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(МИ ВлГУ)

Кафедра *ИЯ*

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\_\_\_\_\_21.05.2024

**РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ**

*Практика устной и письменной речи английского языка*

**Направление подготовки**

*44.03.05 Педагогическое образование (с двумя  
профилями подготовки)*

**Профиль подготовки**

*Английский язык и Немецкий язык*

Семестр	Трудоем- кость, час./зач. ед.	Лек- ции, час.	Практи- ческие занятия, час.	Лабора- торные работы, час.	Консультация, час.	Конт- роль, час.	Всего (контакт- ная работа), час.	СРС, час.	Форма промежу- точного контроля (экз., зач., зач. с оц.)
1	234 / 6,5		64		2	0,35	66,35	114	Экз.(53,65)
2	198 / 5,5		64		2	0,35	66,35	91,15	Экз.(40,5)
3	180 / 5		64		2	0,35	66,35	78	Экз.(35,65)
4	144 / 4		64		2	0,35	66,35	42	Экз.(35,65)
5	144 / 4		32		2	0,35	34,35	83	Экз.(26,65)
6	108 / 3		32		2	0,35	34,35	47	Экз.(26,65)
7	108 / 3		30		2	0,35	32,35	40	Экз.(35,65)
Итого	1116 / 31		350		14	2,45	366,45	495,15	254,4

Муром, 2024 г.

## 1. Цель освоения дисциплины

Цель дисциплины: развитие коммуникативной компетенции.

Задачи дисциплины:

овладение навыками восприятия, понимания, а также многоаспектного анализа устной и письменной речи на изучаемом иностранном языке;

овладение способностью использовать языковые средства для достижения коммуникативных целей в конкретной ситуации общения на изучаемом иностранном языке;

умение выстраивать устное и письменное общения на изучаемом иностранном языке в соответствии с социокультурными особенностями изучаемого языка.

## 2. Место дисциплины в структуре ОПОП ВО

Для освоения дисциплины «Практика устной и письменной речи английского языка» обучающиеся используют знания, навыки и умения, сформированные в процессе изучения предмета «Иностранный язык» в общеобразовательной школе. Освоение дисциплины «Практика устной и письменной речи английского языка» является необходимой основой для последующего изучения дисциплин: «Практикум по культуре речевого общения на английском языке», прохождения производственной практики, подготовки к государственной итоговой аттестации.

## 3. Планируемые результаты обучения по дисциплине

Планируемые результаты обучения по дисциплине, соотнесенные с планируемыми результатами освоения ОПОП (компетенциями и индикаторами достижения компетенций)

Формируемые компетенции (код, содержание компетенции)	Планируемые результаты обучения по дисциплине, в соответствии с индикатором достижения компетенции		Наименование оценочного средства
	Индикатор достижения компетенции	Результаты обучения по дисциплине	
ПК-1 Способен осваивать и использовать базовые научно-теоретические знания и практические навыки и умения по предмету обучения	ПК-1.2 Использует английский язык как средство межкультурной коммуникации и познания англоязычной лингвокультуры	Знать нормы современного английского языка и особенности их функционирования в речи (ПК-1.2) Уметь использовать английский язык и в разнообразных коммуникативных ситуациях в академической и профессиональной сферах общения в устной и письменной речи (ПК-1.2)	Тест. Темы для устного опроса. Темы для письменного опроса.
ОПК-5 Способен осуществлять контроль и оценку формирования результатов образования обучающихся, выявлять и корректировать трудности в обучении	ОПК-5.1 Контролирует и оценивает результаты образования обучающихся	Уметь выявлять и исправлять языковые и речевые ошибки в англоязычном дискурсе. (ОПК-5.1)	Тест. Темы для устного опроса. Темы для письменного опроса.

## 4. Структура и содержание дисциплины

Общая трудоемкость дисциплины составляет 31 зачетная единица, 1116 часов.

### 4.1. Форма обучения: очная

Уровень базового образования: среднее общее.

Срок обучения 5л.

#### 4.1.1. Структура дисциплины

№ п/п	Раздел (тема) дисциплины	Семестр	Контактная работа обучающихся с педагогическим работником							Самостоятельная работа	Форма текущего контроля успеваемости (по неделям семестра), форма промежуточной аттестации(по семестрам)
			Лекции	Практические занятия	Лабораторные работы	Контрольные работы	КП / КР	Консультация	Контроль		
1	Бытовая сфера	1		64						114	Тестирование. Устный опрос. Письменные опрос.
Всего за семестр		234		64				2	0,35	114	Экз.(53,65)
2	Повседневная жизнь	2		64						91,15	Тестирование. Устный опрос. Письменные опрос.
Всего за семестр		198		64				2	0,35	91,15	Экз.(40,5)
3	Личная и общественная жизнь	3		64						78	Тестирование. Устный опрос. Письменные опрос.
Всего за семестр		180		64				2	0,35	78	Экз.(35,65)
4	Досуг	4		64						42	Тестирование. Устный опрос. Письменные опрос.
Всего за семестр		144		64				2	0,35	42	Экз.(35,65)
5	Жизненные ценности	5		32						83	Тестирование. Устный опрос. Письменные опрос.
Всего за семестр		144		32				2	0,35	83	Экз.(26,65)
6	Современный мир	6		32						47	Тестирование. Устный опрос. Письменные опрос.
Всего за семестр		108		32				2	0,35	47	Экз.(26,65)
7	Интересы людей	7		30						40	Тестирование. Устный опрос. Письменные опрос.
Всего за семестр		108		30				2	0,35	40	Экз.(35,65)
Итого		1116		350				14	2,45	495,15	254,4

## **4.1.2. Содержание дисциплины**

### **4.1.2.1. Перечень лекций**

Не планируется.

### **4.1.2.2. Перечень практических занятий**

#### **Семестр 1**

##### *Раздел 1. Бытовая сфера*

#### **Практическое занятие 1**

Семья (2 часа).

#### **Практическое занятие 2**

Семья (2 часа).

#### **Практическое занятие 3**

Семья (2 часа).

#### **Практическое занятие 4**

Семья (2 часа).

#### **Практическое занятие 5**

Семья (2 часа).

#### **Практическое занятие 6**

Семья (2 часа).

#### **Практическое занятие 7**

Семья (2 часа).

#### **Практическое занятие 8**

Дом, квартира (2 часа).

#### **Практическое занятие 9**

Дом, квартира (2 часа).

#### **Практическое занятие 10**

Дом, квартира (2 часа).

#### **Практическое занятие 11**

Дом, квартира (2 часа).

#### **Практическое занятие 12**

Дом, квартира (2 часа).

#### **Практическое занятие 13**

Дом, квартира (2 часа).

#### **Практическое занятие 14**

Дом, квартира (2 часа).

#### **Практическое занятие 15**

Распорядок дня (2 часа).

#### **Практическое занятие 16**

Распорядок дня (2 часа).

#### **Практическое занятие 17**

Распорядок дня (2 часа).

#### **Практическое занятие 18**

Распорядок дня (2 часа).

#### **Практическое занятие 19**

Распорядок дня (2 часа).

#### **Практическое занятие 20**

Распорядок дня (2 часа).

#### **Практическое занятие 21**

Покупки (продукты) (2 часа).

#### **Практическое занятие 22**

Покупки (продукты) (2 часа).

#### **Практическое занятие 23**

Покупки (продукты) (2 часа).

**Практическое занятие 24**

Покупки (продукты) (2 часа).

**Практическое занятие 25**

Покупки (продукты) (2 часа).

**Практическое занятие 26**

Покупки (продукты) (2 часа).

**Практическое занятие 27**

Покупки (промышленные товары) (2 часа).

**Практическое занятие 28**

Покупки (промышленные товары) (2 часа).

**Практическое занятие 29**

Покупки (промышленные товары) (2 часа).

**Практическое занятие 30**

Покупки (промышленные товары) (2 часа).

**Практическое занятие 31**

Покупки (промышленные товары) (2 часа).

**Практическое занятие 32**

Покупки (промышленные товары) (2 часа).

**Семестр 2***Раздел 2. Повседневная жизнь***Практическое занятие 33**

Еда, продукты (2 часа).

**Практическое занятие 34**

Еда, продукты (2 часа).

**Практическое занятие 35**

Еда, продукты (2 часа).

**Практическое занятие 36**

Еда, продукты (2 часа).

**Практическое занятие 37**

Еда, продукты (2 часа).

**Практическое занятие 38**

Еда, продукты (2 часа).

**Практическое занятие 39**

Еда, продукты (2 часа).

**Практическое занятие 40**

Еда, продукты (2 часа).

**Практическое занятие 41**

Университет. Учеба (2 часа).

**Практическое занятие 42**

Университет. Учеба (2 часа).

**Практическое занятие 43**

Университет. Учеба (2 часа).

**Практическое занятие 44**

Университет. Учеба (2 часа).

**Практическое занятие 45**

Университет. Учеба (2 часа).

**Практическое занятие 46**

Университет, Учеба (2 часа).

**Практическое занятие 47**

Университет, учеба (2 часа).

**Практическое занятие 48**

Университет. Учеба (2 часа).

**Практическое занятие 49**

Внешность, характер человека (2 часа).

**Практическое занятие 50**

Внешность, характер человека (2 часа).

**Практическое занятие 51**

Внешность, характер человека (2 часа).

**Практическое занятие 52**

Внешность, характер человека (2 часа).

**Практическое занятие 53**

Внешность, характер человека (2 часа).

**Практическое занятие 54**

Внешность, характер человека (2 часа).

**Практическое занятие 55**

Внешность, характер человека (2 часа).

**Практическое занятие 56**

Внешность, характер человека (2 часа).

**Практическое занятие 57**

Погода. Времена года (2 часа).

**Практическое занятие 58**

Погода. Времена года (2 часа).

**Практическое занятие 59**

Погода. Времена года (2 часа).

**Практическое занятие 60**

Погода. Времена года (2 часа).

**Практическое занятие 61**

Погода. Времена года (2 часа).

**Практическое занятие 62**

Погода. Времена года (2 часа).

**Практическое занятие 63**

Погода. Времена года (2 часа).

**Практическое занятие 64**

Погода. Времена года (2 часа).

**Семестр 3***Раздел 3. Личная и общественная жизнь***Практическое занятие 65**

Болезни, их лечение (2 часа).

**Практическое занятие 66**

Болезни, их лечение (2 часа).

**Практическое занятие 67**

Болезни, их лечение (2 часа).

**Практическое занятие 68**

Болезни, их лечение (2 часа).

**Практическое занятие 69**

Болезни, их лечение (2 часа).

**Практическое занятие 70**

Болезни, их лечение (2 часа).

**Практическое занятие 71**

Болезни, их лечение (2 часа).

**Практическое занятие 72**

Болезни, их лечение (2 часа).

**Практическое занятие 73**

Город (2 часа).

**Практическое занятие 74**

Город (2 часа).

**Практическое занятие 75**

Город (2 часа).

**Практическое занятие 76**

Город (2 часа).

**Практическое занятие 77**

Город (2 часа).

**Практическое занятие 78**

Город (2 часа).

**Практическое занятие 79**

Город (2 часа).

**Практическое занятие 80**

Город (2 часа).

**Практическое занятие 81**

Еда в кафе, ресторане (2 часа).

**Практическое занятие 82**

Еда в кафе, ресторане (2 часа).

**Практическое занятие 83**

Еда в кафе, ресторане (2 часа).

**Практическое занятие 84**

Еда в кафе, ресторане (2 часа).

**Практическое занятие 85**

Еда в кафе, ресторане (2 часа).

**Практическое занятие 86**

Еда в кафе, ресторане (2 часа).

**Практическое занятие 87**

Еда в кафе, ресторане (2 часа).

**Практическое занятие 88**

Еда в кафе, ресторане (2 часа).

**Практическое занятие 89**

Система образования в Великобритании и США (2 часа).

**Практическое занятие 90**

Система образования в Великобритании и США (2 часа).

**Практическое занятие 91**

Система образования в Великобритании и США (2 часа).

**Практическое занятие 92**

Система образования в Великобритании и США (2 часа).

**Практическое занятие 93**

Система образования в Великобритании и США (2 часа).

**Практическое занятие 94**

Система образования в Великобритании и США (2 часа).

**Практическое занятие 95**

Система образования в Великобритании и США (2 часа).

**Практическое занятие 96**

Система образования в Великобритании и США (2 часа).

**Семестр 4**

*Раздел 4. Досуг*

**Практическое занятие 97**

Спорт (2 часа).

**Практическое занятие 98**

Спорт (2 часа).

**Практическое занятие 99**

Спорт (2 часа).

**Практическое занятие 100**

Спорт (2 часа).

**Практическое занятие 101**

Спорт (2 часа).

**Практическое занятие 102**

Спорт (2 часа).

**Практическое занятие 103**

Спорт (2 часа).

**Практическое занятие 104**

Спорт (2 часа).

**Практическое занятие 105**

География (2 часа).

**Практическое занятие 106**

География (2 часа).

**Практическое занятие 107**

География (2 часа).

**Практическое занятие 108**

География (2 часа).

**Практическое занятие 109**

География (2 часа).

**Практическое занятие 110**

География (2 часа).

**Практическое занятие 111**

География (2 часа).

**Практическое занятие 112**

География (2 часа).

**Практическое занятие 113**

Путешествия (2 часа).

**Практическое занятие 114**

Путешествия (2 часа).

**Практическое занятие 115**

Путешествия (2 часа).

**Практическое занятие 116**

Путешествия (2 часа).

**Практическое занятие 117**

Путешествия (2 часа).

**Практическое занятие 118**

Путешествия (2 часа).

**Практическое занятие 119**

Путешествия (2 часа).

**Практическое занятие 120**

Путешествия (2 часа).

**Практическое занятие 121**

Театр (2 часа).

**Практическое занятие 122**

Театр (2 часа).

**Практическое занятие 123**

Театр (2 часа).

**Практическое занятие 124**

Театр (2 часа).

**Практическое занятие 125**

Театр (2 часа).

**Практическое занятие 126**

Театр (2 часа).

**Практическое занятие 127**

Театр (2 часа).

**Практическое занятие 128**

Театр (2 часа).



## **Семестр 5**

### *Раздел 5. Жизненные ценности*

#### **Практическое занятие 129**

Взаимоотношения в семье (2 часа).

#### **Практическое занятие 130**

Взаимоотношения в семье (2 часа).

#### **Практическое занятие 131**

Взаимоотношения мужчины и женщины (2 часа).

#### **Практическое занятие 132**

Взаимоотношения мужчины и женщины (2 часа).

#### **Практическое занятие 133**

Образование в Англии (2 часа).

#### **Практическое занятие 134**

Образование в Англии (2 часа).

#### **Практическое занятие 135**

Образование в Англии (2 часа).

#### **Практическое занятие 136**

Образование в США (2 часа).

#### **Практическое занятие 137**

Образование в США (2 часа).

#### **Практическое занятие 138**

Образование в США (2 часа).

#### **Практическое занятие 139**

Поиск работы (2 часа).

#### **Практическое занятие 140**

Поиск работы (2 часа).

#### **Практическое занятие 141**

Карьера (2 часа).

#### **Практическое занятие 142**

Карьера (2 часа).

#### **Практическое занятие 143**

Безработица (2 часа).

#### **Практическое занятие 144**

Безработица (2 часа).

## **Семестр 6**

### *Раздел 6. Современный мир*

#### **Практическое занятие 145**

Образ жизни (2 часа).

#### **Практическое занятие 146**

Образ жизни (2 часа).

#### **Практическое занятие 147**

Образ жизни (2 часа).

#### **Практическое занятие 148**

Образ жизни (2 часа).

#### **Практическое занятие 149**

Здоровый образ жизни (2 часа).

#### **Практическое занятие 150**

Здоровый образ жизни (2 часа).

#### **Практическое занятие 151**

Здоровый образ жизни (2 часа).

#### **Практическое занятие 152**

Здоровый образ жизни (2 часа).

#### **Практическое занятие 153**

Достижения и прорывы (2 часа).

**Практическое занятие 154**

Достижения и прорывы (2 часа).

**Практическое занятие 155**

Достижения и прорывы (2 часа).

**Практическое занятие 156**

Достижения и прорывы (2 часа).

**Практическое занятие 157**

Мир вокруг нас (2 часа).

**Практическое занятие 158**

Мир вокруг нас (2 часа).

**Практическое занятие 159**

Мир вокруг нас (2 часа).

**Практическое занятие 160**

Мир вокруг нас (2 часа).

**Семестр 7**

*Раздел 7. Интересы людей*

**Практическое занятие 161**

Суды и правосудие (2 часа).

**Практическое занятие 162**

Суды и правосудие (2 часа).

**Практическое занятие 163**

Суды и правосудие (2 часа).

**Практическое занятие 164**

Книги и чтение (2 часа).

**Практическое занятие 165**

Книги и чтение (2 часа).

**Практическое занятие 166**

Книги и чтение (2 часа).

**Практическое занятие 167**

Книги и чтение (2 часа).

**Практическое занятие 168**

человек и музыка (2 часа).

**Практическое занятие 169**

Человек и музыка (2 часа).

**Практическое занятие 170**

Человек и музыка (2 часа).

**Практическое занятие 171**

Человек и музыка (2 часа).

**Практическое занятие 172**

Трудные дети (2 часа).

**Практическое занятие 173**

Трудные дети (2 часа).

**Практическое занятие 174**

Трудные дети (2 часа).

**Практическое занятие 175**

Трудные дети (2 часа).

**4.1.2.3. Перечень лабораторных работ**

Не планируется.

**4.1.2.4. Перечень тем и учебно-методическое обеспечение самостоятельной работы**

Перечень тем, вынесенных на самостоятельное изучение:

1. Бытовая сфера: внеаудиторное чтение художественной литературы; чтение в формате экзаменов PET, FCE, CAE; аудирование в формате экзаменов PET, FCE, CAE.
2. Повседневная жизнь: внеаудиторное чтение художественной литературы; чтение в формате экзаменов PET, FCE, CAE; аудирование в формате экзаменов PET, FCE, CAE.
3. Личная и общественная жизнь: внеаудиторное чтение художественной литературы; чтение в формате экзаменов PET, FCE, CAE; аудирование в формате экзаменов PET, FCE, CAE.
4. Досуг: внеаудиторное чтение художественной литературы; чтение в формате экзаменов PET, FCE, CAE; аудирование в формате экзаменов PET, FCE, CAE.
5. Жизненные ценности: внеаудиторное чтение художественной литературы; чтение в формате экзаменов PET, FCE, CAE; аудирование в формате экзаменов PET, FCE, CAE.
6. Современный мир: внеаудиторное чтение художественной литературы; чтение в формате экзаменов PET, FCE, CAE; аудирование в формате экзаменов PET, FCE, CAE.
7. Интересы людей: внеаудиторное чтение художественной литературы; чтение в формате экзаменов PET, FCE, CAE; аудирование в формате экзаменов PET, FCE, CAE.

Для самостоятельной работы используются методические указания по освоению дисциплины и издания из списка приведенной ниже основной и дополнительной литературы.

#### **4.1.2.5. Перечень тем контрольных работ, рефератов, ТР, РГР, РПР**

Не планируется.

#### **4.1.2.6. Примерный перечень тем курсовых работ (проектов)**

Не планируется.

### **5. Образовательные технологии**

В процессе изучения дисциплины используются активные и интерактивные формы проведения занятий. Применяется технология обучение в сотрудничестве - работа в парах и в малых группах. На заключительном этапе работы над темой используется дискуссия.

В рамках самостоятельной работы осуществляется персонифицированная работа студентов в информационно-образовательном портале MOODLE.

### **6. Оценочные средства для текущего контроля успеваемости, промежуточной аттестации по итогам освоения дисциплины.**

Фонды оценочных материалов (средств) приведены в приложении.

### **7. Учебно-методическое и информационное обеспечение дисциплины.**

#### **7.1. Основная учебно-методическая литература по дисциплине**

1. Практический курс английского языка. 1 курс: учебник для студентов вузов / В.Д. Аракин. – М.: ВЛАДОС, 2012. – 536 с. - 12 экз.
2. Практический курс английского языка. 1 курс: учебник для студентов вузов / В.Д. Аракин. – М.: ВЛАДОС, 2003. – 544 с. - 12 экз.
3. Практический курс английского языка. 2 курс: учебник для студентов вузов / В.Д. Аракин. – М.: ВЛАДОС, 2012. – 516 с. - 14 экз.
4. Практический курс английского языка. 2 курс: учебник для студентов вузов / В.Д. Аракин. – М.: ВЛАДОС, 2005. – 516 с. - 29 экз.
5. Практический курс английского языка. 3 курс: учебник для студентов вузов / В.Д. Аракин. - М.: ВЛАДОС, 2008. - 450 с. - 12 экз.
6. Практический курс английского языка. 3 курс: учебник для студентов вузов / В.Д. Аракин. - М.: ВЛАДОС, 2006. - 431 с. - 8 экз.
7. Практический курс английского языка. 4 курс: учебник для студентов вузов / В.Д. Аракин. – М.: ВЛАДОС, 2012. – 351 с. - 30 экз.

8. Практический курс английского языка. 4 курс: учебник для студентов вузов / В.Д. Аракин. - М.: ВЛАДОС, 2004. - 351 с. - 12 экз.
9. Практикум к курсу английского языка. 2 курс/ Л.И.Селянина и др.; под ред. В.Д.Аракина. - М.: Гуманитар. изд. центр ВЛАДОС, 2005. - 335 с. - 45 экз.
10. Устная и письменная речь на английском языке: Практикум для студентов образовательной программы 44.03.05 Педагогическое образование (с двумя профилями подготовки) /сост. Молодкина Е.В. [Электронный ресурс]. – Муром.: МИ ВлГУ, 2017. - № госрегистрации 0321601679 - [https://evrika.mivlgu.ru/index.php?mod=view\\_book&com=read\\_book&book\\_id=3056](https://evrika.mivlgu.ru/index.php?mod=view_book&com=read_book&book_id=3056)
11. Домашнее чтение на английском языке: Практикум для студентов образовательной программы 44.03.05 Педагогическое образование (с двумя профилями подготовки) /сост. Молодкина Е.В. [Электронный ресурс]. – Муром.: МИ ВлГУ, 2021. - № госрегистрации 0322102235 - [https://evrika.mivlgu.ru/index.php?mod=view\\_book&com=read\\_book&book\\_id=3172](https://evrika.mivlgu.ru/index.php?mod=view_book&com=read_book&book_id=3172)

## **7.2. Дополнительная учебно-методическая литература по дисциплине**

1. Ястребова Е.Б. Курс английского языка для студентов языковых вузов / Е.Б.Ястребова, Л.Г.Владыкина, М.В.Ермакова. - 30е изд., испр. и доп. - М.: Издательство "Экзамен", 2007. - 639 - 6 экз.
2. Куценко А.В., Стырина Е.В. Пособие по домашнему чтению к практическому курсу английского языка под ред. В.Д. Аракина: 3 курс. - М.: Гуманит. изд. центр ВЛАДОС, 2004. - 128 с. - 7 экз.
3. Куценко А.В. Пособие по домашнему чтению к практическому курсу английского языка под ред. В.Д. Аракина: 4-5 курс. - М.: Гуманит. изд. центр ВЛАДОС, 2006. - 95 с. - 11 экз.
4. Учебно-методическая разработка по курсу «Практический курс иностранного языка» (Домашнее чтение (Б. Шоу. Пигмалион) - <http://dspace.www1.vlsu.ru/bitstream/123456789/4873/1/00627.pdf>
5. Практический курс первого иностранного языка : Английский [Электронный ресурс] : учеб.-практ. пособие / О. А. Селиверстова; Владим. гос. ун-т им. А. Г. и Н. Г. Столетовых. – Владимир : Изд-во ВлГУ, 2020. – 219 с. - <http://dspace.www1.vlsu.ru/handle/123456789/8467>
6. Иностранные языки в школе (научно-методический журнал)- 2008-2024 - П

## **7.3. Перечень информационных технологий, используемых при осуществлении образовательного процесса по дисциплине, включая перечень программного обеспечения и информационных справочных систем**

В образовательном процессе используются информационные технологии, реализованные на основе информационно-образовательного портала института ([www.mivlgu.ru/iop](http://www.mivlgu.ru/iop)), и инфокоммуникационной сети института:

- предоставление учебно-методических материалов в электронном виде;
- взаимодействие участников образовательного процесса через локальную сеть института и Интернет;
- предоставление сведений о результатах учебной деятельности в электронном личном кабинете обучающегося.

Информационные справочные системы:

1. Федеральная служба по надзору в сфере образования и науки ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ НАУЧНОЕ УЧРЕЖДЕНИЕ «Федеральный институт педагогических измерений»: <http://www.fipi.ru>
2. Онлайн самоучитель английского языка по аудированию, режим доступа: [www.esl-lab.com](http://www.esl-lab.com)
3. Онлайн самоучитель английского языка по аудированию, режим доступа: <https://www.elllo.org/>
4. Онлайн тесты по английскому языку в формате экзаменов PET, FCE, CAE (Cambridge), режим доступа: [www.examenenglish.com](http://www.examenenglish.com)

5. Онлайн тесты по английскому языку, режим доступа: <https://www.lingvolive.com/ru-ru>  
6. Онлайн словарь ABBYY Lingvo, режим доступа: [www.englishaula.com](http://www.englishaula.com)  
7. Онлайн словарь Мультитран, режим доступа: <http://www.multitrans.ru/c/m.exe?a=1&SHL=2>

Программное обеспечение:  
LibreOffice (Mozilla Public License v2.0)  
7-Zip (GNU LGPL)  
Microsoft Office Standard 2010 Open License Pack No Level Academic Edition  
(Государственный контракт №1 от 10.01.2012 года)  
Adobe Reader XI (Общие условия использования продуктов Adobe)  
Kaspersky Endpoint Security для бизнеса - Стандартный Russian Edition. 500-999 Node 2  
year Educational Renewal (продление) (Гражданско-правовой договор бюджетного учреждения  
№2020.526633 от 23.11.2020 года)  
Dr.Web LiveDisk (Лицензионное соглашение Dr.Web)  
Lingaphon IFER (Гражданско-правовой договор бюджетного учреждения № 37/44 от  
15.09.2015 года)  
Double Commander (GNU GPL 2+)

#### **7.4. Перечень ресурсов информационно-телекоммуникационной сети «Интернет», необходимых для освоения дисциплины**

[evrika.mivlgu.ru](http://evrika.mivlgu.ru)  
[dSPACE.www1.vlsu.ru](http://dSPACE.www1.vlsu.ru)  
[fipi.ru](http://fipi.ru)  
[esl-lab.com](http://esl-lab.com)  
[elllo.org](http://elllo.org)  
[examenglish.com](http://examenglish.com)  
[lingvolive.com](http://lingvolive.com)  
[englishaula.com](http://englishaula.com)  
[multitrans.ru](http://multitrans.ru)  
[mivlgu.ru/iop](http://mivlgu.ru/iop)

#### **8. Материально-техническое обеспечение дисциплины**

Компьютерный класс

Комплект учебно-методических пособий, комплект проекционного оборудования (проектор NEC V302XG, проекционный экран), 11 компьютеров: монитор LCD 20" Philips, сист. блок Intel Core i5/3.1/10Гб/DVD-RW, клавиатура, мышь. Доступ к сети Интернет.

Лекционная аудитория

Комплект учебно-методических пособий, комплект проекционного оборудования (проектор NEC V302XG, проекционный экран), 11 компьютеров: монитор LCD 20" Philips, сист. блок Intel Core i5/3.1/10Гб/DVD-RW, клавиатура, мышь. Доступ к сети Интернет.

Лингафонный кабинет

Комплект учебно-методических пособий; лингафонная система ЛФК-102К на 16 посадочных мест и 1 место преподавателя, гарнитура ТМГ – 17 штук; компьютер Spark (монитор LCD Aser 21,5", сист. блок Intel Core i3-4130/3.4/4000Mb/DVD-RW, клавиатура, мышь), комплект проекционного оборудования (проектор Benq MX532, проекционный экран). Доступ к сети Интернет.

#### **9. Методические указания по освоению дисциплины**

Для усвоения и закрепления материала на практических занятиях тщательно прорабатывается тематический вокубуляр, выполняются устные и письменные упражнения,

уточняется многозначность и произнесение новых слов. Студенты выполняют задания по чтению и аудированию в рамках изучаемой темы, пишут диктанты/изложения и эссе, выступают с монологическими/диалогическими высказываниями.

Самостоятельная работа важна для усвоения и закрепления материала. Студенты самостоятельно выбирают режим своей работы.

Внеаудиторное чтение должно составлять в неделю 20-30 страниц оригинального текста на младших курсах и 40-50 на старших. Во время чтения студентам рекомендуется выписывать слова, а лучше целые словосочетания, отражающие основные события произведения, и использовать их потом при подготовке пересказа. Тесты по чтению и аудированию в формате экзаменов PET, FCE, CAE, ОГЭ, ЕГЭ выполняются студентами каждую неделю

Форма заключительного контроля при промежуточной аттестации – экзамен. Для проведения промежуточной аттестации по дисциплине разработаны фонд оценочных средств и балльно-рейтинговая система оценки учебной деятельности студентов. Оценка по дисциплине выставляется в информационной системе и носит интегрированный характер, учитывающий результаты оценивания участия студентов в аудиторных занятиях, качества и своевременности выполнения заданий в ходе изучения дисциплины и промежуточной аттестации.

Программа составлена в соответствии с требованиями ФГОС ВО по направлению *44.03.05 Педагогическое образование (с двумя профилями подготовки)* и профилю подготовки *Английский язык и Немецкий язык*  
Рабочую программу составил *ст. преподаватель Молодкина Е.В.*\_\_\_\_\_

Программа рассмотрена и одобрена на заседании кафедры *ИЯ*

протокол № 5 от 14.05.2024 года.

Заведующий кафедрой *ИЯ* \_\_\_\_\_ *Панкратова Е.А.*  
(Подпись)

Рабочая программа рассмотрена и одобрена на заседании учебно-методической комиссии факультета

протокол № 5 от 17.05.2024 года.

Председатель комиссии ГФ \_\_\_\_\_ *Макаров М.В.*  
(Подпись) (Ф.И.О.)

**Фонд оценочных материалов (средств) по дисциплине**  
**Практика устной и письменной речи английского языка**

**1. Оценочные материалы для проведения текущего контроля успеваемости по дисциплине**

1 семестр

Рейтинг 1

Семья

Внеаудиторное чтение художественной литературы; чтение и аудирование в формате экзаменов PET (CPC)

Рейтинг 2

Дом, квартира

Распорядок дня

Внеаудиторное чтение художественной литературы; чтение и аудирование в формате экзаменов PET (CPC)

Рейтинг 3

Покупки (продукты)

Покупки (промышленные товары)

Внеаудиторное чтение художественной литературы; чтение и аудирование в формате экзаменов PET (CPC)

Задания для письменного опроса (диктанты)

I am a student of English. I have been a student only for two months and a half. I can't speak English well yet. I'm just a beginner. I live in a hostel which is rather a long way from the university. It takes me about an hour and a half to get there, but it gives me no trouble at all. I'm an early-riser, as they say. I come to the university five minutes before the bell rings, so I can chat with my friends. We usually have a lot of things to talk about. We like the university and we work hard to master the language. I come back to the hostel at quarter to five. I live in a single room, so I go to the girl next door to do our homework together. In the evening we sometimes go out to a dance or to the cinema. But we are usually full of work and go to bed late.

Тесты

Тест 1 (тесты по чтению основаны на материалах экзамена в формате PET (Cambridge)).

Part I Look at the text in each question. Mark the letter next to the explanation – A, B or C.

1. "What a fantastic city. We found the restaurant you recommended but it was shut! Menu looks good value, so we'll definitely go before we leave.

Elena and Tim"

A Elena and Tim have discovered another good restaurant.

B Elena and Tim think the restaurant's prices are reasonable.

C Elena and Tim will have to try the restaurant on their next visit.

2. "CITY BUSES

Please have ready the exact fare for your journey"

A All City Bus journeys cost exactly the same.

B You need to have the correct money when you board the bus.

C You must keep your ticket ready for checking.

3. "Frank, Rabbit Records phoned. The CD you ordered arrived today, but someone sold it. They're really sorry! They've reordered – available next Monday at the latest. Jan"

Why did the record shop phone?

A to apologise for a mistake with Frank's order

B to suggest Frank comes in later this week

C to say that Frank's CD is ready for collection

4. "The Pizza Place

Between 12 and 2 pm, minimum charge £3 per person"

A You can buy a meal for only £3 at lunchtime.



- B A charge of £3 is added to each bill at lunchtime.
- C Each customer will have to pay at least £3 at lunchtime.

5. To: Dr Hatton's students

From: College secretary

Dr Hatton would like to remind you all that Thursday's lecture is to take place in the library (this week only). Start time unchanged.

- A Students should check when this Thursday's lecture begins.
- B Dr Hatton had forgotten to announce the change on Thursday.
- C The location of Thursday's lecture will be different from usual.

Part II The people below all want to see some live entertainment. There are descriptions of eight festival performances. Decide which performance (letters A-H) would be the most suitable for each person. For each of these numbers mark the correct answer.

Summer Festival Programme

A International Youth Celebrations

Local youth groups, together with students from various countries including Spain, Finland, Austria and Estonia, are each performing three dance pieces. Then they will join together in a play about international friendship. The evening will finish with the singing of songs from different countries.

B River Festival

A day of fun on the river bank, with a Chinese theme. Street entertainers and pop musicians perform during the day, followed by fireworks in the evening. Something for everybody to watch, both children and adults.

C Songs of Summer

The Hunton Consort consists of eight voices singing music from hundreds of years ago right up to modern times. The group will perform songs, old and new, all of which are about the summer.

D Music in the Open Air

Well-known nationally for their traditional dance music, Jimmy Locke and his band play throughout the day in the open air on the Promenade Bandstand - if the weather allows!

E Life Flows Between Us

Kent Arts and Libraries present the first performance of a new dance group called the Street Dancing Company. The group will perform dances from the past on several of the bridges in the town.

F A Star May Be Born

Toni Arthur produces plays with seven- to eleven-year-olds, performed at the weekends for parents, family and friends. The plays come from children's stories, and encouragement from the audience is always very welcome.

G Vita and Harold

The Image Theatre Company dramatises the love-letters of Vita Sackville-West and Harold Nicholson. The play is about the couple's lives and their most unusual marriage. Unsuitable for children.

H Variety Music Evening

A great evening with the latest pop songs, and comedy and dancing from several great and unusual performers. Members of the audience will be invited to join in and will have the chance of winning tickets to a theatre show.

1. Peter is studying English. He hopes either to write plays or to be an actor. He particularly enjoys plays about real people who led interesting lives.

2. Glenda is studying the history of music at college. She wants to listen to as much music from the past as possible, and particularly likes listening to people singing.

3. Wong is a dancer from China. He would like to see people performing dances from as many other parts of the world as possible to give him some new ideas.

4. Maria is celebrating her birthday tomorrow. She wants to go out for the whole day with her friends. They all enjoy listening to pop music.

5. Ruth is a teacher who is planning to start a drama club for the children at her school. She would like to see some children acting if possible.

Part III Look at the sentences below about an outdoor activity centre. Read the text to decide if each sentence is correct or incorrect. If it is correct, mark A. If it is not correct, mark B.

#### The Outdoor Centre

##### Opening times

Water sports: 10 am - 6 pm

Play Park: 10 am - 5.30 pm

##### Entrance/Car park fees

Low season: Weekdays £2.00 per car

Weekends £3.00 per car

High season: 23 July – 11 September

Weekdays and weekends £3.00 per car

Fees are for car with four people. Each extra person is 50p. Fees to be paid at main office.

The centre is not a private club; it is an organisation whose aim is to provide outdoor sport and recreation facilities for all members of the public.

Group visitors are requested to inform the centre in advance of their intended visit.

##### Windsurfing — One-day course

Beginner windsurfing courses are offered on Saturdays and Sundays when the weather is good enough. Learning to windsurf is a lot of fun. The excitement when you sail across the water for the first time is not easily forgotten. Boards with small sails are available for beginners.

Course fee: £32-50 (this includes all equipment)

##### One-day adventure course

This is an opportunity you have been waiting for. Come and try sailing, climbing, surfing and archery. This course is intended to introduce outdoor activities to adults in a fun, leisurely manner. You do not need to be extremely fit or to have had previous experience of the activities. All you need is to be interested.

Course fee: £22.50

##### Play Park

The Play Park is suitable for children from two to ten years of age. It is one of the best of its type in the county. It has sand and water play, slides, large ball pool, play castle and much, much more. Next year the centre will open a new Play Palace and Play Ship.

##### Group day and residential courses

We also offer day and long weekend courses for groups. We receive regular visits from schools, colleges and youth groups. There are three large rooms with twelve beds in each, which can be booked in advance for groups of up to 36 people (minimum 12).

##### Summer adventure holidays (for 8 —14 years of age)

Sailing Climbing Windsurfing Fun Games

Safety is of primary importance at the Outdoor Centre. All staff are fully trained in First Aid, and qualified to teach the activities on offer. We also make certain that all children only take part in activities that are suitable for their age and physical abilities. For this programme children must be able to swim 25 metres and be in good physical health.

1. In August, four people visiting the centre together by car would pay more than two people.

2. The centre has activities for a range of age groups.

3. There are windsurfing courses every weekend.

4. The centre has special equipment for people who are learning to windsurf.

5. There is an extra hire charge for the board on the windsurfing course.

6. The adventure course is suitable for beginners.

7. The centre is planning to add extra facilities to the Play Park.

8. It is possible for individual visitors to stay overnight at the centre.

9. On the holiday programme children are allowed to do any sport they are interested in.

10. Summer adventure holidays are open to any child between eight and fourteen years who can swim.

Part IV Read the text and questions below. For each question, mark the letter next to the correct answer - A, B, C or D.

The best age to start learning the violin is between three and six,\* says Margaret Porter, a violinist and music teacher. 'It's the time when you are learning about the world.' Margaret, who lives in London, prefers to take pupils at three and four, although she has made lots of exceptions for keen five-year-olds. When she started teaching the violin in 1972, her first class consisted of her children's five-year-old school friends.

Margaret's pupils have group lessons. Each group has about a dozen pupils and each lesson lasts an hour, once a fortnight. In addition, each pupil has one individual lesson a week with her. Parents also have to attend the classes. It is important that the parents take an active interest in the lessons.

From the earliest lessons pupils learn to play by ear. They do not even try to read music until they have been playing for several years, and for a long time there is a big difference between their playing and reading of music. Margaret says that her method is not supposed to produce great violinists, and always suggests that pupils who perform particularly well should leave and study the violin using more traditional methods.

1. What is the writer trying to do in the text?  
A explain why Margaret likes teaching the violin  
B describe a different way of learning the violin  
C give advice on how to find a music teacher  
D explain why Margaret has a lot of pupils
2. Why should someone read the text?  
A to discover how Margaret learnt the violin  
B to learn why it is important to read music  
C to find out about Margaret's teaching method  
D to learn why children should play the violin
3. What opinion does Margaret have about her best pupils?  
A They ought to find another teacher.  
B They will become great violinists using her method.  
C They could try harder.  
D They take several years to learn to read music.
4. Margaret's first pupils were  
A her children.  
B three- and four-year-olds.  
C her own friends.  
D her children's friends.
5. Which of the following would Margaret include in an advertisement for her classes?  
A Learn to play the violin with your children - 2 lessons a week.  
B Watch your children learn to play the violin.  
C Group violin lessons for children - no more than 5 per group.  
D We'll look after your children while you learn the violin.

Part V Read the text below and choose the correct word for each space. For each question, mark the letter next to the correct word - A, B, C or D.

#### NEW OPPORTUNITIES WITH AN OPEN UNIVERSITY DECREE

Like any other university, the Open University can (1) you a degree. However, you don't have to (2) working to study. It can also open up a whole variety (3) interests. If you have (4) studied before, you will enjoy the special, new pleasure of (5) your knowledge. You will make friends of (6) kinds. You may also (7) that your qualification provides new career opportunities.

You don't actually (8) to the Open University for lectures, but study at home, using television, radio and computer software. You can (9) one class a month if you wish at an Open University centre. Of course, there are exams to take, as in (10) university.

If you would like to know more, all you have to do is complete the form below. It could be the start of a wonderful new period in your life.

1. A give B take C sell D buy
2. A stop B end C break D leave
3. A from B of C in D for

4. A ever B never C often D always
5. A growing B changing C adding D increasing
6. A all B each C both D every
7. A suggest B find C wish D want
8. A join B enter C arrive D go
9. A give B attend C learn D study
10. A any B some C many D most

Тест 2 (тесты по аудированию основаны на материалах экзамена в формате PET (Cambridge) и находятся в свободном доступе по адресам: [www.examenglish.com](http://www.examenglish.com), [www.englishtests.ucoz.com](http://www.englishtests.ucoz.com), [www.englishaula.com](http://www.englishaula.com)).

Part I You will hear someone welcoming a group of visitors to Ocean Life sea park. For each question, mark the correct letter A, B, C.

1. This group of visitors
  - A have just arrived at the sea park.
  - B have finished their visit.
  - C have already seen some of Ocean Life.
2. Visitors are encouraged to
  - A see only the sea life they like best.
  - B take plenty of time to see everything.
  - C come back to the park for another visit.
3. Organizers at the centre believe that
  - A some sea life is more interesting than others.
  - B sharks should never be kept in a sea park.
  - C certain sea life should remain in the sea.
4. What does the speaker say about learning at the sea park?
  - A It's less important than being entertained
  - B You can both learn and have fun.
  - C There is written information everywhere.
5. How do the organizers make school visits easier?
  - A They speak to teachers after the visits.
  - B They organise special school days.
  - C They make suggestions about what to study.
6. The organisers also help sea life by
  - A caring for hurt animals until they are well.
  - B looking after injured animals from all over the world.
  - C sending rescuers to look for animals in Europe.

Part II You will hear a conversation between a girl, Anna, and a boy, James, about a party. Decide if each sentence is correct or incorrect. If it is correct, mark A on your answer sheet. If it is not correct, mark B on your answer sheet.

1. James is looking forward to his brother's engagement.
2. James thinks his brother's girlfriend is boring.
3. Anna enjoys her family parties.
4. James gets on well with his cousins.
5. Anna reminds James to buy them a gift.
6. Both Anna and James have bought things on the internet before.

Part III You will hear some information about a cafe for young people. For each question, fill in the missing information in the numbered space.

Notes about the Rainbow café

This is a special cafe for teenagers which opened last month.  
 The cafe is run by a (1) of ten local teenagers.  
 The teenagers got a grant worth (2) £ to start the cafe.  
 They need some more teenagers to work as (3) in the cafe.  
 The cafe is currently open every (4) , from 1.30 p.m. to 6.00 p.m.

The cafe serves a range of hot and cold drinks and some (5)  
To get more information, call (6) or visit [www.youthcafe.com](http://www.youthcafe.com).

Темы для устного опроса:  
"Семья", "Дом, квартира", "Распорядок дня", "Покупки" (монологическое высказывание и диалогическое высказывание)

Задания для письменного опроса:  
эссе по темам "Семья", "Дом, квартира", "Распорядок дня", "Покупки"

2 семестр  
Рейтинг 1  
Еда, продукты  
Внеаудиторное чтение художественной литературы; чтение и аудирование в формате экзаменов PET (CPC)  
Рейтинг 2  
Университет. Учеба  
Внеаудиторное чтение художественной литературы; чтение и аудирование в формате экзаменов PET (CPC)  
Рейтинг 3  
Внешность, характер человека  
Погода, времена года  
Внеаудиторное чтение художественной литературы; чтение и аудирование в формате экзаменов PET (CPC)

Задания для письменного опроса (диктанты)  
My grandmother is called Alice. She is sixty-one and she lives with my grandfather in a little flat. She works in a chemist's – she has worked in the same way for twenty years. She loves children and animals, especially dogs. She hates junk food and never watches TV, except films.  
Alice has got short, white hair and clear, blue eyes. She is quite short and a bit thin. She always wears a lot of make-up, especially lipstick, and you can smell her perfume when she kisses you! She is a very cheerful woman. She is also very generous and helpful.  
My grandmother is very popular with her neighbours, maybe because she is so helpful. She often baby-sits for people in her street. Grandad says she spends more time with neighbours than with him.

Тесты  
Тест 1 (тесты основаны на материалах экзамена в формате PET (Cambridge)).  
Part I Look at the text. What does it say? Mark the letter next to the explanation – A, B or C.  
1. "If red light shows, your drink is unavailable – please make another choice"  
A The red light goes on if the drinks machine is out of order.  
B If the red light shows, you must wait before you decide on a drink.  
C If the red light is on, you must choose a different drink.  
2. "Do not use this medicine for more than seven days without your doctor's advice"  
A Contract your doctor if you wish to continue using this medicine after one week.  
B Doctors can only supply enough medicine for one week at a time.  
C You cannot keep this medicine for more than seven days.  
3. From: Sunflowers Health Club  
To: All Members Sent: 15 April  
Subject: Special Offer  
Introduce a friend to this club and receive free exercise equipment! This offer is open to existing members; your friend must pay full 12 month fee.  
A Sunflowers is selling exercise equipment to members at a special price.  
B You will quality for a gift if you persuade a friend to join Sunflowers.

- C Your annual fee for Sunflowers Health Club must be paid now.
4. "Please don't park within 3 metres of this vehicle – space needed for unloading"
- A You should not park near here because it is an exit for vehicles.
- B This parking space is reserved for the vehicle's owner.
- C You are requested not to park any closer than 3 metres to this vehicle.
5. "This tower's in wonderful green stone, with 497 steps – stupidly, I climbed to the top. The view's supposed to be brilliant but yesterday was cloudy.

Kenny"

What did Kenny like about the tower?

- A the view it gave from the top
- B the material used to build it
- C the number of steps it has

Part II The people below all want to go for a walk. There are descriptions of eight walks. Decide which walk (letters A-H) would be the most suitable for the following people. For each of these numbers mark the correct letter.

#### WALKS FOR EVERYONE

##### A MILL LANE

You'll see lots of animals on this walk, because there is nothing to disturb them. Walkers often say they meet no-one. There are places where you can join or finish the walk but these are not well signposted and it is easy to get lost.

##### B SEA PATH

This walk starts at the village of Nye Flats and the excellent signposts lead you through local streets, fields and pretty neighbouring villages. Although it will take you half a day, there are no hills at all. You can breathe the sea air and enjoy watching traditional life in busy villages.

##### C CUTTERS WAY

This walk can take anything from 30 minutes to two hours. It's not a good walk for hill-lovers as the ground is completely flat, but it has good signposts and simple facilities for the hungry or thirsty walker. A few places or things to see would improve this walk, which can be a little dull.

##### D PADDOCK WAY

This is really a short track across a working farm. There are plenty of chickens and sheep to see, and the farmer has turned some of the buildings into an educational centre with a cafe. Not a walk for those who like peace and quiet, but good fun.

##### E HURDLES

This is a route for the experienced walker. It crosses two rivers and includes hills of up to 500 metres, from which you can see the sea. There are several rocky paths that are unsuitable for children or older people and there are no shops so take plenty of water.

##### F NEVERLAND

This is a walk to take if you have a whole day to spare and want to escape from other people. It follows a narrow track which is clearly marked and has different routes for different types of walker. There are hills to climb but views are limited because of thick forest.

##### G OVERHILL

This sounds like a difficult walk but it's really easy, although it could be better signposted. If you're a local person, you're almost certain to meet someone you know on the walk. It's a couple of kilometres outside the village of Overhill, with fields full of rabbits!

##### H GOLD-DIGGERS END

You won't find any gold on this peaceful walk, but you will find plenty of other things to see including a lovely garden which is open to the public. It's a half-hour walk with a couple of small cafes on the way.

1. David enjoys walking but he has injured his knee and cannot climb up hills. He would like to spend a couple of hours on a quiet walk with well-marked paths.

2. Luigi likes to get as much exercise as possible and particularly likes climbing steep hills to get a good view. He wants to do a walk that is difficult and offers a range of scenery.

3. Yannis has two sons of 8 and 10. He would like to take them to see some animals in the countryside. He wants to be able to buy some refreshments.

4. Amanda has had an operation and needs plenty of fresh air to help her recover. She wants to find a short, quiet walk with a beautiful place to visit on the route.

5. Claudia's grandparents are staying with her. They are very fit and enjoy walking. They would like to visit some of the local villages and need a clearly-marked route so they don't lose their way.

Part III Look at the sentences below about a theatre. Read the text to decide if each sentence is correct or incorrect. If it is correct, mark A. If it is not, mark B.

#### GODDINGTON THEATRE

The Goddington Theatre Ticket Office is open from 12 noon until 4 p.m, Monday to Friday, and for half an hour in the evening before the: advertised start time of each performance.

##### Telephone bookings

Your tickets are held at the Ticket Office for you to collect or, if you prefer, a charge of 35p is made to post them to you. No extra charge is made for bookings by credit card.

Reservations are held for up to four days, allowing time to call in to pay for the tickets or to send payments in the post.

##### Postal bookings

You can write to the Ticket Office requesting tickets, or to confirm a reservation.

##### Information for the disabled

The theatre has space for up to five wheelchairs at a performance, as the seats in positions 12-16 of row A can be removed.

If you have difficulty with stairs- please let us know when booking.

##### Where to find Goddington Theatre

Goddington Theatre can be found within the Goddington University site, next to the car park, which is available for public use after 5 p.m. on weekdays and all day at weekends.

##### If travelling by car

Coming from the south end of Princes Street, you will see the library on your right. The next building on your right is Goddington University — there is a pedestrian crossing outside the front entrance. Take the next turning on the right after the crossing (into Broad Street) which takes you along the side of Goddington University — then first right into the car park. Drive up to the car park gate straight ahead of you, stopping as close as possible to the orange machine. Put a £1 coin in the machine and the gate will rise. (Note: Do not try to put a coin in the machine by getting out of your car - it is likely that by the time you get back in your car the gate will already be closed again!)

Other car parks are shown on the map. There is an hourly charge. You may find a free parking place on one of the side streets.

##### If travelling by train

You will need to allow 30 minutes to walk from the station. Taxis are available from the front of the station.

##### If travelling by bus/coach

The University is a 5 to 10-minute walk from the main bus station.

##### Taxis

When ordering a taxi from the theatre, ask to be picked up at the bottom of North Street. Taxis will not come into the car park because of the entrance charge.

1. If a performance begins at 8 p.m., the Goddington Theatre Ticket Office re-opens at 7.30 that evening.

2. Bookings by credit card cost more.

3. You must pay for tickets when you reserve them.

4. Wheelchairs are allowed in front of row A.

5. The public can use the university car park at certain times only.

6. The university is on the same side of the road as the library.

7. The car park is in front of the university building.

8. You need to drive away quickly after putting your money in the car park machine.

9. The railway station is nearer the university than the bus station.

10. Taxi drivers refuse to pick up customers inside the car park.

Part IV Read the text and questions below. For each question, mark the letter next to the correct answer - A, B, C or D.

Orbis is an organisation which helps blind people everywhere. It has built an eye hospital inside an aeroplane and flown it all over the world with an international medical team. Samantha Graham, a fourteen-year-old schoolgirl from England, went with the plane to Mongolia. Samantha tells the story of Eukhtuul, a young Mongolian girl.

'Last year, when Eukhtuul was walking home from school, she was attacked by boys with sticks and her eyes were badly damaged. Dr Duffey, an Orbis doctor, said that without an operation she would never see again, I thought about all the everyday things I do that she couldn't, things like reading schoolbooks, watching television, seeing friends, and I realised how lucky I am.'

'The Orbis team agreed to operate on Eukhtuul and I was allowed to watch, together with some Mongolian medical students. I prayed the operation would be successful. The next day I waited nervously with Eukhtuul while Dr Duffey removed her bandages. "In six months your sight will be back to normal,' he said. Eukhtuul smiled, her mother cried, and I had to wipe away some tears, too!'

'Now Eukhtuul wants to study hard to become a doctor. Her whole future has changed, thanks to a simple operation. We should all think more about how much our sight means to us.'

1. What is the writer's main purpose in writing this text?

- A to describe a dangerous trip
- B to report a patient's cure
- C to explain how sight can be lost
- D to warn against playing with sticks

2. What can a reader learn about in this text?

- A the life of schoolchildren in Mongolia
- B the difficulties for blind travellers
- C the international work of some eye doctors
- D the best way of studying medicine

3. After meeting Eukhtuul, Samantha felt

- A grateful for her own sight.
- B proud of the doctor's skill.
- C surprised by Eukhtuul's courage.
- D angry about Eukhtuul's experience.

4. What is the result of Eukhtuul's operation?

- A She can already see perfectly again.
- B After some time she will see as well as before.
- C She can see better but will never have normal eyes.
- D Before she recovers, she will need another operation.

5. Which is the postcard Samantha wrote to an English friend?

- A I've visited a Mongolian hospital and watched local doctors do an operation.
- B You may have to fly a long way to have the operation you need, but the journey will be worth it.
- C I'm staying with my friend Eukhtuul, while I'm sightseeing in Mongolia.
- D Make sure you take care of your eyes because they're more valuable than you realise!

Part V Read the text below and choose the correct word for each space. For each question, mark the letter next to the correct word - A, B, C or D.

#### The History of Film

The world's first film was shown in 1895 (1) two French brothers, Louis and Auguste Lumiere. Although it only (2) of short, simple scenes, people loved it and films have (3) popular ever since. The first films were silent, with titles on the screen to (4) the story. Soon the public had (5) favourite actors and actresses and, in this (6), the first film stars appeared. In 1927, the first 'talkie', a film with sound, was shown and from then on, the public (7) only accept this kind of film. Further improvements continued, particularly in America, (8) produced 95% of all films. With the arrival of television in the 1950s, (9) people went to see films, but in (10) years cinema audiences have grown again. More countries have started to produce films that influence film-making and there are currently (11) national film industries.



1. A from B in C by D at
2. A consisted B contained C belonged D held
3. A gone B been C made D kept
4. A join B read C explain D perform
5. A your B his C our D their
6. A reason B way C method D result
7. A should B would C might D will
8. A who B where C when D which
9. A other B each C fewer D any
10. A recent B now C modern D present
11. A many B lots C much D plenty

Тест 2 (тесты по аудированию основаны на материалах экзамена в формате PET (Cambridge) и находятся в свободном доступе по адресам: [www.examenglish.com](http://www.examenglish.com), [www.englishtests.ucoz.com](http://www.englishtests.ucoz.com), [www.englishaula.com](http://www.englishaula.com)).

#### Part I

- 1 This year, the course will run for...  
A six weeks.  
B seven weeks.  
C eight weeks.
- 2 The problem last year was that...  
A few people wanted to attend.  
B there were too few workers.  
C there was nothing to do on rainy days.
- 3 This, year, for the first time, children will... Listen and choose the best answer.  
A do creative activities.  
B do new outdoor sports.  
C organise events.
- 4 Molly doesn't think children will come for six weeks because...  
A it's too expensive.  
B they will do the same activities again and again.  
C their parents will want to spend time with them.
- 5 The course isn't open to teenagers because...  
A Molly thinks they aren't interested in the activities which are available.  
B Molly thinks they should spend time with young people of a similar age.  
C: Molly's staff think that teenagers are difficult to please.
- 6 It's important that parents of children attending the course...

Part 2 There are six gaps to complete.

Forename: Allan

Surname:

Postcode:

Postal address: 27 Park Hill Road, Nutley

Part Required: Inside Light

Make:

Model: Spirit

Year:

Cost Including Tax and Postage: £35.76

Card Number:

Expiry Date: 06/19

Security Code:

Part III Listen and decide if each sentence is correct or incorrect. If it is correct, select Yes. If it is not correct, select No.

- 1 Steve hasn't arranged any work for the summer yet.  
Yes No

2 Caroline's work will allow her to have free time during the day.

Yes No

3 Caroline's work will be located in a city.

Yes No

4 Caroline found out about the job from the internet.

Yes No

5 Caroline says that work at music festivals is badly paid.

Yes No

6 Caroline does not have to pay for her accommodation.

Yes No

Темы для устного опроса:

"Университет. Учеба", "Еда, продукты", «Внешность, характер человека», «Погода, времена года» (монологическое и диалогическое высказывания).

Задания для письменного опроса:

эссе по темам "Университет. Учеба", "Еда, продукты", «Внешность, характер человека», «Погода, времена года».

3 семестр

Рейтинг 1

Болезни и их лечение

Внеаудиторное чтение художественной литературы; чтение и аудирование в формате экзаменов FCE (CPC)

Рейтинг 2

Город

Еда в кафе, ресторане

Внеаудиторное чтение художественной литературы; чтение и аудирование в формате экзаменов FCE (CPC)

Рейтинг 3

Система образования в Великобритании и США

Внеаудиторное чтение художественной литературы; чтение и аудирование в формате экзаменов FCE (CPC)

Задания для письменного опроса (изложения).

When is it time to stop studying?

Education in South Korea is very competitive. The aim of almost every schoolchild is to get into one of the country's universities. Only the pupils with the best marks get the place. The school day starts at 8 a.m. and pupils finish studying between 10 p.m. and 1 a.m. at night. This is because many go to private academies called hagwons after school. Around 74% of all pupils attend a hagwon after their regular classes finish. A year's course costs, on average, \$2.600 per pupil. In Seoul, there are more private tutors than schoolteachers, and the most popular ones make millions of dollars a year from online and in-person classes. Most parents rely on private tutoring to get their children into universities.

With so much time spent in the classroom, all that pupils in South Korean secondary schools do is study and sleep. Some of them are so exhausted that they cannot stay awake the next day at school. It is a common sight to see a teacher explaining the lesson while the third of the pupils are asleep on their desks. The teachers don't seem to mind. There are even special pillows for sale to make sleeping in class more comfortable. Ironically, the pupils spend the lessons sleeping so that they can stay up late studying that night.

The South Korean government has been aware of the faults in the system for some time, but now they have passed some reforms. Today, schoolteachers and head teachers in state schools have to meet certain standards or do additional training.

However, the biggest challenge for the government is the hagwons. The hagwons have been banned from having classes after 10 p.m. which is why there are street patrols looking for children who are studying after that time. If they find some in class, the owner of the hagwon is punished and the pupils are sent home. It's a strange world, where some children have to be told to stop studying while others are reluctant to start.

#### Тесты

Тест 1 (тесты по чтению основаны на материалах экзамена в формате FCE (Cambridge)).

Part I You are going to read an article about surfing. Choose the most suitable heading for each part (1-8) of the article. There is one extra heading which you do not need to use.

#### The history of surfing

1 ..... It is generally believed that the ancient Polynesians were the first to surf and to introduce surfing to the Hawaiian island in the central Pacific Ocean. In fact, early records show that surfing was at its height in the late eighteenth century. During the next century the sport declined, but by the beginning of the twentieth century its popularity had increased again and it gradually became an established water sport.

2 ..... Hawaii has the best surf in the world but the beaches are among the most dangerous, partly because they are overcrowded. During October each year there are huge swells in which the waves can be almost twenty metres high. These waves then move to the southern hemisphere in April.

3 ..... If a surfer gets sucked into the centre of one of these waves and then flung onto the shore as the wave breaks, the force can be life-threatening. And if the weight of the water does not make them unconscious, then the wave can drag them under water long enough for them to drown.

4 ..... To most people, a twenty-metre high wave is Nature's way of saying; stay away. It's the oceanic equivalent of a lion's roar; get closer and you will be killed. But there are some surfers who actually find these dangers one of the most attractive features of the sport.

5 ..... In the second half of the twentieth century one man in particular was responsible for fresh enthusiasm in the sport. He was a Californian surfer called Jack O'Neill who was determined to create a suit that would keep people warm in the waters of northern California, and at the same time would allow complete freedom of movement.

6 ..... He experimented with various materials without much success until, during a plane journey in 1952, he came across a substance called neoprene. Using this material he created a wetsuit made of rubber which kept surfers warm and made surfing a year-round activity in climates which would otherwise be too cold for part of the year.

7 ..... Over the years wetsuits have been used for everything from deep-sea diving to board sports which take place on land, like skateboarding. In 1988 O'Neill's original wetsuits were used for the first ever snowboarding world cup event, reflecting O'Neill's belief that snow is only frozen water and snowboarding takes place over frozen waves.

8 ..... One surfer who recently rode a giant wave off the Pacific island of Tahiti astonished onlookers by walking away without a scratch. This same man now wants to surf a wave called Jaws, which crashes onto the shore of Maui, one of the Hawaiian islands, for only a few days each year. Jaws can reach a height of over twenty-five metres and is known to the surfing world as the Mount Everest of surfing.

- A Warnings ignored
- B Future challenge
- C Scientists' involvement
- D Wetsuits on a mountain
- E Ideal surfing conditions
- F One man's influence
- G Origins of surfing
- H Scientific breakthrough
- I Dangers of surfing

Part II You are going to read an article about a woman who runs a company called Peanuts. For Questions 1-8, choose the correct answer A, B, C or D.

### Hungry pop stars

Valerie Jones runs a company called Peanuts whose job it is to look after pop stars and pop groups when they go on tour. She is the person who feeds the stars and she's been doing it for the past ten years.

When the stars are playing at a festival Valerie may have to cook for up to a thousand people which includes all the crew and the people who work backstage. She erects a marquee - a huge tent - and the food is served buffet style from a central serving area. She has to cater for different tastes, so there are normally four or more choices of menu. She also has to look after people who may be on a special diet or some singers who don't eat dairy food before a concert.

She drives an enormous truck full of kitchen equipment and hires at least three walk-in refrigerators, a dishwashing unit and portable cabins which act as storerooms and office.

All the bands have to queue up to be served and everyone has to have a meal ticket. The stars are usually more relaxed when they are eating as no one is bothering them for autographs, although Valerie says that sometimes the security men and the stars' managers are more trouble than the stars themselves.

There are certain things which she always has to keep in stock like herbal teas and her own particular mixture of honey, lemon and ginger which singers like to keep in flasks on stage with them when they're singing. Years ago bands used to drink quite a lot of alcohol, but these days they're much healthier. Most bands drink fresh fruit juice and prefer to eat salads.

A lot of people in the bands are quite young and they're not used to very expensive food, so Valerie prepares plain food unless a band sends her a 'rider'. This is a list of special requirements. When people are tired, unwell or homesick they like to have familiar 'comfort' food so she keeps a stock of people's requirements just in case. As a result of all this, Valerie says she has become an expert shopper and in less than an hour in a supermarket she can spend £1000.

A lot of bands won't eat before a concert because they're too nervous, so Valerie and her staff can end up working very long hours as they have to be around to provide what people want at two or three in the morning. One thing Valerie has noticed is that the more mad a band is on stage, the more normal they are when they are off it. She says she is amazed at the change in behaviour. A really wild singer can turn out to be really quiet and polite off stage.

1. Valerie has to provide a range of food because
  - A people are very fussy about what they eat.
  - B people are used to eating in restaurants.
  - C there is such a wide variety of preferences.
  - D there is such a demand for special menus.
2. The singers are less nervous when they are eating because
  - A their security men are with them.
  - B there are no fans hanging around.
  - C their managers fuss over them.
  - D the bands enjoy eating together.
3. Why does Valerie have to keep a supply of certain drinks?
  - A The bands rely on a special recipe.
  - B The bands prefer herbal tea to coffee.
  - C The bands take fruit juice on stage.
  - D The bands like to drink alcohol.
4. What do most bands like best to eat?
  - A rich food
  - B cheap food
  - C junk food
  - D simple food
5. What does 'just in case' in paragraph 5 refer to?
  - A Valerie's supply of more expensive food
  - B Valerie's list of 'riders' from the different bands
  - C Valerie's supply of special food for various people
  - D Valerie's understanding of people feeling sick

6. Why do you think Valerie has become an 'expert shopper'?

- A She has a lot of money to spend each week.
- B She has learnt to find what individuals want.
- C She has to buy as much as possible for £1000.
- D She has to shop very quickly in a supermarket.

7. Why is a band likely to be hungry after playing?

- A They feel more relaxed after a concert.
- B They work long hours with little food.
- C They only have a snack before a concert.
- D They like to wait until they eat together.

8. What does Valerie think about the singers?

- A They are completely crazy on and off stage.
- B They behave differently on and off stage.
- C They are less rude when they are off stage.
- D They are normally more noisy on stage.

Part III You are going to read a newspaper article. Seven sentences have been removed from the article. Choose from the sentences the one which fits each gap (1-7). There is one extra sentence.

#### WHY THE UNITED NATIONS WENT TO SCHOOL

Teenagers can talk for hours on the phone to their friends, but if you try to get them to talk about politics or the latest developments in agriculture, for example, they are likely to fall silent. 1 ..... It is more to do with lack of confidence or experience in putting forward clear arguments in front of strangers.

In order to demonstrate the value of good communication skills, a boarding school in Bath, in the west of England, decided to organise an interesting and exciting way of teaching teenagers how to argue and debate in public. 2 ..... The Model United Nations programme, which is a role-play exercise, was first developed in the US where it forms part of the curriculum in hundreds of schools.

As many as 600 student representatives, ranging in age from 13 to 18, attend from schools all over England and Northern Ireland. 3 .....

The important roles within the UN, like the president of the general assembly, and the topics, are chosen by the teachers, and they decide which subjects students will discuss. 4 .....

MUN starts on a Friday evening and lasts until Sunday evening. Before arriving all the students are given a country to represent and are expected to prepare for the discussion in advance. 5 .....

It is then up to the students to discuss their views with the other members of their committee to win support for their argument, before they reach a decision by voting on a particular topic. 6 .....

For some of the students it will be the first time they have spoken in front of an audience and it can be very nerve-wracking. 7 ..... At the same time students become more aware of political affairs and as well as gaining in self-confidence they learn about international issues.

A The other roles are taken by the students who pretend to be diplomats and try to represent the views and opinions of different member states.

B However, it gives them an opportunity to develop their skills at persuading other people and interacting with other students.

C Who is then chosen to speak in the full assembly is up to the student who is the chairperson of that committee.

D This is not so much to do with lack of knowledge or opinions about these matters.

E They tried to destroy the other representative's argument.

F Once they are all together they are divided into five committees.

G They hold an annual Model United Nations (called MUN for short by teachers and students) based on the real United Nations General Assembly.

H In some years a few students from other countries such as Italy and Poland will also attend.

Part IV You are going to read a magazine article in which four actors talk about their profession. For questions 1-15 choose from the actors A-D. The people may be chosen more than once.

## AN ACTOR'S WORLD

### A Jake Armstrong

'I have a terrible problem reading through scripts,' admits Jake Armstrong. 'I find most of them very boring, although once in a while a script will really appeal to me and I am immediately attracted to the character the director has asked me to consider.' Jake Armstrong was always going to end up doing something dramatic. His father and mother are both actors, and although neither of them pushed him into the profession, he feels his career path was inevitable as he saw so much theatre when he was a child. 'I would wait backstage until it was time to go home at the end of an evening performance. I met the most fantastic people. As a child you don't appreciate fame and I thought all these extraordinary people were really normal. But there was something fascinating about the whole business, why people dress up as different people and pretend to be other personalities. Unlike my parents, however, I am more interested in film work. The thing about filming is that you hang around for hours chatting away to people, then suddenly you've got to turn it on. I had to learn very quickly how to tone down for the camera, not to overact, whereas on stage in the theatre it's the exact opposite.'

### B Laura Dyson

'I think I'm very lucky to have been noticed so early in my career. When I was at drama school I used to feel quite desperate meeting up with friends who had already graduated and who were out of work, I would listen to them talking about the temporary jobs they had, working in restaurants, supermarkets - whatever they could find, and going to one audition after the other. And they were only auditioning for really small parts in theatre or film and getting absolutely nowhere.'

Laura Dyson is just 21 and already a box office name. She was spotted whilst on stage in London and offered a film role by one of Hollywood's leading directors, 'It was unbelievable. I'd had hardly any experience and the play I was in was a walk-on role only. I didn't have to say a single word! Apparently the director was looking for someone who could play a 16-year-old schoolgirl, so I suppose I'm fortunate in that I don't look my age. The irony is that I used to spend hours making up my face so that I'd look older. I used to get so fed up with people refusing me entry to adult films because nobody believed me when I said I was over 18.'

### C Emmy Mason

'My parents have always been interested in the arts and I remember being taken to the cinema and the theatre at a very early age. When I said I wanted to go to drama school they were horrified. In fact, my father refused to agree but he eventually gave in because I threatened to go off around the world on my own at 17 doing any old job just to pay my way.'

Emmy Mason was determined to succeed and although it has not been an easy ride to stardom she has finally achieved the kind of recognition that most actors can only dream about. 'My big break came quite by accident. I was an understudy at the National Theatre for months on end. It was such hard work, learning the lines and yet knowing that you were unlikely ever to say them in front of an audience. Don't get me wrong, though. I was glad to be earning some money and at least I got to see the famous names each night. Anyway, one day the leading lady went down with flu and in the afternoon I was told I would be on stage that evening. There wasn't time to be frightened. I had sat through all the rehearsals so I knew the moves by heart. And that was it. The critics loved my performance and I've never been out of work since.'

### D Luke Demain

'I guess I ended up acting by accident. I wanted to go to university but couldn't decide what to study. So I thought I'd take a year out, do different things and give myself a breathing space before applying. But during that year I got involved with a local theatre group and suddenly realised I was happier than I'd ever been.'

Luke Demain has never looked back. Unusual in this day and age, he didn't go to drama school and has had no formal training. Instead he found himself an agent who was willing to put him forward for auditions. 'To begin with I was mostly doing advertisements for TV and film, which was fine but not serious acting. Then one day my agent got a call from a film studio and the next day I was on the film set. There hadn't even been time to send me the script. Looking back I don't think I even asked what the film was about, it didn't matter. But I'm quite choosy now and turn down more scripts than I accept!'

Which of the actors

1. had intended to do something else?
2. has become successful at a young age?
3. was strongly influenced by their upbringing?
4. had little warning before going on stage?
5. comments on different acting techniques?
6. accepted work without hesitation?
7. was picked without having spoken?
8. has not been professionally trained?
9. used to worry about being unemployed?
10. is not interested in reading scripts?
11. had a difficult time before becoming famous?
12. refuses quite a lot of work?
13. tried to change their appearance?
14. had to fight for parental support?
15. thinks the acting process is quite charming and attractive?

Тест 2 (тесты по аудированию в формате FCE: <https://virtuaule.com>)

Part I You will hear people talking in eight different situations. For questions 1-8, choose the best answer, (A, B or C).

1. You hear someone talking about football referees.

What is the speaker's attitude towards referees?

- A They make too many mistakes.
- B They deserve sympathy.
- C Some are better than others.

2. You hear a famous chef talking about his week.

What does he say about what happened during the week?

- A He had a problem that was not his fault.
- B He didn't want to appear on so many programmes.
- C He had his first experience of live TV.

3. You hear someone talking about her career in dancing.

What does she emphasize?

- A the contribution made by her parents
- B how much hard work she did
- C her desire to be a dancer

4. You hear someone talking on the phone at work.

Who is she talking to?

- A a colleague
- B her boss
- C a client

5. You hear a radio presenter talking about a book.

What feeling does the presenter express about the book?

- A doubt that it does exactly what it says it does
- B amazement at how up to date its information is
- C curiosity about how it was written

6. You hear part of an interview with a famous comedian.

What does he say about his school days?

- A The teachers never criticized him.
- B He was only good at one subject.
- C Other people found him amusing.

7. You hear someone talking about a person he knows.

What is the speaker doing?

- A complaining
- B apologizing

C arguing

8. You hear a tour guide talking to a group of visitors to a museum.

What does he tell them about the museum?

A It's easy to get lost in it.

B Big groups aren't allowed in some parts of it.

C It's better only to visit a small part of it.

Part II You will hear five different people talking about cities they have visited. For questions 1-5, choose from the list (A-F) the opinion each person gives about the city. Use the letters only once. There is one extra letter which you do not need to use.

A It was exactly as I had imagined. Speaker 1

B It is not as good as it used to be. Speaker 2

C It is hard to find your way around it. Speaker 3

D It is overrated. Speaker 4

E It can get too crowded. Speaker 5

F It was even better than I expected. Speaker 6

Part III You will hear an interview with someone who is involved in the music business. For questions 1-7, choose the best answer (A, B or C).

1. What does James say about the radio station he started?

A Its name was very appropriate.

B It was more popular than he had expected.

C It was not very expensive to run.

2. What does James say about people's attitudes towards his age?

A They were nicer to him when he was 12 than when he was 16.

B They were more jealous of him when he was 12 than when he was 16.

C They expected more of him when he was 16 than when he was 12.

3. James says that his career in music has included

A taking over a local radio station.

B making advertisements.

C setting up new festivals.

4. What do we learn about advertising on James' TV channel?

A There isn't any of it.

B It always includes music.

C It doesn't interrupt the programmes.

5. What does James say about the people interviewed on the channel?

A They have to say something interesting.

B They enjoy being interviewed.

C They often say unexpected things.

6. What does James say about his ideas?

A Some of them are not very realistic.

B He expects to have good ones all the time.

C He makes sure that he doesn't forget them.

7. James's advice to listeners who might want to go into business is to

A forget about past problems.

B learn from past mistakes.

C take big risks.

Темы для устного опроса:

"Болезни и их лечение", «Город», «Еда в кафе, ресторане», «Система образования в Великобритании и США» (монологическое и диалогическое высказывания).

Задания для письменного опроса:

эссе по темам "Болезни и их лечение", «Город», «Еда в кафе, ресторане», «Система образования в Великобритании, США».



### Рейтинг 1

#### Спорт

Внеаудиторное чтение художественной литературы; чтение и аудирование в формате экзаменов FCE (CPC)

### Рейтинг 2

#### География. Путешествия

Внеаудиторное чтение художественной литературы; чтение и аудирование в формате экзаменов FCE (CPC)

### Рейтинг 3

#### Театр

Внеаудиторное чтение художественной литературы; чтение и аудирование в формате экзаменов FCE (CPC)

### Задания для письменного опроса (изложения)

For the last three weeks I have been travelling around the country, talking to young people about minority sports. The youngsters that I met were doing a wide variety of minority sports like fencing, judo, archery and they were all enthusiastic and dedicated. However, they were also disappointed and angry about the lack of media interest in the sports and poor facilities and funding. All over the country, I heard the same comment: "If we had more funding, we would do really well in international competitions."

I believe it is now time for the country to show that it is truly committed to minority sports. We need proper government investment in facilities and training. We also need a sympathetic media that tells young people about less well-known sports.

Let's give young people a real chance to improve their fitness, show their talents and achieve success.

### Тесты

#### Тест 1 (тесты по чтению основаны на материалах экзамена в формате FCE (Cambridge))

Part I. You are going to read an excerpt from the novel *Howards End*, by E. M. Forster which takes place during a concert. For questions choose the answer (A, B, C or D) which you think fits best according to the text.

"Who is Margaret talking to?" said Mrs. Munt, at the conclusion of the first movement. She was again in London on a visit to Wickham Place.

Helen looked down the long line of their party, and said that she did not know. "Would it be some young man or other whom she takes an interest in?"

"I expect so," Helen replied. Music enwrapped her, and she could not enter into the distinction that divides young men whom one takes an interest in from young men whom one knows. "You girls are so wonderful in always having - Oh dear! one mustn't talk."

For the Andante had begun - very beautiful, but bearing a family likeness to all the other beautiful Andantes that Beethoven had written, and, to Helen's mind, rather disconnecting the heroes and shipwrecks of the first movement from the heroes and goblins of the third. She heard the tune through once, and then her attention wandered, and she gazed at the audience, or the organ, or the architecture. Here Beethoven started decorating his tune, so she heard him through once more, and then she smiled at her cousin Frieda. But Frieda, listening to Classical Music, could not respond. Herr Liesecke, too, looked as if wild horses could not make him inattentive; there were lines across his forehead, his lips were parted, his glasses at right angles to his nose, and he had laid a thick, white hand on either knee. And next to her was Aunt Juley, so British, and wanting to tap. How interesting that row of people was! What diverse influences had gone to the making! Here Beethoven, after humming and hawing with great sweetness, said "Heigho," and the Andante came to an end. Applause, and a round of "wunderschoning" and "prachtvolleying" from the German audience members. Margaret started talking to her new young man; Helen said to her aunt: "Now comes the wonderful movement; first of all the goblins, and then a trio of elephants dancing;" and Tibby implored the company generally to look out for the transitional passage on the drum. "On the what, dear?" "On the drum, Aunt Juley."

"No; look out for the part where you think you have done with the goblins and they come back," breathed Helen, as the music started with a goblin walking quietly over the universe, from end to end. Others followed him. They were not aggressive creatures; it was that that made them so terrible to Helen. They merely observed in passing that there was no such thing as splendour or heroism in the world. After the interlude of elephants dancing, they returned and made the observation for the second time. Helen could not contradict them, for, once at all events, she had felt the same, and had seen the reliable walls of youth collapse. Panic and emptiness! Panic and emptiness! The goblins were right. Her brother raised his finger: it was the transitional passage on the drum.

For, as if things were going too far, Beethoven took hold of the goblins and made them do what he wanted. He appeared in person. He gave them a little push, and they began to walk in major key instead of in a minor, and then - he blew with his mouth and they were scattered! Gusts of splendour, gods and demigods contending with vast swords, colour and fragrance broadcast on the field of battle, magnificent victory, magnificent death! Oh, it all burst before the girl, and she even stretched out her gloved hands as if it was tangible.

1. When the writer says that Helen "could not enter..."
  - A her mind was elsewhere.
  - B she disagreed.
  - C she had no ticket.
  - D she did not know the young man.
2. Why did Mrs. Munt stop speaking suddenly?
  - A She changed her mind,
  - B The performance had finished.
  - C She saw that Helen was not interested.
  - D The music had begun.
3. What is Helen's opinion of the Andante?
  - A It was her favourite part of the music.
  - B She thought it different from Beethoven's other works.
  - C She found it rather boring.
  - D She liked nothing about it.
4. As Helen watched the other people listening, she felt
  - A bored.
  - B fascinated by them.
  - C scornful of them.
  - D proud of them.
5. What best describes Helen's view of the Goblins?
  - A horrible and violent
  - B not violent, but still disturbing
  - C observant and very entertaining
  - D quiet and peaceful but foolish
6. From Helen's reaction to the music, what do we learn about her personality?
  - A She is young and innocent.
  - B She does not think much about life.
  - C She believes life is heroic.
  - D She is not an idealistic youth.
7. What is the meaning of the word "tangible"?
  - A something that can be touched
  - B something emotional
  - C something imaginary
  - D something frightening
8. How does the piece of music end?
  - A The goblins are victorious.
  - B There is a horrible battle.
  - C The goblins leave quietly.

D Good overcomes evil.

Part II. You are going to read an article about what music is, and why it exists. Seven sentences have been removed from the article. From the sentences A - H, choose the one which fits each gap. There is one extra sentence which you do not need to use.

Where Did Music Come From?

What is music? Musical expression can be divided into two groups: vocal music or "song" which consists of complex, learned vocalizations and instrumental music which consists of structured, communicative sound using parts of the body other than the voice and sometimes additional objects.

Although the production of music is considered uniquely human, musical utterances of various degrees of complexity and perfection can be observed in several species in the animal kingdom. (1 ..... ) Most research has been done on songbirds so far, but also parrots, hummingbirds, whales, seals and possibly other species show vocalizations that can be called musical according to the above definition.

Birdsong is commonly regarded as the most complex vocal utterance in the animal kingdom. (2 ..... ) Traits of the latter such as an extensive repertoire of m

#### **Общее распределение баллов текущего контроля по видам учебных работ для студентов**

Рейтинг-контроль 1	тестирование, устный опрос, письменный опрос	до 15/10/15/10/15/10/10 баллов
Рейтинг-контроль 2	тестирование, устный опрос, письменный опрос	до 15/10/15/10/15/10/10 баллов
Рейтинг-контроль 3	тестирование, устный опрос, письменный опрос	до 50/20/50/20/50/20/20 баллов
Посещение занятий студентом	отсутствие пропусков по неуважительным причинам	до 5 баллов
Дополнительные баллы (бонусы)	активность на занятиях	до 5 баллов
Выполнение семестрового плана самостоятельной работы	чтение художественной литературы, тестирование	до 10 баллов

## **2. Промежуточная аттестация по дисциплине**

**Перечень вопросов к экзамену / зачету / зачету с оценкой.**

**Перечень практических задач / заданий к экзамену / зачету / зачету с оценкой (при наличии)**

1 семестр

Задания для письменного опроса (диктант):

I am a student of English. I have been a student only for two months and a half. I can't speak English well yet. I'm just a beginner. I live in a hostel which is rather a long way from the university. It takes me about an hour and a half to get there, but it gives me no trouble at all. I'm an early-riser, as they say. I come to the university five minutes before the bell rings, so I can chat with my friends. We usually have a lot of things to talk about. We like the university and we work hard to master the language. I come back to the hostel at quarter to five. I live in a single room, so I go to the girl next door to do our homework together. In the evening we sometimes go out to a dance or to the cinema. But we are usually full of work and go to bed late

Тесты

Тест 1 (чтение) <https://www.mivlgu.ru/iop/mod/quiz/view.php?id=24454>

Тест 2 (аудирование) [https://www.examenglish.com/PET/PET\\_listening.html](https://www.examenglish.com/PET/PET_listening.html) (тесты по аудированию основаны на материалах экзамена в формате PET (Cambridge) и находятся в свободном доступе).

Темы для устного опроса:

- монолог

Моя семья.

Дом (квартира) в котором я живу.

Мой распорядок дня.

Мой список покупок (продукты).

Мои любимые магазины и отделы (промышленные товары).

- диалог

Семья: У тебя большая семья?

Дом, квартира: Как снять комнату/квартиру?

Распорядок дня: Как изменился твой распорядок дня в университете?

Покупки (продукты): Я жду гостей (покупатель и продавец).

Покупки (промышленные товары): В торговом центре (покупатель и продавец).

Задания для письменного опроса (параграф/эссе):

Семья: Идеальная семья.

Дом, квартира: Умный дом.

Распорядок дня: Прокрастинация.

Покупки (продукты): Покупки с умом.

Покупки (промышленные товары): Консюмеризм.

2 семестр

Задания для письменного опроса (диктант)

My grandmother is called Alice. She is sixty-one and she lives with my grandfather in a little flat. She works in a chemist's – she has worked in the same way for twenty years. She loves children and animals, especially dogs. She hates junk food and never watches TV, except films.

Alice has got short, white hair and clear, blue eyes. She is quite short and a bit thin. She always wears a lot of make-up, especially lipstick, and you can smell her perfume when she kisses you! She is a very cheerful woman. She is also very generous and helpful.

My grandmother is very popular with her neighbours, maybe because she is so helpful. She often baby-sits for people in her street. Grandad says she spends more time with neighbours than with him.

Тесты

Тест 1 (чтение) <https://www.mivlgu.ru/iop/mod/quiz/view.php?id=24474>

Тест 2 (аудирование) <https://yandex.ru/video/preview/4664187039251059672> (тесты по аудированию основаны на материалах экзамена в формате PET (Cambridge) и находятся в свободном доступе).

Темы для устного опроса:

- монолог

Еда, продукты: Мои вкусовые привычки

Учеба, университет: Моя учеба в университете

Внешность, характер: Я похож(а) на маму/папу

Погода, времена года: Мое любимое время года

- диалог

Еда, продукты: Ты ходишь в студенческую столовую?

Учеба в университете: Тебе нравится учиться в университете?

Внешность, характер человека: У тебя появились друзья в университете?

Погода. Времена года: Какая у вас погода? (телефонный разговор)

Задания для письменного опроса (параграф/эссе):  
Еда, продукты: Здоровое питание и диеты.  
Учеба в университете: Моя первая сессия.  
Внешность, характер человека: Мой кумир.  
Погода. Времена года: У природы нет плохой погоды.

3 семестр

Задания для письменного опроса (изложение).

When is it time to stop studying?

Education in South Korea is very competitive. The aim of almost every schoolchild is to get into one of the country's universities. Only the pupils with the best marks get the place. The school day starts at 8 a.m. and pupils finish studying between 10 p.m. and 1 a.m. at night. This is because many go to private academies called hagwons after school. Around 74% of all pupils attend a hagwon after their regular classes finish. A year's course costs, on average, \$2.600 per pupil. In Seoul, there are more private tutors than school teachers, and the most popular ones make millions of dollars a year from online and in-person classes. Most parents rely on private tutoring to get their children into universities.

With so much time spent in the classroom, all that pupils in South Korean secondary schools do is study and sleep. Some of them are so exhausted that they cannot stay awake the next day at school. It is a common sight to see a teacher explaining the lesson while the third of the pupils are asleep on their desks. The teachers don't seem to mind. There are even special pillows for sale to make sleeping in class more comfortable. Ironically, the pupils spend the lessons sleeping so that they can stay up late studying that night.

The South Korean government has been aware of the faults in the system for some time, but now they have passed some reforms. Today, schoolteachers and head teachers in state schools have to meet certain standards or do additional training.

However, the biggest challenge for the government is the hagwons. The hagwons have been banned from having classes after 10 p.m. which is why there are street patrols looking for children who are studying after that time. If they find some in class, the owner of the hagwon is punished and the pupils are sent home. It's a strange world, where some children have to be told to stop studying while others are reluctant to start.

Тесты

Тест 1 (чтение) <https://www.mivlgu.ru/iop/mod/quiz/view.php?id=24540>

Тест

2

(аудирование)

[https://virtuale.com/index.php?option=com\\_content&view=category&id=109&Itemid=679&lang=en](https://virtuale.com/index.php?option=com_content&view=category&id=109&Itemid=679&lang=en) (тесты по аудированию в формате FCE находятся в свободном доступе)

Темы для устного опроса:

- монолог

Мой последний больничный.

Город для жизни.

Мой поход в кафе/ресторан.

Я бы хотел учиться в Великобритании/США.

- диалог

Болезни, их лечение: На приеме у врача.

Город: Ты бы хотел остаться в своем городе после окончания университета?

Еда в кафе, ресторане: В кафе/ресторане (посетитель и официант).

Система образования Великобритании и США: Ты бы хотел учиться за границей?

Задания для письменного опроса (эссе):

Болезни, их лечение: Как уберечься от простуды?

Город: Жизнь в городе или за городом.

Еда в кафе, ресторане: Я бы хотел открыть свой ресторан/кафе.  
Система образования в Великобритании и США

4 семестр

Задания для письменного опроса (изложение).

The importance of doing what you love

When I was growing up, all I wanted to be was an artist. When I got to high school and could choose what classes to take, I took every art class that was available – painting, drawing, photography.

Then I took a chemistry class. I loved it. And I was good at it. I started thinking: wouldn't I make more money if I went into the sciences instead of being a starving artist?

So I threw away the art school applications and went to study chemistry. College was fun, and when I graduated with my chemistry degree, I went to graduate school in Washington DC to do a PhD program in chemistry! But after the first year, I was completely depressed. I hated the program. It was dry and boring.

So I quit. I spent the next month feeling bad about my future, unsure what to do next. Finally, I went to a work agency to get a job. Anything that would pay money.

I got a temporary job filling envelopes at an NGO. One day they needed some graphic design and I volunteered. This was the major turning point in my career. Over the next few months, they gave me more and more design work. What began as a temporary post turned into a permanent job. I was finally doing something I loved and was making money doing it.

Тесты

Тест 1 (чтение) <https://www.mivlgu.ru/iop/mod/quiz/view.php?id=24557>

Тест

(аудирование) [https://virtuaule.com/index.php?option=com\\_content&view=category&id=110&Itemid=680&lang=en](https://virtuaule.com/index.php?option=com_content&view=category&id=110&Itemid=680&lang=en) (тесты по аудированию в формате FCE находятся в свободном доступе)

Темы для устного опроса:

- монолог

Спорт в моей жизни.

Географическое положение Великобритании/США.

Путешествие моей мечты.

Поход в театр.

- диалог

Спорт: Ты спортивный человек?

География Великобритании и США: Посмотрим на карту Великобритании/США?

Путешествия: Ты едешь куда-нибудь этим летом?

Театр: У меня билеты в театр.

Задания для письменного опроса (эссе):

Спорт: Спорт становится популярнее в наши дни.

География: Выгодно ли географическое положение Великобритании/США?

Путешествия: Важен ли туризм для страны и ее населения?

Театр: Театр теряет популярность.

5 семестр

Задания для письменного опроса (изложение).

High school is compulsory until the age of 16 in America, but many students drop out, either before or after they reach 16, and before receiving their high school diplomas. Until now, night education programmes for dropouts only provided the basics and then awarded the equivalency certificate. But now, Manhattan Comp offers the total high school experience, complete with a "lunch" break, physical education and clubs.

What seems to make this school work for these hard-to-place students is the staff and, most importantly, the principal. As he walks through the building, he greets the students by name, asks about their families and jobs and jokes.

Most students at Manhattan Comp are between 18 and 22. You must be at least 17 to enroll. The classes run from 5 to 11 p.m., Mondays through Thursdays, with all day enrichment programmes on Sundays which explore topics like playwriting, art. School terms are ten weeks long, which gives students the opportunity to take time off for family matters or job. Most students have already some academic credits from previous schools, so instead of the normal 4 years in high school, they spend on average, 6-24 months at Manhattan Comp.

#### Тесты

Тест 1 (чтение) <https://www.mivlgu.ru/iop/mod/quiz/view.php?id=24635>

#### Тест

2

(аудирование)

[https://virtuaule.com/index.php?option=com\\_content&view=category&id=111&Itemid=681&lang=en](https://virtuaule.com/index.php?option=com_content&view=category&id=111&Itemid=681&lang=en) (находятся в свободном доступе)

Темы для устного опроса:

- монолог

Проблема поколений.

Проблемы молодых семей.

Система образования в Англии: проблемы современной школы.

Система образования в США - лучшая в мире.

Идеальная работа для Вас.

Жизнь трудоголика.

Безработица среди молодежи: причины и выход.

- диалог

Взаимоотношения в семье: Должны ли несколько поколений жить одной семьей?

Взаимоотношения мужчины и женщины: Почему люди женятся?

Образование в Англии: Частные или государственные школы?

Образование в США: Всем ли нужно высшее образование?

Поиск работы: Как найти хорошую работу?

Карьера: Ты бы хотел подняться по карьерной лестнице?

Безработица: Каковы причины безработицы среди молодежи?

Задания для письменного опроса (эссе):

Взаимоотношения в семье: Жизнь в приемной семье.

Взаимоотношения мужчины и женщины: Гражданский брак: за и против.

Образование в Великобритании: Проблемы образования в Великобритании.

Образование в США: Современный студент.

Поиск работы: Соискатели и работодатели.

Карьера: Важна ли для Вас карьера?

Безработица: Как влияет безработица на молодых людей?

#### Тесты

Тест 1 (тест в формате ОГЭ из открытого банка заданий ОГЭ: Федеральный институт педагогических измерений: <http://oge.fipi.ru/os/xmodules/qprint/index.php?proj=8BBD5C99F37898B6402964AB119556633>)

Прочитайте текст. Преобразуйте слова так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами.

I unexpectedly met my old friend Natalie at a metro station in Paris. I recognised her at once though we hadn't seen each other for ten years. Now she works as a \_\_\_REPORT\_\_\_ for Le Figaro newspaper. Our \_\_\_FRIEND\_\_\_ began when we were at school. After school, Natalie left Britain. French was her favourite subject and she went to university in Paris. Now she is a very

\_\_SUCCESS\_\_ journalist. Her life is busy and exciting. I was \_\_LUCK\_\_ that she managed to find some time for me. Natalie made my visit to Paris \_\_FORGETTABLE\_\_. She took me to the most interesting places in the city. In the evening we watched a performance at The Grand Opera House. It is one of the most \_\_FAME\_\_ Opera Houses in the world.

Тест 2 (в формате ЕГЭ из открытого банка заданий ЕГЭ: Федеральный институт педагогических измерений: <http://oge.fipi.ru/os/xmodules/qprint/index.php?proj=8BBD5C99F37898B6402964AB119556633>)

Прочитайте текст с пропусками 1 – 8. Установите соответствие номера пропуска варианту ответа.

Ordinary

“Ordinary” was the worst word she could find for anything. She and I would argue fiercely because I wanted to be ordinary as desperately as my mother wanted to be 1 \_\_. “I can’t 2 \_\_ that hair-do”, she said when I went to the hairdresser with my friend and came back with a pageboy haircut straight out of Seventeen magazine, “It’s so terribly ordinary”. Not ugly, not unsuitable. But ordinary. Her 3 \_\_ of ordinariness came out most strongly in her clothes.

“Couldn’t you please 4 \_\_ something else?” I asked her when she was dressing for Parents’ Day in tight-fitting pants and a bright pink sweater, with a Mexican cape.

“What’s wrong with my outfit?”

What wasn’t wrong with it!

“It’s just that I wish it would be something more plain,” I said sheepishly, “something that people won’t 5 \_\_ at.”

She looked at me angrily and drew herself 6 \_\_\_\_\_ to her full height of five feet ten inches.

“Are you 7 \_\_\_\_\_ of your own mother? Because if you are, Isadora, I feel 8 \_\_ for you. I really do.”

1. A) uncommon; B) unusual; B) odd; Г) peculiar
2. A) stand; Б) approve; B) agree; Г) vote
3. A) worry; Б) trouble; B) panic; Г) fear
4. A) dress; Б) put; B) wear; Г) clothe
5. A) watch; Б) stare; B) glance; Г) peep
6. A) up; Б) on; B) over; Г) at
7. A) sorry; Б) shamed; B) ashamed; Г) angry
8. A) regretful; Б) sorry; B) guilty; Г) unhappy

Тесты

Тест 1 (тест по чтению в формате экзамена ОГЭ из открытого банка заданий: Федеральный институт педагогических измерений: <http://oge.fipi.ru/os/xmodules/qprint/index.php?proj=8BBD5C99F37898B6402964AB119556633>)

Часть 1. Установите соответствие между текстами А–Е и заголовками 1–6. В задании есть один лишний заголовок.

1. Languages spoken in Britain
2. The origin of English
3. Modern language tendencies
4. Regional varieties of English
5. English in Australia
6. Global English

A. English is basically a Germanic language with a lot of Latin words in it. In simple terms, that means that the grammar and many of the most frequent words are Germanic, and the more formal or technical vocabulary is Latinate. The linguistic mixture is a result of historical events. But the simple historical facts appear not to explain everything about the development of the language. One interesting question is why the British did not learn Latin from the Romans.

B. It came as a surprise to many people when a survey showed that 172 languages were spoken by children in London schools: Chinese, Turkish, Italian, Spanish, Punjabi and others. Some of these, like the West African language Ga, only have a couple of speakers. But others, like Punjabi,



are quite significant linguistic community, with their own radio programmes and newspapers, and classes for children – to ensure that they don't forget the language of their grandparents.

C. A nasty shock awaits many visitors to Britain. Imagine you have learnt English for years, you can read newspapers and you have no problem following the television, but when you go into a shop in Newcastle you can't understand a word they are saying. It is the accent, mostly the vowels, which gives the visitor a problem in the shop. Some accents are so strong that they present problems for British people, too. Intonation patterns also differ between regions.

D. Billions of people speak English, two-thirds of the planet's scientists write in English, and over 80% of the world's electronic information is stored in English. But not all the British are really self-satisfied about the status of their language. But they are quite well aware that today it is out of their hands: the reasons for the popularity of English are either lost in history, or something to do with the superpower on the other side of the Atlantic.

E. Let's look at the speech of young people in Britain. Here we can find several interesting developments. One is a spread of a light London accent over much of the country. Another is an openness, through the media, to American and Australian influences. The Australian effect is quite recent, and the results from the huge popularity of Australian TV soap operas. It is the phrases, idioms and grammatical forms which are catching.

Часть 2. Прочитайте текст. Определите, какие из утверждений соответствуют содержанию текста (1 – True), какие не соответствуют (2 – False) и о чём в тексте не сказано (3 – Not stated).

Banksy

Where do you expect to see graffiti? Probably not in a museum. Bristol Museum and Art Gallery, in the south-west of England, was the kind of place where you could see classical pictures and statues. However, in the summer of 2009 the exhibition 'Banksy versus the Bristol Museum' opened. The exhibition presented more than a hundred works by Banksy, one of the world's most famous graffiti artists.

Banksy is a puzzle to all. He keeps his identity secret. He hardly ever gives interviews and likes to remain anonymous. Nobody knows much about his life or his background but many people believe that his real name is either Robert Banks or Robin Banks and that he was born in England, somewhere near Bristol.

Banksy's street art is always provocative. It's his way of communicating with society. His graffiti is characterised by bright and frequently shocking images, often combined with slogans. His work is often a personal protest against wars, social policy or people's behaviour. Although graffiti is not allowed in cities, Banksy's works have become immensely popular.

Banksy believes that art should not be used for advertising. He has refused four times to do adverts for Nike, a famous sportswear company.

A year after the Bristol exhibition, Banksy made a film called 'Exit Through the Gift Shop'. The film tells the story of a street artist. It got many positive reviews from the critics and from the general audience.

Another curious fact from Banksy's biography is that once he was named among the 100 most influential people in the world. He actually found himself in the company of Barack Obama, Steve Jobs and Lady Gaga. When he was asked to send a photo, Banksy sent a picture of himself with a paper bag (recyclable, naturally) over his head. His fans still don't really know who he is.

Bristol isn't the only place in Britain to welcome and accept graffiti. A park in Dundee, Scotland, has the longest legal graffiti wall (almost 110 metres long) in the UK. Anyone can paint on the wall any time they like. The idea of this graffiti wall project is to demonstrate the positive side of graffiti and to organise workshops and graffiti classes for local children.

Even the capital of the country could not stay free of street art. There's a special website dedicated to London's street art and artists. The site's team is a group of enthusiastic young people who are closely connected with the street art world. They try to record and register all the works and display them on their 'Street Art London' site. That is quite a job to do! The reason is that street art is very temporal and short-lived: graffiti is soon covered by another wall painting so they have to be quick to take a picture and post it on the website.

Banksy sold his works to Bristol Museum and Art Gallery.

- 1) True 2) False 3) Not stated  
Banksy's personality remains mysterious to people.
- 1) True 2) False 3) Not stated  
Banksy often takes part in advertising campaigns for different goods.
- 1) True 2) False 3) Not stated  
The film reviews strongly criticised Banksy's film.
- 1) True 2) False 3) Not stated  
Banksy's film was based on his autobiography.
- 1) True 2) False 3) Not stated  
Banksy was put on the list of the most important world figures.
- 1) True 2) False 3) Not stated  
Graffiti is officially allowed in Dundee park, Scotland.
- 1) True 2) False 3) Not stated  
The website about London's street art and artists is administered by Banksy.
- 1) True 2) False 3) Not stated

Тест 2 (тест по чтению в формате экзамена ЕГЭ из открытого банка заданий:  
Федеральный институт педагогических измерений:  
<http://ege.fipi.ru/os11/xmodules/qprint/index.php?proj=4B53A6CB75B0B5E1427E596EB4931A2A>)

Часть 1 Установите соответствие между заголовками 1–8 и текстами А–Г. В задании один заголовок лишний.

1. New rules to follow
2. New perspectives
3. Perfect for a quiet holiday
4. Land of nature wonders
5. A visit to the zoo
6. Perfect for an active holiday
7. Difficult start
8. Bad for animals

A. The mountains of Scotland (we call them the Highlands) are a wild and beautiful part of Europe. A golden eagle flies over the mountains. A deer walks through the silence of the forest. Salmon and trout swim in the clean, pure water of the rivers. Some say that not only fish swim in the deep water of Loch Ness. Speak to the people living by the Loch. Each person has a story of the monster, and some have photographs.

B. Tresco is a beautiful island with no cars, crowds or noise – just flowers, birds, long sandy beaches and the Tresco Abbey Garden. John and Wendy Pyatt welcome you to the Island Hotel, famous for delicious food, comfort and brilliant service. You will appreciate superb accommodation, free saunas and the indoor swimming pool.

C. The Camel and Wildlife Safari is a unique mixture of the traditional and modern. Kenya's countryside suits the Safari purposes exceptionally well. Tourists will have a chance to explore the bush country near Samburu, to travel on a camel back or to sleep out under the stars. Modern safari vehicles are always available for those who prefer comfort.

D. Arrival can be the hardest part of a trip. It is late, you are road-weary, and everything is new and strange. You need an affordable place to sleep, something to eat and drink, and probably a way to get around. But in general, it's a wonderful trip, full of wonderful and unusual places. Whether it is the first stop on a trip or the fifth city visited, every traveller feels a little overwhelmed stepping onto a new street in a new city.

E. No zoo has enough money to provide basic habitats or environments for all the species they keep. Most animals are put in a totally artificial environment, isolated from everything they would meet in their natural habitat. Many will agree that this isolation is harmful to the most of zoo inhabitants, it can even amount to cruelty.

F. A new London Zoo Project is a ten year project to secure the future for the Zoo and for many endangered animals. The plan has been devised by both animal and business experts to provide

world-leading accommodation for all our animals, to more fully engage and inform people about conservation issues, to redesign certain aspects of Zoo layout.

G. Leave-no-trace camping is an increasingly popular approach to travel in wilderness areas. As the term suggests, the goal is for the camper to leave as little impact as possible on the place he is visiting. One of its mottos is "Take nothing but pictures. Leave nothing but footprints." Its simplest and most fundamental rule is: pack it in, pack it out, but it goes beyond that.

Часть 2 Прочитайте текст и заполните пропуски A–F частями предложений, обозначенными цифрами 1–7. Одна из частей в списке 1–7 лишняя.

London Zoo

London Zoo is one of the most important zoos in the world. There are over 12,000 animals at London Zoo and A \_\_\_\_\_. Its main concern is to breed threatened animals in captivity. This means we might be able to restock the wild, should disaster ever befall the wild population.

Partula Snail, Red Crowned Crane, Arabian Oryx, Golden Lion Tamarin, Persian Leopard, Asiatic Lion and Sumatran Tiger are just some of the species London Zoo is helping to save.

That is why it is so important that we fight to preserve the habitats that these animals live in, as well as eliminate other dangers B \_\_\_\_\_. But we aim to make your day at London Zoo a fun and memorable time, C \_\_\_\_\_.

In the Ambika Paul Children's Zoo, for instance, youngsters can learn a new love and appreciation for animals D \_\_\_\_\_. They can also learn how to care for favourite pets in the Pet Care Centre.

Then there are numerous special Highlight events E \_\_\_\_\_ unforgettable pony rides to feeding times and spectacular animal displays. You will get to meet keepers and ask them what you are interested in about the animals they care for, F \_\_\_\_\_.

Whatever you decide, you will have a great day. We have left no stone unturned to make sure you do!

1. because they see and touch them close up
2. such as hunting exotic animals and selling furs
3. as well as the ins and outs of being a keeper at London Zoo
4. that is not counting every ant in the colony
5. which demand much time and effort
6. which take place every day, from
7. despite the serious side to our work

Часть 3 Прочитайте отрывок из романа и выполните задания 1 – 7, выбирая букву A, B, C или D. Установите соответствие номера задания выбранному вами варианту ответа.

I had first become acquainted with my Italian friend by meeting him at certain great houses where he taught his own language and I taught drawing. All I then knew of the history of his life was that he had left Italy for political reasons; and that he had been for many years respectably established in London as a teacher.

Without being actually a dwarf – for he was perfectly well-proportioned from head to foot – Pesca was, I think, the smallest human being I ever saw. Remarkable anywhere, by his personal appearance, he was still further distinguished among the mankind by the eccentricity of his character. The ruling idea of Pesca's life now was to show his gratitude to the country that had given him a shelter by doing his utmost to turn himself into an Englishman. The Professor aspired to become an Englishman in his habits and amusements, as well as in his personal appearance. Finding us distinguished, as a nation, by our love of athletic exercises, the little man, devoted himself to all our English sports and pastimes, firmly persuaded that he could adopt our national amusements by an effort of will the same way as he had adopted our national gaiters and our national white hat.

I had seen him risk his limbs blindly unlike others at a fox-hunt and in a cricket field; and soon afterwards I saw him risk his life, just as blindly, in the sea at Brighton.

We had met there accidentally, and were bathing together. If we had been engaged in any exercise peculiar to my own nation I should, of course, have looked after Pesca carefully; but as foreigners are generally quite as well able to take care of themselves in the water as Englishmen, it never occurred to me that the art of swimming might merely add one more to the list of manly

exercises which the Professor believed that he could learn on the spot. Soon after we had both struck out from shore, I stopped, finding my friend did not

follow me, and turned round to look for him. To my horror and amazement,

I saw nothing between me and the beach but two little white arms which struggled for an instant above the surface of the water, and then disappeared from view. When I dived for him, the poor little man was lying quietly at the bottom, looking smaller than I had ever seen him look before.

When he had thoroughly recovered himself, his warm Southern nature broke through all artificial English restraints in a moment. He overwhelmed me with the wildest expressions of affection and in his exaggerated Italian way declared that he should never be happy again until he rendered me some service which I might remember to the end of my days.

Little did I think then – little did I think afterwards – that the opportunity of serving me was soon to come; that he was eagerly to seize it on the instant; and that by so doing he was to turn the whole current of my existence into a new channel. Yet so it was. If I had not dived for Professor Pesca when he lay under water, I should never, perhaps, have heard even the name of the woman, who now directs the purpose of my life.

1. Pesca taught

A) drawing. B) Italian. C) English. D) politics.

2. Pesca impressed people by being

A) well-built. B) well-mannered C) strange. D) ill-mannered.

3. Pesca tried to become a true Englishman because he

A) was thankful to the country that had adopted him. B) enjoyed Englishman's pastimes and amusements. C) loved the way the English did athletic exercises.

D) was fond of the eccentric fashions of the English.

4. '... risk his limbs blindly' means Pesca

A) didn't look where he went. B) was unaware of danger from others. C) caused a problem for others. D) acted rather thoughtlessly.

5. The author didn't look after Pesca carefully because

A) they both had been engaged in the peculiar English exercise. B) foreigners were generally bathing not far from the shore. C) the author was sure that Pesca would learn swimming on the spot. D) the author was sure that Pesca was a very good swimmer.

6. Pesca wanted to do the author some favour as

A) it was in his warm nature. B) the author had saved his life. C) the author was his best friend. D) he wanted to look English.

7. Pesca managed to

A) change the author's life completely. B) become English to the core. C) meet a woman who later directed his life. D) turn his existence into a new channel.

Тест 3 (тест по аудированию в формате экзамена ОГЭ из открытого банка заданий: Федеральный институт педагогических измерений:

<http://oge.fipi.ru/os/xmodules/qprint/index.php?proj=8BBD5C99F37898B6402964AB119556633>)

Часть 1. Вы услышите четыре коротких диалога - А, В, С, D. Установите соответствие между диалогами и местами, где они происходят. В задании есть одно лишнее место действия.

1. In a park

2. In a shop

3. In a vet clinic

4. In a hotel

5. At a party

Часть 2. Вы услышите пять высказываний - А, В, С, D, E. Установите соответствие между высказываниями и утверждениями. В задании есть одно лишнее утверждение.

1. The speaker talks about his/her favourite subject.

2. The speaker talks about his/her after-class activities.

3. The speaker describes his/her school classroom.

4. The speaker explains how to use the school library.

5. The speaker describes a school book exhibition.  
6. The speaker explains what his/her friend is angry about.

Часть 3. Вы услышите разговор двух подростков. Выберите одну цифру, которая соответствует номеру правильного ответа.

Where does Kevin's family live?

- 1) In Canada. 2) In France. 3) In Britain.

Who is Kevin travelling with?

- 1) His parents. 2) His class. 3) On his own.

What is Kevin's hobby?

- 1) Tourism. 2) Sports. 3) Music.

What kind of job does Kevin want to do in the future?

- 1) He wants to be in show business.  
2) He wants to be an IT engineer.  
3) He wants to be a scientist.

What is Kevin planning to do next year?

- 1) To start university. 2) To continue school. 3) To travel abroad.

What souvenirs has Kevin bought?

- 1) Pictures of the city. 2) Printed T-shirts. 3) Souvenir mugs.

Тест 4 (тест по аудированию в формате экзамена ЕГЭ из открытого банка заданий: <http://ege.fipi.ru/os11/xmodules/qprint/index.php?proj=4B53A6CB75B0B5E1427E596EB4931A2A>)

Часть 1. Прослушайте 6 высказываний. Установите соответствие между высказываниями каждого говорящего 1–6 и утверждениями А–G. В задании есть одно лишнее утверждение.

- A. I am sure that wise attitude to basic earth supplies is necessary.  
B. I find many simple ways to help our planet in everyday life.  
C. I am for the use of energy saving practices in house construction.  
D. I do not want my family to live in polluted environment.  
E. I am afraid of the after-effects of human activities.  
F. I would like to see new energy saving laws introduced.  
G. I feel unhappy because I can't change public attitude to our planet.

Часть 2. Прослушайте аудиозапись. Определите, какие утверждения соответствуют содержанию текста (1 – True), какие не соответствуют (2 – False) и о чём в тексте не сказано (3 – Not stated).

When leaving school Emily already knew that she would study medicine.

- 1) True 2) False 3) Not stated

Emily left Melbourne to get new experiences.

- 1) True 2) False 3) Not stated

Emily moved to Finland because she found her lab work in London boring.

- 1) True 2) False 3) Not stated

In Finland people at university preferred to speak Finnish with Emily.

- 1) True 2) False 3) Not stated

David is not happy about his experience of learning French in France.

- 1) True 2) False 3) Not stated

David would like to go by the trans-Siberian train one day.

- 1) True 2) False 3) Not stated

Emily is going to London again to continue her studies of immune system.

- 1) True 2) False 3) Not stated

Часть 3. Прослушайте интервью. В заданиях укажите номер выбранного Вами варианта ответа.

What's the main role of English in India according to the speaker?

- 1) Connecting India with the rest of the world.  
2) Enabling communication between the country's peoples.

3) Serving as the language of Indian Mass Media.

Which of the following is TRUE about Indian English?

- 1) It's similar to Australian English.
- 2) It exists only in local newspapers.
- 3) It has specific features in grammar as well as in vocabulary and phonetics.

What, according to the speaker, partly explains the specifics of Indian English?

- 1) Structure of local languages.
- 2) Indian history and culture.
- 3) Education traditions in India.

Which of the following is mentioned as a grammatical feature of Indian English?

- 1) Overuse of the definite article.
- 2) Use of a plural form of a certain word in relation to a single object.
- 3) Avoiding use of the progressive tense.

Which of the following phrases is used in Indian English for "How can I help you?"

- 1) Hello, what do you want?
- 2) Tell me ...
- 3) Where are you put up?

What does the speaker say about the language of Indian teenagers?

- 1) It consists of slang mostly.
- 2) It's devised to confuse older people.
- 3) It makes Indian English more modern.

What's the basic direction of changes in modern Indian English according to the speaker?

- 1) Simplification.
- 2) Purification.
- 3) Localization.

Задания для письменного опроса: прочитайте приведенные далее письма и эссе и найдите орфографические/пунктуационные/стилистические/смысловые ошибки.

16/05/2016

Dear Bill!

I was very happy to get your letter. Sorry I have not written for so long because I have been busy at school learning for my exams. How are you keeping?

In your letter you speak about issues which are interesting for all teenagers. I think a lot about my future career. However, my parents help me to choose my future profession. So I have already decided on my career. I want to become a teacher of foreign languages, too. I do like to work with children. They make me feel happy.

I know that you are fond of traveling. Where are you planning to go next? Are you planning to go with your parents or friends? Where are you planning to live there?

I am looking forward to your answer. Keep in touch.

Love,

Anna

Is education abroad a way to successful future? (эссе)

It is certainly true that the interest to study in other countries has grown a lot in recent years, and this is mostly because more and more people perceive that after finishing foreign university you might have better opportunities to find a well-paid job. I believe that nowadays the reality proves that it is a really good chance to start one's own career.

As the world continues to become more globalized, companies from countries around the world continue to invest in international markets. Through an employer's eyes, a student who has studied abroad is self-motivated, independent, willing to embrace challenges, and able to cope with diverse problems and situations. This will all set you apart from the majority of other job applicants. Therefore, most of foreign universities' education systems are based on strong educational traditions, including a wide scope and variety of subjects available for study.

Most persuasive thing is that after finishing foreign university you are able to work in any country you want and you do not need to confirm your certificate of degree.

Some people claim that youth should be patriots of their motherland. They say that our country also has the requirements in high qualified professions. They forget that it is not compulsory to get education in other country and then to become an emigrant. Many young people come back to their native cities and continue their career at home, that makes their colleges to achieve higher standards in their job.

To sum up, I am sure that studying abroad provides you with valuable life experience, that with no doubt helps to deal with hardships in real life. Those who live apart not only from their relatives but also from their close friends and lots of usual things, become more responsible and self-confident and as a consequence more successful in their profession life.

6 семестр

Задания для письменного опроса (изложение)

The words “salary” and “wages” refer to the amount of money that an individual receives for services that he/she has rendered. “Wages” are paid to those people. “Wages” are paid to people who are involved in manual labour; people whose tasks involve more physical than mental effort. These workers, sometimes referred to as “blue-collars” are paid on an hourly, daily or weekly basis.

Salaries are paid to professionals and people who do not perform manual labour. Such people are sometimes called “white-collars”. Teachers, clerks, bank managers, income tax officials get salaries. It is usually given to an individual on a regular basis – it could be weekly, monthly – and unlike “wages”, the salary is usually fixed. While a wage earner may receive extra money if he works for a couple hours more, a person earning a salary does not usually get anything extra for putting in more hours of work.

Тесты

Тест 1 (чтение) <https://www.mivlgu.ru/iop/mod/quiz/view.php?id=24650>

Тест

2

(аудирование)

[https://virtuale.com/index.php?option=com\\_content&view=category&id=130&Itemid=761&lang=en](https://virtuale.com/index.php?option=com_content&view=category&id=130&Itemid=761&lang=en)  
(основаны на материалах экзамена формате FCE и находятся в свободном доступе)

Темы для устного опроса:

- монолог

Здоровый образ жизни - это ...

Самые значимые достижения и прорывы человечества.

Глобальные проблемы.

Эффективна ли наша система правосудия?

- диалог

Образ жизни: Как ты проводишь свободное время?

Здоровый образ жизни: Проблемы, вызванные ростом городов.

Достижения и прорывы: Были в 21 веке какие-либо достижения и прорывы?

Мир вокруг нас: Есть ли пути решения глобальных проблем?

Суды и правосудие: Ты чувствуешь себя в безопасности в нашем обществе?

Задания для письменного опроса (эссе):

Образ жизни: Приоритеты современной молодежи.

Здоровый образ жизни: Можно ли жить вечно?

Достижения и прорывы: Технический прогресс: за и против.

Мир вокруг нас: Это мир мужчин или женщины правят миром?

Суды и правосудие: Хотели бы внести изменения в систему правосудия?

Тесты

Тест 1 (в формате экзамена ОГЭ из открытого банка заданий: Федеральный институт педагогических измерений:  
<http://oge.fipi.ru/os/xmodules/qprint/index.php?proj=8BBD5C99F37898B6402964AB119556633>

Прочитайте текст. Преобразуйте слова так, чтобы они грамматически и лексически соответствовали содержанию текста.

There are pills for everything. If you can't sleep you take a pill. If you're depressed or just \_\_\_\_\_ HAPPY \_\_\_\_\_, you also can take a pill. These days scientists are developing a new pill that you can use for improving your \_\_\_\_\_ FIT \_\_\_\_\_. It will have the same effect on people's bodies as doing sports. The \_\_\_\_\_ SCIENCE \_\_\_\_\_ experiments on mice have given wonderful results. The animals got stronger and healthier without any exercise. However, some doctors think that such pills can be \_\_\_\_\_ DANGER \_\_\_\_\_ for health, especially in certain situations. The problem is that there will be people who may use the pill unwisely. For example, young girls who want to lose weight and get slim may take several pills at once. It will be very \_\_\_\_\_ HARM \_\_\_\_\_ for their health. That's why our government should think a lot before making the \_\_\_\_\_ DECIDE \_\_\_\_\_ that allows the medicine to be produced.

Тест 2 (в формате экзамена ЕГЭ из открытого банка заданий: Федеральный институт педагогических измерений: <http://ege.fipi.ru/os11/xmodules/qprint/index.php?proj=4B53A6CB75B0B5E1427E596EB4931A2A>)

'It's Only Me'

After her husband had gone to work, Mrs Richards sent her children to school and went upstairs to her bedroom. She was too excited to do any

1 \_\_\_\_\_ that morning, because in the evening she would be going to a fancy dress party with her husband. She intended to dress up as a ghost and she had 2 \_\_\_\_\_ her costume the night before. Now she was 3 \_\_\_\_\_ to try it on. Though the costume consisted only of a sheet, it was very effective. Mrs Richards put it 4 \_\_\_\_\_, looked in the mirror, smiled and went downstairs. She wanted to find out whether it would be 5 \_\_\_\_\_ to wear.

Just as Mrs Richards was entering the dining-room, there was a 6 \_\_\_\_\_ on the front door. She knew that it must be the baker. She had told him to come straight in if ever she failed to open the door and to leave the bread on the kitchen table. Not wanting to 7 \_\_\_\_\_ the poor man, Mrs Richards quickly hid in the small store-room under the stairs. She heard the front door open and heavy footsteps in the hall. Suddenly the door of the store-room was opened and a man entered. Mrs Richards realized that it must be the man from the Electricity Board who had come to read the meter. She tried to 8 \_\_\_\_\_ the situation, saying 'It's only me', but it was too late. The man let out a cry and jumped back several paces. When Mrs Richards walked towards him, he ran away, slamming the door behind him.

1. A) homework; B) household; B) housework; Г) housewife
2. A) did; B) made; B) built; Г) created
3. A) nervous; B) restless; B) ill at ease; Г) impatient
4. A) up; B) on; B) over; Г) down
5. A) attractive; B) exciting; B) comfortable; Г) cozy
6. A) knock; B) kick; B) hit; Г) crash
7. A) fear; B) worry; B) disturb; Г) frighten
8. A) describe; B) explain; B) interpret; Г) clear

Тесты

Тест 1 (тест по чтению в формате экзамена ОГЭ из открытого банка заданий: Федеральный институт педагогических измерений: <http://oge.fipi.ru/os/xmodules/qprint/index.php?proj=8BBD5C99F37898B6402964AB11955663>).

Часть 1 Установите соответствие между заголовками 1–8 и текстами A–G. Используйте каждую цифру только один раз. В задании один заголовок лишний.

1. Why did people start the postal service?
2. What is snail mail?
3. Where did the first delivery system appear?
4. What are the advantages of e-mail?
5. What was the first stamp like?
6. How were the letters paid for?



A. For as long as humans have existed there has been a need to keep in touch and to transfer important information between people in different places. Before the invention of writing, oral messages were carried from one person to another between towns. Writing made it much easier to send longer messages; however, it was still difficult to make sure that your message got to the right place.

B. It was used by the Roman officials to transfer information throughout the Empire. Staging posts and a system with horses and carriages meant that messages could move quickly, by using many riders instead of one. It was very important for business and military reasons that good communication system existed. However, the Romans were not the first to realize this. The Chinese and Persian empires used systems of horses and riders more than 500 years before the Romans.

C. Before the invention of the postage stamps, letters were “franked”. It was marked on the letter that delivery had been paid for. This could have been either written or stamped. A postmark was also stamped on the letter. Invented in 1660 in England, this was a mark that showed where and when the letter had been posted. It was used to see how long it took to deliver the letter – to make sure the service was reliable.

D. It is the humorous term used by e-mail users for the old-fashioned letters-in-envelopes postal system. It means that such letters travel very slowly, which actually is rather unfair. In Britain you can send letters first or second class; the first class ones normally get to their destination, anywhere in the country, the next morning. The postal service is called the Royal mail, and all the British stamps have the head of the Queen.

E. They were invented in Great Britain. It was a British man called Rowland Hill who proposed a stamp to be stuck on the letter to identify that postage had been paid. The first stamp was issued in 1840. It was called the Penny Black and the profile of Queen Victoria’s head was depicted there. The stamp cost 1 pence and was darkly coloured. About 65 million Penny Blacks were issued, and nowadays it is not a very rare stamp.

Часть 2 Прочитайте текст. Определите, какие из утверждений соответствуют содержанию текста (1 – True), какие не соответствуют (2 – False) и о чём в тексте не сказано (3 – Not stated).

Helen Keller

Life is not always easy. Sometimes it presents us serious problems that make us sad and even depressed. When it comes to this, you may remember the example of Helen Keller, born in a small American town in 1880.

The illness struck Helen Keller when she was a baby and left her deaf and blind before she learned to speak. As a child Helen was wild and disobedient. She seemed not to understand what was going on in the world around her. In spite of Helen’s illness her parents decided that she should have some education and started looking for a teacher.

Helen Keller's new life began on a March day in 1887 when she was seven years old. On that day Anne Mansfield Sullivan, a 20-year-old graduate of the Perkins School, came to the town to be her teacher. From that day, the two of them – teacher and pupil – were inseparable.

Miss Sullivan began her first lesson by handing Helen a doll and pressing "d-o-l-l" into the child's hand. In this way she hoped to teach Helen to connect objects with letters. Helen quickly learned to form the letters correctly and in the correct order. In the days that followed, she learned to spell lots of different words.

Helen Keller was a talented pupil and quickly learnt how to read and write. She enjoyed reading books written for blind children. In 1890, when she was just 10, she decided to learn to speak. Somehow she had found out that a little deaf-blind girl in Norway managed to do it.

At first Helen had difficulty with speaking, but with the time and help from Anne she developed a clear voice. Later, she was able to speak in public for large crowds which came to her whenever she gave her lectures. There was usually a storm of applause after her every lecture.

After school Helen went to college and graduated it with honours. She got a Bachelor of Arts degree. Throughout those years and until her own death in 1936, Anne Sullivan was always by Helen's side. She pressed book after book and lecture after lecture into her pupil's hand.

One of Helen’s professors was so deeply impressed by her essays in English that he suggested the girl writing the story of her life. Helen followed the advice and wrote the book while still at

college. It was a cheerful account of how a young girl was able to live a happy life in spite of her terrible misfortunes. Later she wrote several books more. In her books and lectures Helen did everything possible to help and encourage those who were blind. For the rest of her life, Helen Keller worked for improving education for the blind and deaf.

Helen Keller lived in many different places – Alabama; Cambridge and Wrentham, Massachusetts; Forest Hills, New York, but perhaps her favorite residence was the house in Easton, which she called "Arcan Ridge." She moved to that white house in 1936, after her beloved teacher's death. And it was "Arcan Ridge" she called home for the rest of her life. She died in 1968.

Helen Keller was born deaf and blind.

1) True      2) False      3) Not stated

Helen's parents found a young teacher for their daughter.

1) True      2) False      3) Not stated

First Miss Sullivan taught Helen to count.

1) True      2) False      3) Not stated

Helen's favourite books were about animals and nature.

1) True      2) False      3) Not stated

Helen's lectures were popular.

1) True      2) False      3) Not stated

Helen Keller finished college successfully.

1) True      2) False      3) Not stated

Helen's book about her life was translated in many languages.

1) True      2) False      3) Not stated

Helen never left her home town.

1) True      2) False      3) Not stated

Тест 2 (тест по чтению в формате экзамена ЕГЭ из открытого банка заданий:  
Федеральный институт педагогических измерений:  
<http://ege.fipi.ru/os11/xmodules/qprint/index.php?proj=4B53A6CB75B0B5E1427E596EB4931A2A>)

Часть 1 Установите соответствие тем А-Н текстам 1-7. В задании одна тема лишняя.

- |                         |                   |
|-------------------------|-------------------|
| A. PARTY DESSERT        | E. GIVING A PARTY |
| B. OUTDOOR GAME         | F. PARTY ANIMALS  |
| C. TAKING CARE OF A PET | G. FUN ON THE WAY |
| D. COLLECTING THINGS    | H. PARTY GAME     |

1. Ask your parents for permission to have a party. Decide what kind of party you want and whether it will be held indoors or outdoors. Send written invitations to your friends. Tell them what kind of party you are having, at what time, where, and whether or not the guests should wear costumes. Make a list of games you would like to play. Ask your mother to help you prepare refreshments. Ice cream, cake, cookies, and lemonade are good for any party.

2. This activity makes everybody laugh. Have the guests sit around the room. Choose one person to be a pussycat. The pussy must go over to a guest and do his/her best to make the guest laugh. He/she can make funny meows and walk around like a cat. The pussy goes from one guest to another until someone laughs. The first one to laugh becomes the new pussy.

3. It's easy to make a cake from a cake mix that you get from the grocery store. You usually add only water or milk. Cake mixes come in many flavours, such as chocolate, lemon, banana, vanilla and others. When you make a cake from a mix, always follow the directions on the package carefully. Then you can be sure that your cake will turn out right and your guests will enjoy it. Many mixes have a small envelope of powdered frosting hidden inside the flour.

4. As you ride on a bus with your friends, get someone to start singing. Everyone joins in. At the first crossroad, another person starts a different song, and everyone joins in. Keep changing songs at every crossroad.

5. Looking after cats is easy. They wash themselves every day and eat almost any food. Cats like to drink milk and cream. But they need to be fed fish, beef, liver, and other kinds of meat. They

need a clean, dry bed at night. You can use a basket or a cardboard box for your cat's bed. Cats like to play with a rubber ball or chase a string.

6. You can have a whole army of toy soldiers made of tin, wood or plastic. Some may be dressed in fancy uniforms, some may be sitting on horses. Others may be ready for battle, carrying guns and shoulder packs. You can have soldiers from other countries, or only Civil War soldiers or only modern soldiers. If you get two soldiers that are alike, trade your extra soldier with another toy soldier lover.

7. Even animals get involved in elections. The donkey and elephant have been political symbols in the USA for more than 100 years. Why? In 1828, Democrat Andrew Jackson ran for president. Critics said he was stubborn as a donkey. The donkey has been the symbol of the Democratic Party ever since. In the 1870s, newspaper cartoonists began using the elephant to stand for the Republican Party.

Часть 2 Прочитайте текст и заполните пропуски A–F частями предложений 1–7. Одна часть лишняя.

Saturday jobs: memories of weekend working

Research has shown a sharp fall in the number of teenagers who do Saturday jobs. It seems such a shame – my Saturday job as a kitchen porter was something of a rite of passage. I'll never forget long hours A \_\_\_\_\_, scouring grease off huge saucepans and griddles. Working atmosphere there helped me grow a thicker skin, develop quicker banter and, most importantly, taught me the value of hard work. It also resulted in a steady supply of cash, B \_\_\_\_\_. I'm not the only one who has strong memories of weekend work. DJ Trevor Nelson said everyone should be able to have a Saturday job: "It taught me a lot, C \_\_\_\_\_."

The link between the type of Saturday job a celebrity performed and their later career is sometimes obvious. Dragon's Den star and businessman Peter Jones, for example, showed early promise by starting his own business. "I passed my Lawn Tennis Association coaching exam, D \_\_\_\_\_," he explains. "At the start I was coaching other kids, E \_\_\_\_\_, for which I could charge £25–30 an hour. While my friends on milk rounds were getting £35 a week, I was doing five hours on a Saturday and earning four times as much."

Skier Chemmy Alcott got a job working for the Good Ski Guide, on the advertising side. "It became clear to me what my personal value to companies could be. It led directly to me finding my head sponsor ... and it offered me an eight-year contract. That gave me the financial backing F \_\_\_\_\_."

As part of its response to the Saturday job statistics, the UK Commission for Employment and Skills said a lack of early work opportunities makes it harder for young people to acquire experience for their CVs.

1. but soon I got adults wanting to book lessons
2. which I would happily spend as I liked
3. which let me know he approved of me
4. and things would be different if everyone was given the chance
5. which I needed to become a professional skier
6. that I spent in the kitchen of a busy country pub in East Sussex
7. and I persuaded my local club to let me use a court on Saturdays

Часть 3 Прочитайте отрывок из романа и выполните задания 1 – 7, выбирая букву A, B, C или D.

Pitcher, a confidential clerk in the office of Harvey Maxwell, allowed a look of mild interest and surprise when his employer briskly entered at half-past nine in company with a young lady. Miss Leslie had been Maxwell's stenographer for a year. She was beautiful in a way that was decidedly unstenographic. On this morning she was softly and shyly radiant. Her eyes were dreamily bright, her expression a happy one, tinged with reminiscence. Pitcher, still mildly curious, noticed a difference in her ways this morning. Instead of going straight into the adjoining room, where her desk was, she stayed for a while, slightly irresolute, in the outer office. Once she moved over by Maxwell's desk near enough for him to be aware of her presence.

The man sitting at that desk was no longer a man; it was a machine, moved by buzzing wheels and uncoiling springs.

“Well – what is it? Anything?” asked Maxwell sharply.

“Nothing,” answered the stenographer, moving away with a little smile.

This day was Harvey Maxwell’s busy day. Messenger boys ran in and out with messages and telegrams. Maxwell himself jumped from desk to door sweating. On the Exchange there were hurricanes and snowstorms and volcanoes, and those powerful disturbances were reproduced in miniature in Maxwell’s office. The rush and pace of business grew faster and fiercer. Share prices were falling and orders to sell them were coming and going and the man was working like some strong machine. Here was a world of finance, and there was no room in it for the human world or the world of nature.

When the luncheon hour came, Maxwell stood by his desk with a fountain pen over his right ear. His window was open. And through the window came a delicate, sweet smell of lilac that fixed the broker for a moment immovable. For this odour belonged to Miss Leslie; it was her own, and hers only. She was in the next room – twenty steps away.

“By George, I’ll do it now,” said Maxwell half aloud. “I’ll ask her now. I wonder why I didn’t do it long ago.” He dashed into the inner office and charged upon the desk of the stenographer. She looked at him with a smile.

“Miss Leslie,” he began hurriedly, “I have but a moment to spare. I want to say something in that moment. Will you be my wife? I haven’t had time to approach you in the ordinary way, but I really do love you.”

“Oh, what are you talking about?” exclaimed the young lady. She rose to her feet and gazed upon him, round-eyed.

“Don’t you understand?” said Maxwell. “I want you to marry me. I love you, Miss Leslie. I wanted to tell you, and I snatched a minute. They are calling me for the phone now. Tell them to wait a minute, Pitcher. Won’t you, Miss Leslie?”

The stenographer acted very strangely. She seemed overcome with amazement; then tears flowed from her wondering eyes; and then she smiled sunnily through them.

“I know now,” she said softly. “It is this old business that has driven everything else out of your head for the time. I was frightened at first. Don’t you remember, Harvey? We were married last evening at 8 o’clock in the Little Church Around the Corner.”

1. Harvey Maxwell was

A) a stenographer.

B) a clerk.

C) Pitcher’s boss.

D) Pitcher’s partner.

2. Pitcher was mildly interested and surprised because

A) Miss Leslie moved decidedly to Maxwell’s desk.

B) Miss Leslie arrived with Maxwell.

C) Maxwell came late at half past ten.

D) Maxwell looked irresolute that morning.

3. It was Harvey Maxwell’s hard day because

A) he had no one to help him.

B) all messenger boys had gone.

C) the weather was hot.

D) the Exchange was a busy place.

4. ‘On the Exchange there were hurricanes and snowstorms and volcanoes’ means

A) the Exchange was about to be destroyed.

B) the financial situation was difficult.

C) natural disasters often happened in that area.

D) those were powerful disturbances of nature.

5. Maxwell dashed into the inner office at lunch time because

A) he liked the lilac smell.

B) the smell reminded him of Miss Leslie.

C) Pitcher called him for a phone call.

D) he needed to send a message.

6. Harvey Maxwell made a proposal between phone calls because he
- A) was rather pressed for time.
  - B) used to make business proposals in such a way.
  - C) always acted very strangely.
  - D) was afraid Miss Leslie would leave him.
7. Miss Leslie was astonished by the proposal because
- A) she had never heard anyone make it in such a way.
  - B) she had never expected it from Harvey Maxwell.
  - C) she had married the man the day before.
  - D) it came too quickly and without warning.

Тест 3 (тест по аудированию в формате экзамена ОГЭ из открытого банка заданий: Федеральный институт педагогических измерений: <http://oge.fipi.ru/os/xmodules/qprint/index.php?proj=8BBD5C99F37898B6402964AB11955663>).

Часть 1. Вы услышите четыре диалога - А, В, С, D. Установите соответствие между диалогами и местами, где они происходят. В задании есть одно лишнее место действия.

- 1. On an excursion
- 2. At the airport
- 3. In a classroom
- 4. In a restaurant
- 5. On board a ship

Часть 2 Вы услышите пять высказываний - А, В, С, D, E. Установите соответствие между высказываниями и утверждениями 1–6. В задании есть одно лишнее утверждение.

- 1. The speaker describes his/her room.
- 2. The speaker describes the area where he/she lives.
- 3. The speaker talks about unusual houses.
- 4. The speaker talks about a local tourist attraction.
- 5. The speaker explains how to get to the city centre.
- 6. The speaker explains why he/she likes the city life.

Часть 3 Вы услышите разговор двух друзей. В заданиях 3–8 в поле ответа запишите одну цифру, которая соответствует номеру правильного ответа. Вы услышите запись дважды.

- Nora
- 1) is having a birthday party tonight.
  - 2) had a birthday party some time ago.
  - 3) is going to have a birthday party later.

- Nora
- 1) has passed her Maths exam.
  - 2) has failed her Maths exam.
  - 3) is going to take her Maths exam later.

- Nora
- 1) has chosen her future career already.
  - 2) is choosing between two careers at the moment.
  - 3) has no idea what to do in the future.

- Next year Nora is going to
- 1) start working.
  - 2) enter university.
  - 3) continue her school education.

- In the summer Nora wants to
- 1) go to Italy.
  - 2) go to France.
  - 3) stay at home.

- Nora can speak
- 1) Italian and French.
  - 2) Spanish and French.
  - 3) Spanish and Italian.

Тест 4 (тесты по аудированию в формате экзамена ЕГЭ из открытого банка заданий: Федеральный институт педагогических измерений: <http://ege.fipi.ru/os11/xmodules/qprint/index.php?proj=4B53A6CB75B0B5E1427E596EB4931A2A>)

Часть 1 Прослушайте шесть высказываний. Установите соответствие между высказываниями каждого говорящего A–F и утверждениями 1–7. В задании есть одно лишнее утверждение.

1. It's another time to spend money.
2. Valentines make a big business.
3. Its traditions tend to fade.
4. It's a traditional Valentine's Day present and no one should spare money for it.
5. Even journalists need information about Valentine's Day.
6. Writing Valentines has a very long history.
7. There's always something against the Day.

Часть 2 Прослушайте диалог. Определите, какие из приведённых утверждений A1–A7 соответствуют содержанию текста (1 – True), какие не соответствуют (2 – False) и о чём в тексте не сказано (3 – Not stated).

The tourist has visited England before.

- 1) True      2) False      3) Not stated

There is a number of sightseeing attractions in Windsor besides Windsor Castle.

- 1) True      2) False      3) Not stated

The tourist hopes to see the Queen in Windsor.

- 1) True      2) False      3) Not stated

The Household Cavalry Museum occupies a part of Windsor Castle.

- 1) True      2) False      3) Not stated

The tourist wants to see Windsor Great Park on a separate day.

- 1) True      2) False      3) Not stated

The receptionist claims that most tourists need more than one day to spend in Windsor.

- 1) True      2) False      3) Not stated

The tourist wants to buy postcards with the town views.

- 1) True      2) False      3) Not stated

Часть 3 Прослушайте интервью. В заданиях A8–A14 укажите выбранный вами вариант ответа.

The Portobello Festival differs from festivals in Cannes and Venice as it

- 1) does not attract celebrities.
- 2) is not so fashionable and well-known.
- 3) is running its second season only.

The festival was initially founded to

- 1) let independent filmmakers demonstrate their work.
- 2) help different filmmakers earn money.
- 3) advertise video equipment but not to show films.

According to the festival's director they made the festival free because

- 1) there are no expensive prizes and launch parties.
- 2) they get enough money for placing advertisements.
- 3) sponsors and funds provide good financial support.

One characteristic feature of the Portobello Festival is that

- 1) 700 films are shown each festival season.
- 2) student films are shown together with professionals' works.
- 3) only short films are chosen for the festival annually.

The festival's director believes that their films are

- 1) worthy to be shown on TV.
- 2) the world's top hits.
- 3) of better quality than TV films.

The famous filmmaker whose first film was shown at the festival is

- 1) John Malkovich.
- 2) Guy Ritchie.
- 3) Jonathan Barnett.

Speaking about future plans, the festival's director

- 1) sounds optimistic about the festival extension.
- 2) believes the festival should turn to other arts mostly.
- 3) thinks the festival will be united with Glastonbury or Edinburgh events.

Задания для письменного опроса: прочитайте письма и эссе в формате экзаменов ОГЭ и ЕГЭ и найдите орфографические/пунктуационные/стилистические/смысловые ошибки.

Murom

Russia

15/05/2016

Dear Tom,

I'm sorry I couldn't reply straightaway. I was busy with my schoolwork.

I'm only 16 and I can't help relying on my parents now, but most of my friends and I dream to be independent. As soon as I leave school, I'll go to university. If I find a part-time job, I'm ready to leave my family and start living on my own. Of course, it's hard financially to rent a house or an apartment in Russia, especially if you are a student and don't have much money, but I'm prepared for this.

Well, I'm happy to hear you've finally fulfilled your dream – a trip to Scotland! How long were you there? What places did you visit? Did you try on a kilt?

Oh, I have to go now. Mum wants me to do some shopping for her.

Hope to hear from you soon,

Andrey

The growth of cities is harmful for the environment (эссе)

Nowadays the number of big cities is increasing greatly. With the growth of cities comes the huge amount of factories and fabrics which can't be good for the environment. Let's look upon this problem objectively.

In my opinion, the growth of cities is really harmful for our planet. First of all, industrial companies pollute the air, spoil the ground and make the water in lakes and rivers dirty. Secondly, the growth of industry leads to the situation when animals and people can't breathe the dirty air and fish can't live in the poisoned water. In other words, it makes humans' health worse and animals' lives almost impossible.

However, every cloud has a silver lining. Factories and fabrics create a great number of job opportunities for jobless people which is really important nowadays in the capitalistic society we live in. Moreover, plants make the products which our country exports into other countries. This helps its economy.

Anyway, I personally don't think that any money can be an excuse of animal extinction or people's deaths. Happiness and health can't be bought.

In conclusion I'd like to say that the planet Earth is a system of the connected organisms, and there's no way humans play the leading role in it, nobody does because to make this system work right people and nature should respect each other. That's why despite the growth of cities we have to love nature and keep our planet in safety.

7 семестр

Задания для письменного опроса (изложение).

Brighton is a city on the south coast of the UK. It is famous for its past connections to King George IV (1762 - 1830) and the beautiful and unusual buildings from his time. Today it is a home to a lot of artists and musicians. There are two universities in Brighton and it's very popular with young people.

Go to the Royal Pavilion – George IV's holiday home! The outside looks like an Indian palace. Inside you can see the King's dining room, living room and bedrooms. Have a drink and a cake in the Pavilion's café – it's got great views of the Pavilion gardens.

Walk down to Brighton's famous sea front. Take a ride in Brighton's wheel. Look at the views of the city, the sea and the pier.

Find a restaurant on the beach and have some traditional British fish and chips for lunch.

Visit Brighton Pier! Do you like exciting rides? This is the place for you! The pier has got lots of games and rides for you to enjoy!

Explore the streets in The Laines. Here you can find interesting shops and there is a lot of street art. There are also a lot of cafes so it's a great place to have a snack and relax at the end of your busy

Тесты

Тест 1 (чтение) <https://www.mivlgu.ru/iop/mod/quiz/view.php?id=24685>.

Тест

2

(аудирование)

[https://virtuaule.com/index.php?option=com\\_sppagebuilder&view=page&id=225&Itemid=1702&lang=en](https://virtuaule.com/index.php?option=com_sppagebuilder&view=page&id=225&Itemid=1702&lang=en) (тесты по аудированию в формате САЕ находятся в свободном доступе).

Темы для устного опроса:

- монолог

Книга номер 1 в моей жизни.

Мой плейлист.

Как не воспитать "трудного" ребенка.

- диалог

Книги и чтение: Что для тебя хорошая книга?

Человек и музыка: Пойдем на концерт!

Трудные дети: Я (не) был трудным ребенком.

Задания для письменного опроса (эссе):

Книги и чтение: Вы представляете свою жизнь без книг и чтения?

Человек и музыка: Может человек прожить без музыки?

Трудные дети: Кто такой, по-вашему, трудный ребенок?

Тесты

Тест 1 (в формате экзамена ОГЭ из открытого банка заданий: Федеральный институт педагогических измерений:

<http://oge.fipi.ru/os/xmodules/qprint/index.php?proj=8BBD5C99F37898B6402964AB11955663>).

Прочитайте текст. Преобразуйте слова так, чтобы они грамматически и лексически соответствовали содержанию текста.

Last spring my best friend Isabelle and I booked a holiday in Venice. We rented a small apartment for a week with a \_\_\_WONDER\_\_\_ view of the town. At the last moment another friend, Linda, asked if she could come with us. She was a \_\_\_\_\_FRIEND\_\_\_\_\_, cheerful girl and we were glad to have her join us. Venice was a \_\_\_\_\_FANTASY\_\_\_\_\_ place and we enjoyed our trip greatly. Linda was fond of history and she told us lots of \_\_\_\_\_INTEREST\_\_\_\_\_ facts about the town. We also liked the Italian food very much. The waiter in the nearby pizzeria was a boy from Britain, so we never had any problems with \_\_\_\_\_COMMUNICATE\_\_\_\_\_. The only \_\_\_\_\_PLEASANT\_\_\_\_\_ thing about Venice was the weather. It was unusually cold and windy that week.

Тест 2 (в формате экзамена ЕГЭ из открытого банка заданий: Федеральный институт педагогических измерений:  
<http://ege.fipi.ru/os11/xmodules/qprint/index.php?proj=4B53A6CB75B0B5E1427E596EB4931A2A>)

When you stand and look at the stars, you are really looking at past history. The light from Alkaid, the end star in the handle of the Big Dipper, has taken about 210 years to 1 \_\_\_\_\_ your eyes. If Alkaid stopped 2 \_\_\_\_\_ today, people on earth would still see it 3 \_\_\_\_\_ about 210 years. Some of the stars you see here tonight may have stopped existing several thousand years ago. The light



from some 4 \_\_\_\_\_ stars right now will not be seen on earth until thousands, or even millions, of years from now!

It's 5 \_\_\_\_\_ breathtaking, and it 6 \_\_\_\_\_ to the great mystery about the nature of light. Think about water waves. They get smaller and smaller in amplitude as they travel. Their energy is lost in friction among the water molecules. Think of sound waves in air. They too get weaker and weaker because of friction among the air molecules.

But light waves stop only if they strike something, and their energy is transferred 7 \_\_\_\_\_ another form. 8 \_\_\_\_\_, they can go on and on, at the same terrific speed, with no loss of energy, forever!

1. A) approach; Б) reach; В) hit; Г) achieve
2. A) burning; Б) flashing; В) blushing; Г) shining
3. A) after; Б) through; В) for; Г) at
4. A) farewell; Б) faraway; В) far; Г) fair
5. A) quit; Б) quick; В) quiet; Г) quite
6. A) enlarges; Б) increases; В) adds; Г) multiplies
7. A) into; Б) onto; В) for; Г) at
8. A) although; Б) otherwise; В) whatever; Г) either

Тест 1 (тест по чтению в формате ОГЭ из открытого банка заданий: Федеральный институт педагогических измерений:

<http://oge.fipi.ru/os/xmodules/qprint/index.php?proj=8BBD5C99F37898B6402964AB119556>

63)

Часть 1 Прочитайте тексты и установите соответствие между текстами и их заголовками. В задании есть один лишний заголовок.

1. Safety issues
2. A growing number
3. Mountain biking
4. Price list
5. Transport for hire
6. A month to check
7. World popularity
8. Some improvement needed

A. More than five thousand bicycles have recently appeared in London. They are available for everyone who wants to ride easily in the centre of the British capital. To take a bike, you need to be registered and get a special key. The system was planned as an addition to the city public transport. The City Council expects people to travel short distances by bike instead of going by bus or car.

B. The first half an hour's ride is free. An hour's journey costs a pound. To travel twenty four hours on the same bike will cost you about fifty pounds. On the other hand, it is possible to change your bike every half an hour at one of the three hundred parking stations and ride for free!

C. Before the system had started working, more than eleven thousand Londoners registered for new bikes. The company 'Transport for London' announced that they would be testing the system for four weeks. This time was needed to correct any technical difficulties and receive people's comments. According to a representative of the company, four weeks would be enough to understand how the system worked.

D. The bicycle is an ecologically-friendly means of transport because unlike cars and buses it does not pollute the air. Nevertheless, some members of the Green Party in London spoke against the new system. They called it inconvenient because the bicycles have no locks and big baskets. They also suggested introducing a fixed hire tariff and travel tickets for needy families.

E. The first bicycle public transport system was introduced in Copenhagen in the 1990s. At present, there are similar schemes in a number of cities in Europe and North America. In 2007, the same project was realized in Paris. It still works very successfully, with over twenty thousand bicycles running around the capital of France. The bicycles carry commercial advertisements and can be used for free.

F. Cycling is getting popular not only in countries like the Netherlands or Denmark, where people are traditionally keen on this sport. According to statistics, in 2012 the Italians bought more bicycles than cars. In the same year Spain suggested a plan for a 10-kilometre 'green zone' for bicycles in Madrid.

G. In spite of their effectiveness and ease of use, riding a bicycle can be dangerous. So cyclists are strongly recommended to wear helmets and bright clothes during the day and reflective clothes at night. They must not use mobile phones or earphones and they should always ride with their hands on the handlebars. All the cyclists must ride in the same direction as other traffic, stop at all stop signs and obey traffic lights just as cars do.

Часть 2 Прочитайте текст. Определите, какие из приведённых утверждений 10–17 соответствуют содержанию текста (1 – True), какие не соответствуют (2 – False) и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 – Not stated).

Joseph Rudyard Kipling

Joseph Rudyard Kipling is considered to be one of the greatest English writers. He was born in 1865, in Bombay, India. At the time of his birth, his parents were recent arrivals in India. They had come to India with plans to start a new life. The family lived quite well. His father, an artist, was the head of the Department of Architectural Sculpture at the School of Art. For young Kipling, India was a wonderful and happy place.

However, at the age of 6, Kipling's life changed greatly. He was sent to England to receive a formal British education. These were hard years for Kipling. The boy suffered from strict school discipline, his classmates' insults and bullying. His only comfort was books: he enjoyed reading. By the age of 11, Kipling was on the verge of a nervous breakdown. Fortunately, Kipling's mother placed him in a new school. There, Kipling found friends and discovered his talent for writing, eventually becoming the editor of the school newspaper.

In 1882, Kipling was told by his parents that they didn't have enough money to send him to college, and he returned to India. It was a powerful moment in the young writer's life. He found a job with a local newspaper. Kipling's experience as a reporter formed the backbone for lots of his stories. Later, his collection of 40 short stories called Plain Tales from the Hills gained wide popularity in England.

Seven years later, Kipling returned to England in the hope of becoming a famous writer. In London, he met Wolcott Balestier, an American publisher who became one of Kipling's great friends and supporters. Later, Kipling happily married Wolcott's sister, Carrie.

As a writer, Kipling flourished. His portfolio contained gems like The Jungle Book, The Naulahka: A Story of the West and East and The Second Jungle Book. Kipling loved children and understood them very well. His tales fascinated boys and girls all over the world.

Kipling travelled a lot but in 1902 he returned to Great Britain with his wife and children. The Kiplings bought a large estate in Sussex and many of his most famous books were written there. One of them was Just So Stories. The book's name had, in fact, come from his daughter, who asked her father to repeat each tale several times, or "just so," as she often said.

In 1907 he was the first English writer to receive the Nobel Prize for Literature. It was international recognition of his talent.

In 1914, the First World War began and Kipling was a passionate supporter of the fight against Germany. He even encouraged his son John to join the army though John had a serious problem with his eyesight. Kipling and his son were very close. Unfortunately, in October of 1915, John was killed in France. Kipling, feeling guilty about persuading his son to become a soldier, was terribly depressed.

Due to these sad circumstances, for the last twenty years of his life Kipling did not write any more of his wonderful children's tales.

Kipling was born into the family of a writer.

1) True                      2) False                      3) Not stated

His school teachers considered the young Kipling a capable student.

1) True                      2) False                      3) Not stated

Kipling studied at college.

- |   |          |               |
|---|----------|---------------|
| 1) True   | 2) False | 3) Not stated |
| Kipling met his future wife due to his friend.  |          |               |
| 1) True   | 2) False | 3) Not stated |
| The book Just So Stories got its name due to Kipling's daughter.                      |          |               |
| 1) True   | 2) False | 3) Not stated |
| At the beginning of the 20th century, Kipling was given a prestigious literary award. |          |               |
| 1) True   | 2) False | 3) Not stated |
| Kipling's son returned from the war with a problem with his eyesight.                 |          |               |
| 1) True   | 2) False | 3) Not stated |
| Kipling continued creating tales for children until the end of his life.              |          |               |
| 1) True   | 2) False | 3) Not stated |

Тест 2 (тест по чтению в формате ЕГЭ из открытого банка заданий : Федеральный институт педагогических измерений:  
<http://ege.fipi.ru/os11/xmodules/qprint/index.php?proj=4B53A6CB75B0B5E1427E596EB4931A2A>)

Часть 1 Установите соответствие между заголовками 1–8 и текстами А–Г. В задании один заголовок лишний.

1. Music from every corner of the world
2. From pig to pork
3. Perfect time for a picnic
4. From a holiday to a sport
5. Famous religious celebrations
6. See them fly
7. Animal races and shows
8. Diving into history

A. Diwali is a five-day festival that is celebrated in October or November, depending on the cycle of the moon. It represents the start of the Hindu New Year and honors the victory of good over evil, and brightness over darkness. It also marks the start of winter. Diwali is actually celebrated in honor of Lord Rama and his wife Sita. One of the best places to experience Diwali is in the "pink city" of Jaipur, in Rajasthan. Each year there's a competition for the best decorated and most brilliantly lit up market that attracts visitors from all over India.

B. The Blossom Kite Festival, previously named the Smithsonian Kite Festival, is an annual event that is traditionally a part of the festivities at the National Cherry Blossom Festival on the National Mall in Washington, DC. Kite enthusiasts show off their stunt skills and compete for awards in over 36 categories including aerodynamics and beauty. The Kite Festival is one of the most popular annual events in Washington, DC and features kite fliers from across the U.S. and the world.

C. The annual Ostrich Festival has been recognized as one of the "Top 10 Unique Festivals in the United States" with its lanky ostriches, multiple entertainment bands and many special gift and food vendors. It is truly a unique festival, and suitable for the entire family. The Festival usually holds Ostrich Races, an Exotic Zoo, Pig Races, a Sea Lion Show, a Hot Rod Show, Amateur Boxing and a Thrill Circus.

D. Iceland's Viking Festival takes place in mid-June every year and lasts 6 days, no matter what the weather in Iceland may be. It's one of the most popular annual events in Iceland where you can see Viking-style costumes, musical instruments, jewelry and crafts at the Viking Village. Visitors at the Viking Festival see sword fighting by professional Vikings and demonstrations of marksmanship with bows and muscle power. They can listen to Viking songs and lectures at the festival, or grab a bite at the Viking Restaurant nearby.

E. Dragon Boat Festival is one of the major holidays in Chinese culture. This summer festival was originally a time to ward off bad spirits, but now it is a celebration of the life of Qu Yuan, who was a Chinese poet of ancient period. Dragon boat festival has been an important holiday for centuries for Chinese culture, but in recent years dragon boat racing has become an international sport.

F. The Mangalica Festival is held in early February at Vajdahunyad Castle in Budapest. It offers the opportunity to experience Hungarian food, music, and other aspects of Hungarian

culture. The festival is named for a furry pig indigenous to the region of Hungary and the Balkans. A mangalica is a breed of pig recognizable by its curly hair and known for its fatty flesh. Sausage, cheese and other dishes made with pork can be sampled at the festival.

G. Hanami is an important Japanese custom and is held all over Japan in spring. Hanami literally means "viewing flowers", but now it is a cherry blossom viewing. The origin of hanami dates back to more than one thousand years ago when aristocrats enjoyed looking at beautiful cherry blossoms and wrote poems. Nowadays, people in Japan have fun viewing cherry blossoms, drinking and eating. People bring home-cooked meals, do BBQ, or buy take-out food for hanami.

Часть 2 Прочитайте текст и заполните пропуски А–F частями предложений, обозначенными цифрами 1–7. Одна из частей в списке 1–7 лишняя.

America's fun place on America's main street

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

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

A highlight of the Old Post Office Pavilion is its 315-foot Clock Tower. Offering a breathtaking view of the city, National Park Service Rangers give free Clock Tower tours every day! Individuals and large tour groups are all welcome. The Old Post Office Clock Tower also proudly houses the official United States Bells of Congress, a gift from England E \_\_\_\_\_. The Washington Ringing Society sounds the Bells of Congress every Thursday evening and on special occasions.

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

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

Часть 3 Прочитайте рассказ и выполните задания 1 – 7, выбрав букву А, В, С или D.

#### ABBY'S TIDY DRAWER

One Saturday morning, Abby's Mum came upstairs to see Abby in her bedroom. There was a big mess on the floor and Abby sat in the middle of it all reading a book.

"What a mess," Mum said. "You need to have a clear up in here. Because things get broken or lost when they're all willy-nilly like this. Come on, have a tidy up now."

"But I'm very busy," Abby argued, "and it's boring doing it on my own. Can't you help me?"

"No I can't, I'm busy too. But I'll give you extra pocket money if you do a good job."

When Mum came back later all the toys and clothes and books had disappeared.

"I'm impressed," said Mum. "But I'll inspect it properly later."

"It was easy," said Abby. "Can I have my extra pocket money now?"

"All right. Get it out of my change purse. It's in the kitchen tidy drawer."

In the kitchen, Abby went over to the dresser and pulled open the tidy drawer. She hunted for the purse.

"It must be somewhere at the bottom," Mum said. "Let's have a proper look."

She pulled the drawer out and carried it over to the table. Abby looked inside. There were lots of boring things like staplers and string, but there were lots of interesting things as well.

"What's this?" Abby asked, holding up a plastic bottle full of red liquid.

“Fake blood, from a Halloween party years ago. Your Dad and I took you to that, dressed up as a baby vampire. You were really scary.”

Abby carried on looking through the drawer. She found some vampire teeth, white face paint, plastic witch nails and hair gel. Mum pulled out a glittery hair band. It had springs with wobbly balls on the top that flashed disco colours! Abby found some sparkly hair elastics to match the hair band. She made her Mum put lots of little bunches all over her head so she looked really silly.

“I remember this,” Abby said as she pulled out a plastic bag. “This is from my pirate party.” Inside there was a black, false moustache and some big gold earrings.

“Come here,” Mum said and smeared white face paint all over Abby’s face. She dribbled the fake blood so it looked as if it was coming out of Abby’s eyes and mouth. She put gel all over Abby’s hair and made it stand up into weird, pointy shapes. Abby put in the vampire teeth and slipped on the witch fingers. She made scary noises at Wow-Wow, the cat. He ignored her and carried on washing himself on the seat next to her.

Abby came to sit on her Mum’s knee.

“It’s fun doing this together,” she said.

“Maybe. But we still haven’t found the change purse.”

“Well, you know things will get lost, or broken, when they’re all willy-nilly.”

“You cheeky monkey!” Mum laughed. “But what shall I do with it all?”

“I know, it’s easy,” Abby said and began to remove everything off the table into her arms. She put it all back in the kitchen drawer.

Mum looked at her suspiciously.

“Let’s go and inspect your bedroom, shall we?”

Abby followed her upstairs and into her bedroom. Wow-Wow was sitting in front of her fish tank looking hungrily at the goldfish. He dashed under the bed when he saw Mum and Abby. Mum kneeled down and lifted the bed cover to get him out. Underneath were heaps of Abby’s toys, books, tapes, clothes and shoes, empty plastic cups, wrappers and a half-eaten sandwich on a plate.

“Abby! What’s all this?”

“It’s my tidy drawer,” Abby said. She wrapped her arms around her Mum and gave her a kiss. “Let’s sort this one out together now.”

1. When Mum came to Abby’s room she saw

A) her daughter reading at her table.

B) the cat looking at the fish.

C) a terrible mess all over the place.

D) Abby dressed up as a vampire.

2. Abby agreed to tidy up her room because Mother

A) promised to take her to the Halloween party.

B) offered to give her extra pocket money.

C) promised to help her.

D) said that she would punish her.

3. Where did Abby find many interesting things?

A) In her Mother’s change purse.

B) Under her bed.

C) On the kitchen table.

D) In the tidy drawer in the kitchen.

4. Abby’s parents used most of the interesting things

A) when they dressed themselves up for Halloween parties.

B) as presents for Halloween parties.

C) to dress her up for different parties.

D) when they wanted to play tricks on Abby.

5. Abby put on the vampire teeth, witch nails and other things from the tidy drawer because

A) she wanted to scare the cat.

B) she was going to a Halloween party that evening.

C) she enjoyed dressing up with her Mother.

D) she had to dress up for a pirate party.

6. Abby's Mother decided to inspect Abby's bedroom
- A) after she had seen Abby tidy up the kitchen table.
  - B) because she had promised she would do that.
  - C) before Father came home from work.
  - D) when they heard some strange noise from it.
7. When Abby's Mother looked under her daughter's bed she saw
- A) the cat eating a sandwich.
  - B) the tidy drawer from the kitchen.
  - C) her change purse.
  - D) all the Abby's things.

Тест 3 (тест по аудированию в формате ОГЭ из открытого банка заданий: Федеральный институт педагогических измерений:

<http://oge.fipi.ru/os/xmodules/qprint/index.php?proj=8BBD5C99F37898B6402964AB119556>

63)

Часть 1 Вы услышите четыре диалога - А, В, С, D. Установите соответствие между диалогами и местами, где они происходят. В задании есть одно лишнее место действия.

- 1. At home
- 2. In a museum
- 3. In an art lesson
- 4. In a shop
- 5. At the airport

Часть 2 Вы услышите пять высказываний - А, В, С, D, E. Установите соответствие между высказываниями и утверждениями из следующего списка. В задании есть одно лишнее утверждение.

- 1. The speaker describes his/her family tradition.
- 2. The speaker describes his/her family business.
- 3. The speaker talks about his/her family legend.
- 4. The speaker says that he/she misses his/her family very much.
- 5. The speaker explains why he/she would like to have a large family.
- 6. The speaker talks about family problems and conflicts.

Часть 3 Вы услышите разговор двух друзей. В заданиях 3–8 выберите одну цифру, которая соответствует номеру правильного ответа.

- Jim was late to school because he
- 1) got up too late.
  - 2) had a talk with someone.
  - 3) missed his bus.

- Last night Jim
- 1) was watching a film.
  - 2) was playing on his computer.
  - 3) was writing a school project.

- After classes Jim and Kelly are going to
- 1) a library.
  - 2) a café.
  - 3) Jim's house.

- Jim
- 1) is the only child in the family.
  - 2) has at least one brother.
  - 3) has at least one sister.

- Jim and Kelly are going to search for the information for their project
- 1) on the Internet.
  - 2) in books.
  - 3) in journals.

- Jim asks Kelly
- 1) to advise him on his further education .
  - 2) to help him choose the topic for the essay.
  - 3) to correct his mistakes in the essay.

Тест 4 (тест по аудированию в формате ЕГЭ из открытого банка заданий: Федеральный институт педагогических измерений:

<http://ege.fipi.ru/os11/xmodules/qprint/index.php?proj=4B53A6CB75B0B5E1427E596EB4931A2A>)

Часть 1 Прослушайте шесть высказываний. Установите соответствие между высказываниями А–F и утверждениями 1–7. В задании есть одно лишнее утверждение.

1. This ingredient of a sweet treat has a long history.
2. Special sweets can be decorations for special occasions.
3. Candy from our childhood has a very special taste.
4. Every candy cane has its own sweet secret.
5. I didn't regret spending money for those sweets.
6. It was impossible to eat alone all the sweets needed.
7. This shop has an unusual mix of goods.

Часть 2 Прослушайте диалог. Определите, какие из приведённых утверждений A1–A7 соответствуют содержанию текста (1 – True), какие не соответствуют (2 – False) и о чём в тексте не сказано (3 – Not stated). Укажите номер выбранного Вами варианта ответа.

Kate is thinking about a present for her former school friend.

- 1) True      2) False      3) Not stated

Kate usually easily chooses presents for her friends.

- 1) True      2) False      3) Not stated

Kate keeps in contact with her friend via a social network.

- 1) True      2) False      3) Not stated

Kate's friend was born in Peru.

- 1) True      2) False      3) Not stated

Kate's friend enjoys local music.

- 1) True      2) False      3) Not stated

Tom believes music preferences reveal a lot about a person.

- 1) True      2) False      3) Not stated

Tom is a connoisseur of the type of music Kate needs.

- 1) True      2) False      3) Not stated

Часть 3 Прослушайте интервью. В заданиях A8–A14 укажите номер выбранного варианта ответа.

What's the main role of English in India according to the speaker?

- 1) Connecting India with the rest of the world.
- 2) Enabling communication between the country's peoples.
- 3) Serving as the language of Indian Mass Media.

Which of the following is TRUE about Indian English?

- 1) It's similar to Australian English.
- 2) It exists only in local newspapers.
- 3) It has specific features in grammar as well as in vocabulary and phonetics.

What, according to the speaker, partly explains the specifics of Indian English?

- 1) Structure of local languages.
- 2) Indian history and culture.
- 3) Education traditions in India.

Which of the following is mentioned as a grammatical feature of Indian English?

- 1) Overuse of the definite article.
- 2) Use of a plural form of a certain word in relation to a single object.
- 3) Avoiding use of the progressive tense.

Which of the following phrases is used in Indian English for "How can I help you"?

- 1) Hello, what do you want?
- 2) Tell me ...
- 3) Where are you put up?

What does the speaker say about the language of Indian teenagers?

- 1) It consists of slang mostly.
- 2) It's devised to confuse older people.
- 3) It makes Indian English more modern.

What's the basic direction of changes in modern Indian English according to the speaker?

- 1) Simplification.
- 2) Purification.
- 3) Localization.

Задания для письменного опроса: прочитайте приведенные далее письма и эссе и найдите орфографические/пунктуационные/стилистические/смысловые ошибки.

Dear Adam,

Thanks for your letter. It was great to hear from you. I can't wait to meet you and your parents in July!

Well, we've obviously got a lot of common. I'm also crazy about rock music and my lovely band is Radiohead, too! I've never done skateboarding, however, I would like to try. I enjoy basketball and playing computer games. Do you?

I'm worried a bit about the language school. Is it far from your house? Have I to bring any books with me? Will I have to do much homework? If I have, I'll be busy in the evenings. Actually, I wouldn't mind any activity. It'll be funny to be in the other country.

I know we're going to be good friends. Please write soon back.

All the best,

Anton

Technical progress is always harmful for the environment (эссе)

There is an opinion that new technical inventions have bad effects on the environment. However, some people think that technical progress is harmless and very useful for people. I believe that the first point of view is right. I would like to explain my position.

In my opinion, almost all things people invent influence on the environment in a negative way. For example, a car. I think it is one of the most dangerous inventions for the nature. Cars throw harmful elements into the air and so pollute it. These elements have bad effects on the nature and especially people's health. Besides, technical progress provides the growth of different factories. Most of them pollute the air and the water. Consequently, different fishes and animals die.

On the other hand, some people say that technical inventions are not very harmful for the environment because some of them can help the nature. Nowadays people invent different filters that make the air and the water clean.

I strongly disagree with this view. Technical inventions that destroy the nature are more than those that can save it because people are interested in their own benefits more.

To sum up, there are different points of view on this problem. Despite other people's opinion, I still believe that technical progress is very bad for the environment. It pollutes the nature, kills animals and makes people unhealthy.

## **Методические материалы, характеризующие процедуры оценивания**

1 семестр

Промежуточная аттестация (экзамен)

Промежуточная аттестация проводится в соответствии с контролируемыми результатами образования.

1. Письменная форма:

- диктант;

- эссе.

2. Электронная форма - тесты по чтению и аудированию.

3. Устная форма - монологическое и диалогическое высказывания по темам.

Задания, выносимые на экзамен:

1. Напишите диктант.

Напишите эссе.

2. Выполните тесты по чтению и аудированию.

3. Выскажите по теме (монологическое и диалогическое высказывания).



## 2 семестр

### Промежуточная аттестация (экзамен)

Промежуточная аттестация проводится в соответствии с контролируруемыми результатами образования.

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- диктант;
- эссе.

#### 2. Электронная форма - тесты по чтению и аудированию.

#### 3. Устная форма - монологическое и диалогическое высказывания по темам.

Задания, выносимые на экзамен:

#### 1. Напишите диктант.

Напишите эссе.

#### 2. Выполните тесты по чтению и аудированию.

#### 3. Выскажите по теме (монологическое и диалогическое высказывания).

## 3 семестр

### Промежуточная аттестация (экзамен)

Промежуточная аттестация проводится в соответствии с контролируруемыми результатами образования.

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- изложение;
- эссе.

#### 2. Электронная форма - тесты по чтению и аудированию.

#### 3. Устная форма - монологическое и диалогическое высказывания по темам.

Задания, выносимые на экзамен:

#### 1. Напишите изложение. Напишите эссе.

#### 2. Выполните тесты по чтению и аудированию.

#### 3. Выскажите по теме (монологическое и диалогическое высказывания).

## 4 семестр

### Промежуточная аттестация (экзамен)

Промежуточная аттестация проводится в соответствии с контролируруемыми результатами образования.

#### 1. Письменная форма:

- изложение;
- эссе.

#### 2. Электронная форма - тесты по чтению и аудированию.

#### 3. Устная форма - монологическое и диалогическое высказывания по темам.

Задания, выносимые на экзамен:

#### 1. Напишите изложение. Напишите эссе.

#### 2. Выполните тесты по чтению и аудированию.

#### 3. Выскажите по теме (монологическое и диалогическое высказывания).

## 5 семестр

### Промежуточная аттестация (экзамен)

Промежуточная аттестация проводится в соответствии с контролируруемыми результатами образования.

#### 1. Письменная форма:

- изложение;
- эссе.

2. Электронная форма:

- тест на лексику;
- тесты по чтению и аудированию.

3. Устная форма - монологическое и диалогическое высказывания по темам.

Задания, выносимые на экзамен:

1. Напишите изложение.

Напишите эссе.

2. Выполните тесты на лексику, тесты по чтению и аудированию.

3. Выскажите по теме (монологическое и диалогическое высказывания).

6 семестр

Промежуточная аттестация (экзамен)

Промежуточная аттестация проводится в соответствии с контролируруемыми результатами образования.

1. Письменная форма:

- изложение;
- эссе.

2. Электронная форма

- тест на лексику;
- тесты по чтению и аудированию.

3. Устная форма - монологическое и диалогическое высказывания по темам.

Задания, выносимые на экзамен:

1. Напишите изложение.

Напишите эссе.

2. Выполните тесты на лексику, тесты по чтению и аудированию.

3. Выскажите по теме (монологическое и диалогическое высказывания).

7 семестр

Промежуточная аттестация (экзамен)

Промежуточная аттестация проводится в соответствии с контролируруемыми результатами образования.

1. Письменная форма:

- изложение;
- эссе.

2. Электронная форма

- тест на лексику;
- тесты по чтению и аудированию.

3. Устная форма - монологическое и диалогическое высказывания по темам.

Задания, выносимые на зачет:

1. Напишите изложение.

Напишите эссе.

2. Выполните тесты на лексику, тесты по чтению и аудированию.

3. Выскажите по теме (монологическое и диалогическое высказывания).

Критерии оценивания письменных работ.

1. Диктант: орфография/пунктуация

Допускаются 1-2 ошибки - 4 балла

Допускается до 4 ошибок, из них 2 орфографические - 3 балла

Допускается 8 ошибок, из них 4 орфографические - 2 балла

10 или более ошибок - 1 балл.

2. Изложение.

4 балла Содержание соответствует прочитанному/услышанному; словарный запас соответствует поставленной задаче; грамматические ошибки практически отсутствуют; пунктуационное оформление правильное; орфографических ошибок практически нет.

3 балла Задание, в основном, выполнено, но недостаточно средств логической связи; присутствуют некоторые неточности в употреблении слов или запас слов ограничен; грамматические ошибки не затрудняют понимание текста; орфографические ошибки практически отсутствуют, пунктуация правильная.

2 балла Задание выполнено не полностью; высказывание не логично; словарь ограничен; грамматические ошибки мешают пониманию высказывания; орфографические и пунктуационные ошибки иногда затрудняют понимание текста.

1 балл Содержание текста не отражает прочитанное/услышанное; словарный запас ограничен; грамматические правила не соблюдаются; правила орфографии/пунктуации не соблюдаются.

### 3. Эссе.

7-8 баллов Содержание отражает все аспекты задания; стилевое оформление выбрано правильно; словарный запас соответствует поставленной задаче;

грамматические ошибки практически отсутствуют; текст разделен на предложения с правильным пунктуационным оформлением, орфографических ошибок практически нет.

5-6 баллов Задание выполнено, некоторые аспекты раскрыты не полностью; высказывание, в основном, логично, но недостаточно средств логической связи; присутствуют некоторые неточности в употреблении слов или запас слов ограничен; грамматические ошибки не затрудняют понимание текста;

орфографические ошибки практически отсутствуют, пунктуация правильная.

3-4 балла Задание выполнено не полностью, не все аспекты раскрыты, имеются нарушения стилевого оформления; высказывание не всегда логично, имеются ошибки в оформлении текста; используется ограниченный словарь, неправильно употребляемые слова могут затруднять понимание текста;

грамматические ошибки мешают пониманию высказывания; орфографические и пунктуационные ошибки незначительно затрудняют понимание текста.

1-2 балла Содержание текста не отражает аспекты задания; логика в построении высказывания отсутствует; словарный запас крайне ограничен; грамматические правила не соблюдаются; правила орфографии/пунктуации не соблюдаются.

### Критерии оценивания монологического высказывания.

7-8 баллов Коммуникативная задача выполнена полностью: содержание полно, точно и развернуто отражает все аспекты задания; высказывание логично и имеет завершенный характер, имеются вступительные и заключительные фразы, средства логической связи используются правильно; словарный запас, грамматические структуры, фонетическое оформление высказывания соответствуют поставленной коммуникативной задаче (допускаются 2 негрубые лексико-грамматические или 2 фонетические ошибки).

5-6 баллов Коммуникативная задача выполнена частично: 1 аспект не раскрыт или 1-2 аспекта раскрыты неполно; высказывание в основном логично и имеет достаточно завершенный характер, но отсутствуют вступительная или заключительная фразы или средства логической связи используются недостаточно; используемый словарный запас и грамматические структуры в основном соответствуют поставленной задаче (допускается до 4 лексико-грамматических или фонетических ошибок).

3-4 балла Коммуникативная задача выполнена не полностью: 2 аспекта не раскрыты или все аспекты раскрыты неполно; высказывание не всегда логично и имеет недостаточно завершенный характер, отсутствуют вступительная или заключительная фразы; используемый словарный запас и грамматические структуры не всегда соответствуют коммуникативной задаче (допускается до 5 лексико-грамматических или фонетических ошибок).

1-2 балла Коммуникативная задача выполнена менее чем на 50%: три или более аспектов содержания не раскрыты; высказывание нелогично или не имеет завершенного характера, вступительная и заключительная фразы отсутствуют, средства логической связи

практически не используются; понимание высказывания затруднено многочисленными лексико-грамматическими и фонетическими ошибками (более 5).

Критерии оценивания диалогического высказывания.

7-8- баллов Коммуникативная задача полностью решена; продемонстрирована способность начинать и активно поддерживать беседу, соблюдать очередность при обмене репликами; используемые лексико-грамматические средства разнообразны, их выбор соответствует решаемой коммуникативной задаче;

в произношении отсутствуют существенные погрешности.

5-6- баллов Коммуникативная задача решена, однако тема раскрыта не в полном объеме; продемонстрирована способность начинать и поддерживать беседу в большинстве случаев, передает общие идеи в ограниченно контексте; выбор лексико-грамматических средств, в целом, соответствует решаемой коммуникативной задаче, но имеются затруднения в подборе слов.

3-4- балла Коммуникативная задача решена частично – тема раскрыта в ограниченно объеме; демонстрирует неспособность логично и связно вести беседу;

демонстрирует ограниченный словарный запас, недостаточный для выполнения коммуникативной задачи, допускает много грамматических ошибок

1-2- балла Коммуникативная задача не решена; поддержать беседу не может; лексический запас не соответствует решаемой коммуникативной задаче, грамматические структуры примитивны и однообразны; множественные фонематические ошибки значительно препятствуют пониманию речи.

Максимальная сумма баллов, набираемая студентом по дисциплине равна 100.

Оценка в баллах	Оценка по шкале	Обоснование	Уровень сформированности компетенций
Более 80	«Отлично»	Содержание курса освоено полностью, без пробелов, необходимые практические навыки работы с освоенным материалом сформированы, все предусмотренные программой обучения учебные задания выполнены, качество их выполнения оценено числом баллов, близким к максимальному	<b>Высокий уровень</b>
66-80	«Хорошо»	Содержание курса 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	<b>Продвинутый уровень</b>

		выполнены с ошибками	
50-65	«Удовлетворительно»	Содержание курса 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, возможно, содержат ошибки	<b><i>Пороговый уровень</i></b>
Менее 50	«Неудовлетворительно»	Содержание курса не освоено, необходимые практические навыки работы не сформированы, выполненные учебные задания содержат грубые ошибки	<b><i>Компетенции не сформированы</i></b>

### 3. Задания в тестовой форме по дисциплине

Примеры заданий:

Пример заданий закрытого типа

Соотнесите слова с их значениями.

- overwhelming, significant, eligible, mandatory, requirement

- something that must be done or is demanded by law; important or noticeable; what is needed or wanted by someone; very large or great; having the necessary qualities or satisfying the necessary conditions

Пример заданий открытого типа

Расставьте слова в порядке их появления в тексте.

General dental practice includes mouth examination, 1..., treatment, and prevention of disease. The dentist may include filling 2 ..., removing the nerves of teeth, treating diseases of the gums, removing teeth, and replacing lost teeth with 3 ... and dentures. 4 ... is often used in any treatment that might cause pain. Perhaps one of the most important parts of a dentist's work is preventive 5 .... If a dentist examines patient's teeth at regular intervals, he may find and treat a disease before it becomes serious.

bridges, anesthesia, dentistry, cavities, diagnosis

Полный перечень тестовых заданий с указанием правильных ответов, размещен в банке вопросов на информационно-образовательном портале института по ссылке <https://www.mivlgu.ru/iop/question/edit.php?courseid=1758&category=32692%2C51473&qbshowtext=0&recurse=0&recurse=1&showhidden=0>

Оценка рассчитывается как процент правильно выполненных тестовых заданий из их общего числа.