сейчас разговаривает по телефону.
2. Он обычно обедает в 12 часов дня. Его нет на месте. Он обедает. Позвоните попозже.
3. Он занят. Он просматривает почту. Каждый день он просматривает почту.
4. Он сам пишет письма на английском языке. Не отвлекайте его. Он пишет важное письмо.
5. После работы я смотрю телевизор. Я смотрю телевизор, идет интересная передача.
6. По воскресеньям мои друзья и я ездим за город.
7. Сейчас 8 часов утра. Все люди спешат на работу.
8. Я только что видела их в коридоре. Они разговаривают.

2. Прочитайте следующие диалоги и найдите тот, с которого вы бы начали экскурсию по городу.

1. – What are your plans, for today?
– Nothing special. Why?
– Let's go sightseeing.
– With great pleasure.
2. – Excuse me, Officer, how can I get to Oxford Street?
– Go straight ahead and then turn to the right. It's not far.
– Thank you.
3. – Excuse me, how can I get to the London Museum?
– I am afraid I can't help you. I am a stranger here.
4. – This bus will take us to the National gallery. Get on, please.
– Are you sure? We'd better ask the conductor.
5. – Which is the quickest way to Piccadilly Circus?
– I think you'd better take the tube. It's more convenient. You don't have to change anywhere. It'll take you right to Piccadilly Circus.
– Thanks a lot.
– That's all right.
6. – Excuse me, officer. Where is Trafalgar Square?
– Take a number 9 bus and get off right in front of it. Your bus stop is the last but one.
– Thank you, officer.
– Don't mention it.

3. Прочитайте деловое письмо и вставьте пропущенное по смыслу слово.

- a. make
- b. do
- c. enclose
- d. include
- e. look forward
- f. write

Dear Ms Nyman,

Thank you for your fax of 14 March. I to welcoming you here on Tuesday 25 March as you suggest. I have cleared my diary for the whole day, but could you please let me know what time I can expect you here?

4. Прочитайте рекламное объявление о приеме на работу и определите, какой требуется специалист.

- a. инженер
- b. сотрудник отдела кадров
- c. бухгалтер
- d. водитель
- e. торговый представитель
- f. секретарь

Reporting directly to Managing Director. You will take over financial control for all aspects of daily operation.

3. Составьте мини диалог. Каждой фразе слева подберите соответствующую реплику, данную ниже.

- 1. And what line of work are you in?
 - 2. I'm afraid I haven't brought the letter.
 - 3. Best of luck on Friday.
 - 4. Shall I get you a taxi?
 - 5. How was the conference?
 - 6. What are the chances of finding him at home?
-
- a. At this time of day? Not very good, I'm afraid.
 - b. Thanks! We'll need it!
 - c. Public relations.
 - d. Never mind. You can give it to me tomorrow.
 - e. No, it's all right, thanks. The walk will do me good.
 - f. Not too bad. I made some useful contacts.

Вариант 2.

1. Переведите на английский язык:

- 1. Каждый бизнесмен должен иметь хорошее здоровье.
- 2. Преуспевающий бизнесмен обычно знает несколько иностранных языков и умеет работать на компьютере.
- 3. Имеется большой выбор досуга: спорт, компьютер, изучение иностранных языков, чтение специальной литературы.

4. Любимые виды спорта у бизнесменов: теннис, плавание, атлетика.
5. Какую разновидность досуга вы предпочитаете?
6. Вы уже заказали билеты?
7. У нас 2 места в партере и несколько в ложе.
8. Этот бизнесмен очень взволнован.
9. Это великолепный спектакль.
10. Предприниматель посещает спортивную секцию.

2. Прочитайте следующие диалоги и выберите тот, с которого вы бы начали экскурсию по городу.

1. – What are your plans, for today?
– Nothing special. Why?
– Let's go sightseeing.
– With great pleasure.
2. – Excuse me, Officer, how can I get to Oxford Street?
– Go straight ahead and then turn to the right. It's not far.
– Thank you.
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– I think you'd better take the tube. It's more convenient. You don't have to change anywhere. It'll take you right to Piccadilly Circus.
– Thanks a lot.
– That's all right.
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3. Прочитайте деловое письмо и вставьте пропущенное по смыслу слово.

- a. make
- b. do
- c. enclose
- d. include
- e. look forward
- f. write

Dear Ms Nyman,

Thank you for your fax of 14 March. I to welcoming you here on Tuesday 25 March as you suggest. I have cleared my diary for the whole day, but could you please let me know what time I can expect you here?

4. Прочитайте текст и определите, какова основная деятельность компании Boral Limited.

- a. строительство
- b. розничная торговля
- c. производство материалов для строительной индустрии
- d. оптовая торговля
- e. радиоэлектроника
- f. туризм

The Boral Group is a leading supplier to the building and construction industries, a major force in energy and resources and a powerful performer in manufacturing. Boral has been growing rapidly since it began trading in 1948 and it is now one of Australia's largest and strongest companies. For the last twelve years the group has been expanding fast in the US, the Pacific Basin, Europe, and South East Asia so that today 22% of Boral's business activities are outside Australia. Chairman Sir Peter Finley told the Annual General Meeting: «The company is in a sound financial position with a strong balance sheet».

5. Составьте мини диалог. Каждой фразе слева подберите соответствующую реплику, данную ниже.

- 1. Do you know Chicago at all, Wendy?
 - 2. I've decided to look around for a better job.
 - 3. Thursday morning would suit me fine.
 - 4. You haven't got his phone number by any chance?
 - 5. How's their recruitment drive going?
 - 6. It's been very kind of you to put me up.
-
- a. No. This is my first visit, in fact.
 - b. Smart move!
 - c. We've enjoyed having you.
 - d. Shall we say about eleven thirty, then?
 - e. I might have. I'll look in my diary.
 - f. They've had quite a good response so far.

Критерии оценки:

Результативность (правильных ответов)	Качественная оценка индивидуальных образовательных достижений	
	отметка	вербальный аналог
Выполнено 5 заданий	5	отлично
Выполнено 4 задания	4	хорошо
Выполнено 3 задания	3	удовлетворительно
Выполнено менее 1-2 задания	2	неудовлетворительно