

**Министерство образования Иркутской области
Государственное бюджетное профессиональное образовательное учреждение
Иркутской области
«Иркутский техникум транспорта и строительства»**

КОМПЛЕКТ КОНТРОЛЬНО-ОЦЕНОЧНЫХ СРЕДСТВ

учебной дисциплины

ОД.03 Иностранный язык

по специальности

23.02.06 Техническая эксплуатация подвижного состава железных дорог

Квалификация:

техник

Форма обучения: очная

Нормативный срок обучения: 3 года 10 месяцев
на базе основного общего образования

Иркутск
2026

Комплект контрольно-оценочных средств разработан на основе рабочей программы учебной дисциплины ОД.03 Иностранный язык по специальности СПО: 23.02.06 Техническая эксплуатация подвижного состава железных дорог

Разработчик:

Давыденко Любовь Николаевна, преподаватель

Рассмотрены и одобрены на заседании

ДЦК

Протокол № 9 от 18.05.2026

Председатель ДЦК _____

ПАСПОРТ КОНТРОЛЬНО-ОЦЕНОЧНЫХ СРЕДСТВ

Комплект контрольно-оценочных средств по общеобразовательной дисциплине «Иностранный язык» разработан на основе требований ФГОС СОО, с учетом профессиональной направленности программ среднего профессионального образования, реализуемых на базе основного общего образования. Основная цель создания – унификация и стандартизация требований к результатам обучения студентов по следующим направлениям профессиональной подготовки. Профессиональный компонент отражен в заданиях на перевод и носит научно-популярный характер, используется для тестирования студентов.

Комплект контрольно-оценочных средств предназначен для проверки результатов освоения учебной дисциплины ОД,03 Иностранный язык. КОС включает контрольные материалы для проведения текущей, рубежной и промежуточной аттестации в форме дифференцированного зачета. Контроль и оценка раскрываются через усвоенные знания и приобретенные студентами умения, направленные на формирование общих и профессиональных компетенций.

Код и наименование формируемых компетенций	Планируемые результаты освоения дисциплины	
	Общие	Дисциплинарные ¹
ОК 01. Выбирать способы решения задач профессиональной деятельности применительно к различным контекстам	<p>В части трудового воспитания:</p> <ul style="list-style-type: none"> - готовность к труду, осознание ценности мастерства, трудолюбие; - готовность к активной деятельности технологической и социальной направленности, способность инициировать, планировать и самостоятельно выполнять такую деятельность; - интерес к различным сферам профессиональной деятельности, Овладение универсальными учебными познавательными действиями: <p>а) базовые логические действия:</p> <ul style="list-style-type: none"> - самостоятельно формулировать и актуализировать проблему, рассматривать ее всесторонне; - устанавливать существенный признак или основания для сравнения, классификации и обобщения; - определять цели деятельности, задавать параметры и критерии их достижения; - выявлять закономерности и противоречия в рассматриваемых явлениях; - вносить коррективы в деятельность, 	<ul style="list-style-type: none"> - владеть основными видами речевой деятельности в рамках следующего тематического содержания речи: Межличностные отношения в семье, с друзьями и знакомыми. Конфликтные ситуации, их предупреждение и разрешение. Внешность и характер человека и литературного персонажа. Повседневная жизнь. Здоровый образ жизни. Школьное образование. Выбор профессии. Альтернативы в продолжении образования. Роль иностранного языка в современном мире. Молодежь в современном обществе. Досуг молодежи. Природа и экология. Технический прогресс, современные средства информации и коммуникации, Интернет-безопасность. Родная страна и страна/страны изучаемого языка. Выдающиеся люди родной страны и страны/стран изучаемого языка; Современный мир профессий. Ценностные ориентиры молодежи в современном обществе. Деловое общение. Проблемы современной цивилизации. Россия и мир: вклад России в мировую культуру, науку, технику говорение: уметь вести разные виды диалога (в том числе комбинированный) в стандартных ситуациях неофициального и официального общения объемом до 10 реплик со стороны каждого собеседника в рамках отобранного тематического содержания речи с соблюдением норм речевого этикета, принятых в стране/странах изучаемого языка; - создавать устные связные монологические высказывания (описание/характеристика, повествование/сообщение) с

¹ Дисциплинарные (предметные) результаты указываются в соответствии с их полным перечнем во ФГОС СОО от 17.05.2012г. № 413 (в последней редакции от 12.08.2022)

	<p>оценивать соответствие результатов целям, оценивать риски последствий деятельности;</p> <ul style="list-style-type: none"> - развивать креативное мышление при решении жизненных проблем <p>б) базовые исследовательские действия:</p> <ul style="list-style-type: none"> - владеть навыками учебно-исследовательской и проектной деятельности, навыками разрешения проблем; - выявлять причинно-следственные связи и актуализировать задачу, выдвигать гипотезу ее решения, находить аргументы для доказательства своих утверждений, задавать параметры и критерии решения; - анализировать полученные в ходе решения задачи результаты, критически оценивать их достоверность, прогнозировать изменение в новых условиях; -- уметь переносить знания в познавательную и практическую области жизнедеятельности; - уметь интегрировать знания из разных предметных областей; - выдвигать новые идеи, предлагать оригинальные подходы и решения; и способность их использования в познавательной и социальной практике 	<p>изложением своего мнения и краткой аргументацией объемом 17-18 фраз в рамках отобранного тематического содержания речи; передавать основное содержание прочитанного/прослушанного текста с выражением своего отношения; устно представлять в объеме 17-18 фраз результаты выполненной проектной работы;</p> <ul style="list-style-type: none"> - аудирование: воспринимать на слух и понимать звучащие до 3,5 минут аутентичные тексты, содержащие отдельные неизученные языковые явления, не препятствующие решению коммуникативной задачи, с разной глубиной проникновения в содержание текста: с пониманием основного содержания, с пониманием нужной/интересующей/запрашиваемой информации; - смысловое чтение: читать про себя и понимать несложные аутентичные тексты разного вида, жанра и стиля объемом 700-900 слов, содержащие отдельные неизученные языковые явления, с различной глубиной проникновения в содержание текста: с пониманием основного содержания, с пониманием нужной/интересующей/запрашиваемой информации, с полным пониманием прочитанного; читать несплошные тексты (таблицы, диаграммы, графики) и понимать представленную в них информацию; <p>письменная речь: заполнять анкеты и формуляры, сообщая о себе основные сведения, в соответствии с нормами, принятыми в стране/странах изучаемого языка;</p> <ul style="list-style-type: none"> - писать электронное сообщение личного характера объемом до 140 слов, соблюдая принятый речевой этикет; создавать письменные высказывания объемом до 180 слов с опорой на план, картинку, таблицу, график, диаграмму и/или прочитанный/прослушанный текст объемом до 250 слов; комментировать информацию, высказывание, цитату, пословицу с выражением и аргументацией своего мнения; - владеть фонетическими навыками: различать на слух и адекватно, без ошибок, ведущих к сбою коммуникации, произносить слова с правильным ударением и фразы с соблюдением их ритмико-
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		<p>интонационных особенностей, в том числе применять правило отсутствия фразового ударения на служебных словах; владеть правилами чтения и осмысленно читать вслух аутентичные тексты объемом до 150 слов, построенные в основном на изученном языковом материале, с соблюдением правил чтения и интонации; овладение орфографическими навыками в отношении изученного лексического материала; овладение пунктуационными навыками: использовать запятую при перечислении, обращении и при выделении вводных слов; апостроф, точку, вопросительный и восклицательный знаки;</p> <p>не ставить точку после заголовка; правильно оформлять прямую речь, электронное сообщение личного характера;</p> <p>- знать и понимание основных значений изученных лексических единиц (слов, словосочетаний, речевых клише), основных способов словообразования (аффиксация, словосложение, конверсия) и особенностей структуры простых и сложных предложений и различных коммуникативных типов предложений;</p> <p>выявление признаков изученных грамматических и лексических явлений по заданным основаниям;</p> <p>- владеть навыками распознавания и употребления в устной и письменной речи не менее 1650 лексических единиц (слов, словосочетаний, речевых клише), включая 1350 лексических единиц, освоенных на уровне основного общего образования; навыками употребления родственных слов, образованных с помощью аффиксации, словосложения, конверсии;</p> <p>- владеть навыками распознавания и употребления в устной и письменной речи изученных морфологических форм и синтаксических конструкций изучаемого иностранного языка в рамках тематического содержания речи в соответствии с решаемой коммуникативной задачей;</p> <p>- владеть социокультурными знаниями и умениями: знать/понимать речевые различия в ситуациях официального и неофициального общения в рамках тематического содержания речи и использовать</p>
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		<p>лексико-грамматические средства с учетом этих различий; знать/понимать и использовать в устной и письменной речи наиболее употребительную тематическую фоновую лексику и реалии страны/стран изучаемого языка (например, система образования, страницы истории, основные праздники, этикетные особенности общения); иметь базовые знания о социокультурном портрете и культурном наследии родной страны и страны/стран изучаемого языка; представлять родную страну и ее культуру на иностранном языке; проявлять уважение к иной культуре; соблюдать нормы вежливости в межкультурном общении;</p> <ul style="list-style-type: none">- владеть компенсаторными умениями, позволяющими в случае сбоя коммуникации, а также в условиях дефицита языковых средств использовать различные приемы переработки информации: при говорении - переспрос; при говорении и письме - описание/перифраз/толкование; при чтении и аудировании - языковую и контекстуальную догадку;- уметь сравнивать, классифицировать, систематизировать и обобщать по существенным признакам изученные языковые явления (лексические и грамматические);- иметь опыт практической деятельности в повседневной жизни: участвовать в учебно-исследовательской, проектной деятельности предметного и межпредметного характера с использованием материалов на изучаемом иностранном языке и применением информационно-коммуникационных технологий; соблюдать правила информационной безопасности в ситуациях повседневной жизни и при работе в информационно-телекоммуникационной сети "Интернет" (далее - сеть Интернет); использовать приобретенные умения и навыки в процессе онлайн-обучения иностранному языку; использовать иноязычные словари и справочники, в том числе информационно-справочные системы в электронной форме; <p>-осуществлять межличностное и межкультурное общение на основе знаний о социокультурном портрете и культурном наследии родной страны и страны/стран изучаемого языка.</p>
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<p>ОК 02. Использовать современные средства поиска, анализа и интерпретации информации, и информационные технологии для выполнения задач профессиональной деятельности</p>	<p>В области ценности научного познания:</p> <ul style="list-style-type: none"> -сформированность мировоззрения, соответствующего современному уровню развития науки и общественной практики, основанного на диалоге культур, способствующего осознанию своего места в поликультурном мире; - совершенствование языковой и читательской культуры как средства взаимодействия между людьми и познания мира; - осознание ценности научной деятельности, готовность осуществлять проектную и исследовательскую деятельность индивидуально и в группе. <p>Овладение универсальными учебными познавательными действиями:</p> <p>в) работа с информацией:</p> <ul style="list-style-type: none"> - владеть навыками получения информации из источников разных типов, самостоятельно осуществлять поиск, анализ, систематизацию и интерпретацию информации различных видов и форм представления; - создавать тексты в различных форматах с учетом назначения информации и целевой аудитории, выбирая оптимальную форму представления и визуализации; - оценивать достоверность, легитимность информации, ее соответствие правовым и морально-этическим нормам; - использовать средства информационных и 	<ul style="list-style-type: none"> - владеть социокультурными знаниями и умениями: знать/понимать речевые различия в ситуациях официального и неофициального общения в рамках тематического содержания речи и использовать лексико-грамматические средства с учетом этих различий; знать/понимать и использовать в устной и письменной речи наиболее употребительную тематическую фоновую лексику и реалии страны/стран изучаемого языка (например, система образования, страницы истории, основные праздники, этикетные особенности общения); иметь базовые знания о социокультурном портрете и культурном наследии родной страны и страны/стран изучаемого языка; представлять родную страну и ее культуру на иностранном языке; проявлять уважение к иной культуре; соблюдать нормы вежливости в межкультурном общении; - владеть компенсаторными умениями, позволяющими в случае сбоя коммуникации, а также в условиях дефицита языковых средств использовать различные приемы переработки информации: при говорении - переспрос; при говорении и письме - описание/перифраз/толкование; при чтении и аудировании - языковую и контекстуальную догадку; - уметь сравнивать, классифицировать, систематизировать и обобщать по существенным признакам изученные языковые явления (лексические и грамматические); -иметь опыт практической деятельности в повседневной жизни: участвовать в учебно-исследовательской, проектной деятельности предметного и межпредметного характера с использованием материалов на изучаемом иностранном языке и применением информационно-коммуникационных технологий; соблюдать правила информационной безопасности в ситуациях повседневной жизни и при работе в информационно-телекоммуникационной сети "Интернет" (далее - сеть Интернет); использовать приобретенные умения и навыки в процессе онлайн-обучения иностранному языку;

	<p>коммуникационных технологий в решении когнитивных, коммуникативных и организационных задач с соблюдением требований эргономики, техники безопасности, гигиены, ресурсосбережения, правовых и этических норм, норм информационной безопасности;</p> <p>- владеть навыками распознавания и защиты информации, информационной безопасности личности</p>	<p>использовать иноязычные словари и справочники, в том числе информационно-справочные системы в электронной форме</p>
<p>ОК 04. Эффективно взаимодействовать и работать в коллективе и команде</p>	<p>готовность к саморазвитию, самостоятельности и самоопределению;</p> <p>- овладение навыками учебно-исследовательской, проектной и социальной деятельности;</p> <p>Овладение универсальными коммуникативными действиями:</p> <p>б) совместная деятельность:</p> <p>- понимать и использовать преимущества командной и индивидуальной работы;</p> <p>- принимать цели совместной деятельности, организовывать и координировать действия по ее достижению: составлять план действий, распределять роли с учетом мнений участников, обсуждать результаты совместной работы;</p> <p>- координировать и выполнять работу в условиях реального, виртуального и комбинированного взаимодействия;</p> <p>- осуществлять позитивное стратегическое поведение в различных ситуациях, проявлять творчество и воображение, быть инициативным.</p>	<p>- говорение: уметь вести разные виды диалога (в том числе комбинированный) в стандартных ситуациях неофициального и официального общения объемом до 9 реплик со стороны каждого собеседника в рамках отобранного тематического содержания речи с соблюдением норм речевого этикета, принятых в стране/странах изучаемого языка; создавать устные связные монологические высказывания (описание/характеристика, повествование/сообщение) с изложением своего мнения и краткой аргументацией объемом 14-15 фраз в рамках отобранного тематического содержания речи; передавать основное содержание прочитанного/прослушанного текста с выражением своего отношения; устно представлять в объеме 14-15 фраз результаты выполненной проектной работы;</p> <p>- иметь опыт практической деятельности в повседневной жизни: участвовать в учебно-исследовательской, проектной деятельности предметного и межпредметного характера с использованием материалов на изучаемом иностранном языке и применением информационно-коммуникационных технологий; соблюдать правила информационной безопасности в ситуациях повседневной жизни и при работе в информационно-телекоммуникационной сети "Интернет" (далее - сеть Интернет); использовать приобретенные умения и навыки в процессе онлайн-обучения иностранному языку; использовать иноязычные словари и справочники, в том числе</p>

	<p>Овладение универсальными регулятивными действиями: г) принятие себя и других людей: - принимать мотивы и аргументы других людей при анализе результатов деятельности; - признавать свое право и право других людей на ошибки; - развивать способность понимать мир с позиции другого человека</p>	<p>информационно-справочные системы в электронной форме; осуществлять межличностное и межкультурное общение на основе знаний о социокультурном портрете и культурном наследии родной страны и страны/стран изучаемого языка</p>
<p>ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках</p>	<p>наличие мотивации к обучению и личностному развитию; В области ценности научного познания: - сформированность мировоззрения, соответствующего современному уровню развития науки и общественной практики, основанного на диалоге культур, способствующего осознанию своего места в поликультурном мире; - совершенствование языковой и читательской культуры как средства взаимодействия между людьми и познания мира; - осознание ценности научной деятельности, готовность осуществлять проектную и исследовательскую деятельность индивидуально и в группе Овладение универсальными учебными познавательными действиями: б) базовые исследовательские действия: - владеть навыками учебно-исследовательской и проектной деятельности, навыками разрешения проблем;</p>	<p>-аудирование: воспринимать на слух и понимать звучащие до 3,5 минут аутентичные тексты, содержащие отдельные неизученные языковые явления, не препятствующие решению коммуникативной задачи, с разной глубиной проникновения в содержание текста: с пониманием основного содержания, с пониманием нужной/интересующей/запрашиваемой информации; -владеть навыками распознавания и употребления в устной и письменной речи не менее 1650 лексических единиц (слов, словосочетаний, речевых клише), включая 1350 лексических единиц, освоенных на уровне основного общего образования; навыками употребления родственных слов, образованных с помощью аффиксации, словосложения, конверсии; -иметь опыт практической деятельности в повседневной жизни: участвовать в учебно-исследовательской, проектной деятельности предметного и межпредметного характера с использованием материалов на изучаемом иностранном языке и применением информационно-коммуникационных технологий; соблюдать правила информационной безопасности в ситуациях повседневной жизни и при работе в информационно-телекоммуникационной сети "Интернет" (далее - сеть Интернет); использовать приобретенные умения и навыки в процессе онлайн-обучения иностранному языку; использовать иноязычные словари и справочники, в том числе информационно-справочные системы в электронной форме</p>

	<ul style="list-style-type: none">- способность и готовность к самостоятельному поиску методов решения практических задач, применению различных методов познания;- овладение видами деятельности по получению нового знания, его интерпретации, преобразованию и применению в различных учебных ситуациях, в том числе при создании учебных и социальных проектов;- формирование научного типа мышления, владение научной терминологией;- осуществлять целенаправленный поиск переноса средств и способов действия в профессиональную среду	
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Входной контроль.

Тестирования

English Placement test (English Unlimited)

- Choose the best answer for each question.
- Stop when the questions become too difficult.
- Spend no more than 40 minutes on the test.

1. Where ___ from? - I'm from Russia.

A you are B you C are you

2. We have ___ house in Moscow.

A any B a C an

3. I have two ___: a boy and a girl.

A sons B daughters C children

4. I work in a ___. I'm a doctor.

A hospital B hotel C supermarket

5. This is my brother. ___ name's Paul.

A Her B His C He's

6. ___ five people in my family.

A They are B There is C There are

7. I get up ___ 7 o'clock in the morning.

A for B at C in

8. I like apples, but I ___ bananas.

A don't like B like C do like

9. Excuse me, ___ speak French?

A do you B you do C you

10. How much are ___ shoes?

A this B these C that

11. Where are my glasses? - They're ___ the table.

A at B on C in

12. My sister ___ tennis very well.

A plays B play C playing

13. I usually go to work ___ train.

A on B with C by

14. I don't see my parents very often ___ they live in South Africa.

A so B but C because

15. Rosie stayed ___ home yesterday afternoon.

A in B at C to

16. Last night I ___ to the cinema.

A went B did go C was

17. The ___ is quite expensive but the food there is excellent.

A film B restaurant C book

18. Do you want to listen to music or ___ TV?

A see B look C watch

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

A When B Where C What

20. Yes, it was fun. ___ you have a good time at the party?
A Did B Were C Had
21. Are you ___ English teacher?
A Maria B Marias' C Maria's
22. Bob will meet ___ at the airport.
A us B we C our
23. I'm going to a concert tonight. ___ you like to come?
A Do B Are C Would
24. ___ use your dictionary? - Sure. Here you are.
A Could I B Could you C Do I
25. I like this apartment but the ___ is too expensive for me.
A money B rent C cost
26. Excuse me, how do I ___ to the bus station?
A come B get C arrive
27. Do you sell stamps? - Yes, we do. How ___ do you want?
A any B many C much
28. Sorry I'm so late. - That's _____.
A OK B great C right
29. I'd like ___ milk in my coffee, please.
A some B any C a
30. ___ a bus stop near my flat.
A It's B Here's C There's
31. Is this a good time to talk? - Sorry, no. I ___ dinner.
A cook B am cooking C cooking
32. I think cycling is more dangerous ___ driving.
A As B like C than
33. We ___ going to the theatre next Saturday.
A will B do C are
34. ___ meet for coffee some time soon.
A Let's B Do you C Shall they
35. Kamal has got a holiday home near ___ sea.
A a B the C some
36. If you've got a headache, you ___ go home.
A should B did C had
37. ___ ever been to New York?
A Have you B Are you C Did you
38. I only get about five hours' sleep a night. - That's not _____.
A enough B lot C too much
39. Did Amina finish the report? - No. She ___ it tomorrow.
A finishes B is going to finish C finished
40. Paula ___ loves working with children.
A very B really C much
41. Is Ottawa the capital of Canada? I think _____.
A is B yes C so D right
42. We never ___ a television when I was a child.
A have had B hadn't C had D didn't have

43. We paid the restaurant bill ___ credit card.
A to B with C on D by
44. The last time I ___ Joanna was in Paris.
A have seen B saw C see D was seeing
45. If you ___ money from a friend, you should always pay it back promptly.
A borrow B earn C spend D lend
46. Can I make myself a cup of coffee? - Of course. You ___ to ask.
A haven't B mustn't C needn't D don't have
47. I ___ a lot of sport in my free time.
A do B practise C make D exercise
48. ___ anywhere interesting recently?
A Do you go B Have you been C Are you going D Will you go
49. It's Walter's birthday on Friday. He ___ be 30, I think.
A should B can C will D shall
50. Learning the piano isn't as difficult ___ learning the violin.
A like B so C than D as
51. If the weather ___ bad tomorrow, we can go to a museum.
A will be B was C is D would be
52. About a billion cans of Coca-Cola ___ drunk around the world every day.
A is B are C was D were
53. My mum's not very well. - Oh, ___
A it doesn't matter B I do apologise C sorry to hear that D not bad, thanks.
54. Hans isn't here. He ___ to see his grandmother. He'll be back tomorrow.
A has gone B had been C has been D had gone
55. Would you mind changing my appointment? ___ time on Friday is fine.
A Next B All the C Every D Any
56. When I was a child, I ___ climb the wall and jump into our neighbours' garden.
A would B did C have D used
57. Have you finished ___ the wall yet?
A paint B to paint C painting D painted
58. Lena used to find work boring ___ she became a nurse.
A unless B until C if D since
59. Can you help me? I've tried ___ hotel in the city and can't find a room.
A many B any C every D all
60. If I ___ closer to my office, I could walk to work.
A lived B would live C had lived D live
61. I ___ outside the cinema when suddenly a police car arrived.
A stood B was standing C have stood D am standing
62. Shall we go to The Riceboat for dinner? - It ___ be fully booked. They're sometimes busy on Monday.
A will B may C can D must
63. We've ___ come back from a trip to India. It was amazing.
A already B yet C just D only
64. I've got to be at work in five minutes. - Don't worry, I ___ you a lift if you want.
A give B am giving C 'll give D 'm going to give
65. My doctor advised me ___ more exercise.

A take B taking C having taken D to take

66. I couldn't ___ up with the noise in the city, so we moved to the countryside.

A put B live C set D take

67. There's no name on this dictionary. - It ___ be mine then. Mine's got my name on the front.

A might not B mustn't C won't D can't

68. Julia ___ married since she was 20.

A is B was C has been D is being

69. Don't worry if I ___ late tonight. I'm going to the gym after work.

A am B will be C would be D was

70. I've got a terrible headache, and it won't go away. - Have you tried ___ some aspirin?

A to take B take C took D taking

71. Boxing is a sport ___ requires a lot of speed and fitness.

A it B that C what D where

72. Jon ___ working on this project for a couple of months so he hasn't made much progress yet.

A is only B has only been C was only D had only been

73. I was wondering ___ I could ask you some questions. - Sure, go ahead.

A what B if C that D how

74. What clothes should I pack for a trip to Boston? - Well, it depends ___ the time of year that you go.

A on B with C up D to

75. Do you ever ask your neighbours to do favours ___ you?

A for B to C with D about

76. Some married couples seem to get more ___ over time.

A alike B same C like D equal

77. I don't know how much this card costs. The price label's ___ off.

A gone B taken C done D come

78. I've finished this salad and I'm still hungry. I ___ ordered something more filling.

A must have B would have C should have ___ D may have

79. Ben got the job because he ___ a very good impression at his interview.

A made B did C put D took

80. Salsa music always ___ me of my trip to Cuba.

A remembers B realises C recognizes D reminds

81. I ___ to be picking Tom up at the station but I've lost my keys.

A am supposed B am requested C am intended D am obliged

82. How about going to Colours nightclub? - There's no ___ I'm going there. It's awful!

A hope B way C time D opportunity

83. By the age of 18, I ___ not to go to university.

A had decided B decided C have decided D was deciding

84. I'm afraid your car ___ repaired before next week.

A hasn't been B wasn't C wouldn't be D can't be

85. The amount of organically grown food on sale has ___ enormously in recent years.

A raised B lifted C increased D built

86. Can you believe it? A woman has been ___ for hacking into the computer of her online virtual husband.

A accused B suspended C arrested D suspected

87. You may borrow my laptop ___ you promise to look after it.
A unless B in case C as long as D Although
88. It's a huge painting. It ___ taken ages to complete.
A must have B can't have C should have D won't have
89. Pierre tends to put ___ dealing with problems, rather than dealing with them immediately.
A down B off C over D away
90. If the taxi hadn't stopped for us, we ___ standing in the rain.
A were still B would still be C are still D will still be
91. My mother's Italian, so ___ the language has been quite easy for me.
A to learn B learn C having learned D learning
92. ___ I had the talent, I still wouldn't want to be a movie star.
A In case B Even if C Provided that D However much
93. The factory workers threatened ___ on strike if they didn't get a pay rise.
A going B to go C that they go D to have gone
94. I was about to go to sleep when it ___ to me where the missing keys might be.
A remembered B happened C appeared D occurred
95. There's going to be a new department at work. They've asked me to ___ it up.
A take B set C put D bring
96. If the film is a ___ success, the director will get most of the credit.
A big B high C large D good
97. By the end of today's seminar I will ___ to each of you individually.
A speak B have spoken C be speaking D have been speaking
98. This is a photo of my little sister ___ ice cream on the beach.
A eat B eating C was eating D having eaten
99. Our students take their responsibilities very ____.
A considerably B thoroughly C seriously D strongly
100. Pia was ___ delighted with the birthday present.
A very B completely C fairly D absolutely

Ответы и интерпретация результатов

	Starter		Elementary		Pre-int.		Intermediate		Upper Int.
1	C	21	C	41	C	61	B	81	A
2	B	22	A	42	C	62	B	82	B
3	C	23	C	43	D	63	C	83	A
4	A	24	A	44	B	64	C	84	D
5	B	25	B	45	A	65	D	85	C

6	C	26	B	46	D	66	A	86	C
7	B	27	B	47	A	67	D	87	C
8	A	28	A	48	B	68	C	88	A
9	A	29	A	49	C	69	A	89	B
10	B	30	C	50	D	70	D	90	B
11	B	31	B	51	C	71	B	91	D
12	A	32	C	52	B	72	B	92	B
13	C	33	C	53	C	73	B	93	B
14	C	34	A	54	A	74	A	94	D
15	B	35	B	55	D	75	C	95	B
16	A	36	A	56	A	76	A	96	A
17	B	37	A	57	C	77	A	97	B
18	C	38	A	58	C	78	D	98	B
19	B	39	B	59	B	79	A	99	C
20	A	40	B	60	A	80	D	100	D

Вопросы для устного собеседования

Introductory questions

What's your name? How do you spell your surname? Where are you from?

Did you learn English at school? For how many years?

Starter

- 1 What do you do? Do you work or are you a student?
- 2 Tell me about your family.
- 3 What do you do in your free time? (Do you play football or any sports?)
- 4 What do you do every day? What time do you get up / start work?
- 5 Tell me about the town where you live.

Elementary

- 6 Tell me about something you can do well. (Can you swim? Can you cook?)
- 7 How often do you usually see your friends? (What do you do together?)
- 8 Where do you live? Tell me about your home.
- 9 What are you going to do at the weekend?
- 10 Have you been to an English-speaking country? Tell me about your visit. (OR Tell me about an interesting place you have been to.)

Pre-intermediate

- 11 Tell me about something that you did with your friends/family recently. Why did you enjoy it?
- 12 Tell me about the weather in your country. Which is your favourite season and why do you like it?
- 13 Imagine that I am a visitor to your country. What advice would you give me?
- 14 Can you tell me about an object that is special for you? Why is it special?
- 15 Where do you live - in a house or an apartment? What's it like?

Intermediate

- 16 What sort of television programmes do you like?
- 17 How do you keep in touch with your friends and family (by phone/email)? How do you think communication might change in the future?
- 18 Tell me about the last film you saw at the cinema (or the last book you read). Would you recommend it?
- 19 Think about an interesting person you have met. What is he/she like?
- 20 Have you ever been on a journey where something went wrong?

Upper-intermediate

- 21 Tell me about something you are good at.
- 22 Can you tell me about a famous landmark/person in your country? What do you know about it/them?
- 23 What do you use the internet for? Do you think it will ever replace books and newspapers? Why / why not?
- 24 If an English person wanted to learn your language, how should they do this and why?
- 25 Where do you see yourself in five years' time?

Текущий контроль.

Контрольная работа №1

Время выполнения работы – 45 минут

Вариант I

Заполните пропуски предлогами и наречиями, где это необходимо.

1. Please open that book ... page eight.
2. Whose exercise-books are ... the table?
3. Please take that red cup ... that boy.
4. «Where's Jack?» «He's ... the blackboard. He's looking ... it».
5. The walls ... the rooms ... my flat are yellow and blue.

Напишите существительные во множественном числе.

A jar, an umbrella, a glass, a bench, a boy, a loaf, a man, a wing, a pilot, a tomato, a city, a chief, a fish, a car, a lady, a mouse, a foot, a teacher, a thief, a story

Поставьте вопросы к подчеркнутым словам.

1. My friend is a teacher.
2. Her name's Mary.
3. It is an English newspaper.
4. That's a bad cap.
5. The books are on the table.

Переведите предложения на английский язык.

1. Встречайте Бена!
2. Скажите, пожалуйста, Петру мое имя.
3. Те ручки не черные.
4. Катя в Киеве или Минске?

5. Они друзья Джека.
6. Это собака. Она хорошая.
7. Ник мой друг. Он доктор.
8. Возьмите, пожалуйста, свою книгу у Петра.
9. Выйдите из комнаты, пожалуйста.
10. Что вы сейчас делаете? – Мы читаем текст восьмой.

Read the text. Decide if the statements are true (T) or false (F).

In England everything is different. You must understand that when people say 'England' they sometimes mean 'Great Britain', sometimes 'The United Kingdom', sometimes 'The British Isles' – but never just England. On Sundays in Europe, the poorest person wears his best clothes and the life of the country becomes happy, bright and colourful; on Sundays in England, the richest people wear their oldest clothes and the country becomes dark and sad. In Europe nobody talks about the weather; in England, you have to say 'Nice day, isn't it?' about two hundred times a day, or people think you are a bit boring. In Europe you get Sunday newspapers on Monday. In England, a strange country, you get Sunday newspapers on Sunday. In Europe people like their cats but in England they love their cats more than their family.

In Europe people eat good food. In England people think that good manners at the table are more important than the food you get to eat. The English eat bad food but they say it tastes good. And one more thing – in Europe important people speak loudly and clearly; in England they learn to speak slowly and quietly so you cannot understand them.

- 1 _____ 'England' always means 'United Kingdom'.
- 2 _____ A rich English person puts on his oldest clothes on Sunday.
- 3 _____ In England people talk about the weather all the time.
- 4 _____ In England people can buy newspapers on Sunday.
- 5 _____ In Europe people like their pets more than their family.
- 6 _____ The English think they eat good food.

Ask a railway official where you can have your luggage labelled and put it in the van, and which platform your train is leaving from.

Вариант 2.

Заполните пропуски предлогами и наречиями, где это необходимо.

1. They're looking ... the boys.
2. Please go ... the table.
3. Fred is ... home now.
4. Please go the room.
5. Take a piece ... chalk ... the table and write these words, please.

Напишите существительные во множественном числе.

A lion, a toy, a granny, a leaf, a child, a fork, a tree, a boss, a potato, a tooth a house, a tray, a match, a dress, a wolf, a sheep, a woman, a goose, a roof, a lily.

Поставьте вопросы к подчеркнутым словам.

1. The walls in my room are yellow.
2. Bess is a good pupil.
3. It is our classroom.
4. This is a large map.
5. The matches are on the table.

Переведите предложения на английский язык.

1. Познакомьтесь с Петром.
2. Дайте мне мой галстук, пожалуйста.
3. Та страница не чистая.
4. Николай или Петр у доски?
5. Моя сестра и я студенты.
6. Катя не преподаватель. Она студентка.

7. Это примечание. Оно длинное.
8. Уберите вашу книгу со стола, пожалуйста.
9. Достань свою ручку из сумки, Анна.
10. На кого они смотрят? – Они смотрят на наших девочек.

Read the text. Decide if the statements are true (T) or false (F).

In England everything is different. You must understand that when people say 'England' they sometimes mean 'Great Britain', sometimes 'The United Kingdom', sometimes 'The British Isles' – but never just England. On Sundays in Europe, the poorest person wears his best clothes and the life of the country becomes happy, bright and colourful; on Sundays in England, the richest people wear their oldest clothes and the country becomes dark and sad. In Europe nobody talks about the weather; in England, you have to say 'Nice day, isn't it?' about two hundred times a day, or people think you are a bit boring. In Europe you get Sunday newspapers on Monday. In England, a strange country, you get Sunday newspapers on Sunday. In Europe people like their cats but in England they love their cats more than their family.

In Europe people eat good food. In England people think that good manners at the table are more important than the food you get to eat. The English eat bad food but they say it tastes good. And one more thing – in Europe important people speak loudly and clearly; in England they learn to speak slowly and quietly so you cannot understand them.

- 1 _____ The Europeans know how to celebrate Sundays.
- 2 _____ If you talk about the weather in England, you seem boring to other people.
- 3 _____ Families are more important to Europeans than their cats.
- 4 _____ The Europeans value table manners more than food.
- 5 _____ The English eat good food.
- 6 _____ Important Europeans speak in a loud but clear manner.

Ask a railway official where you can have your luggage labelled and put it in the van, and which platform your train is leaving from.

Контрольная работа № 2.

Вариант 1.

Dangerous cargoes

1. Read and translate the text.

Transportation and handling of dangerous cargoes

Dangerous goods, also called hazardous materials or HazMat, are solids, liquids, or gases that can harm people, other living organisms, property, or the environment. They are often subject to chemical regulations. "HazMat teams" are personnel specially trained to handle dangerous goods. Dangerous goods include materials that are radioactive, flammable, explosive, corrosive, oxidizing, asphyxiating, biohazardous, toxic, pathogenic, or allergenic. Also included are physical conditions such as compressed gases and liquids or hot materials, including all goods containing such materials or chemicals, or may have other characteristics that render them hazardous in specific circumstances. Dangerous goods are often indicated by diamond-shaped signage. The colours of each diamond in a way has reference to its hazard i.e.: Flammable = red because fire and heat are generally of red colour, Explosive = orange, because mixing red (flammable) with yellow (oxidising agent) creates orange. Non Flammable Non Toxic Gas = green, due to all compressed air vessels being this colour in France after World War II. France is where the diamond system of HazMat identification originated. Mitigating the risks associated with hazardous materials may require the application of safety precautions during their transport, use, storage and disposal. Most countries regulate hazardous materials by law, and they are subject to several international treaties as well. Even so, different countries may use different class diamonds for the same product. For example, in Australia, Anhydrous Ammonia UN 1005 is classified as 2.3 (Toxic Gas) with sub risk 8 (Corrosive), where as in the U.S. it is only classified as 2.2 (Non Flammable Gas). People who handle dangerous goods will often wear protective equipment, and metropolitan fire departments often have a response team specifically trained to deal with accidents and spills. Those who may come into contact with dangerous

goods as part of their work are also subject to monitoring or health surveillance to ensure that their exposure does not exceed occupational exposure limits. Laws and regulations on the use and handling of hazardous materials may differ depending on the activity and status of the material. For example, one set of requirements may apply to their use in the workplace while a different set of requirements may apply to spill response, sale for consumer use, or transportation. The most widely applied regulatory scheme is that for the transportation of dangerous goods. The United Nations Economic and Social Council issues the UN Recommendations on the Transport of Dangerous Goods, which form the basis for most regional and national regulatory schemes. For instance, the International Civil Aviation Organization has developed regulations for air transport of hazardous materials that are based upon the UN Model but modified to accommodate unique aspects of air transport. The Globally Harmonized System of Classification and Labeling of Chemicals (GHS) is an internationally agreed upon system set to replace the various different classification and labeling standards used in different countries. GHS will use consistent criteria for classification and labeling on a global level. Dangerous goods are divided into classes on the basis of the specific chemical characteristics producing the risk.

2. Are these statements true or false? Correct the false ones.

1. Dangerous goods can be solid, liquid or gaseous.	4. Dangerous goods require the application of safety precautions during their transportation.
2. Dangerous goods include materials that are radioactive, flammable and explosive.	5. People who handle dangerous goods are to put on protective equipment.
3. Dangerous goods are often indicated by square-shaped signage.	6. All the countries use the same class diamonds for the same product.

3. Study the classes of dangerous goods matching up applications with their descriptions.

	Explosives		Flammable and combustible liquids
	Gases		Substances that causes destruction of skin or corrode steel or non-clad aluminum
	Flammable Liquids		Includes explosives as included in the Explosives Act
	Flammable Solids		Nuclear substances, within the meaning of the Nuclear Safety and Control Act, which are radioactive
	Oxidizing Substances and Organic Peroxides		Solids or liquids that are toxic through inhalation, by skin contact or by ingestion and micro-organisms that are infectious or that are reasonably believed to be infectious to humans or animals
Toxic and Infectious Substances		Miscellaneous products, substances or organisms considered by the Governor in Council to be dangerous to life, health, property or the environment when handled, offered for transport or transported.	
Radioactive Materials		Flammable solids, substances liable to spontaneous combustion and substances that emit flammable gases on contact with water	
Corrosives		Compressed, deeply refrigerated, liquefied or dissolved under pressure	

Miscellaneous Products, Substances or Organisms	Substances which cause or contribute to the combustion of other material by yielding oxygen or other oxidizing substances whether or not the substance itself is combustible and organic compounds which are a strong oxidizing agent and may be liable to explosive decomposition, be sensitive to heat, shock or friction or react dangerously with other dangerous goods
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4. Fill in the gaps with the word combinations from the box.

• rail • distinction • distinguishes • the transport • regulate
• storage • hazardous substances • to avoid

The European Union has passed numerous directives and regulations ... the dissemination and restrict the usage of ..., important ones being the Restriction of Hazardous Substances Directive and the REACH regulation. There are also long-standing European treaties such as ADR and RID that ... the transportation of hazardous materials by road, ..., river and inland waterways, following the guide of the UN Model Regulation.

European law ... clearly between the law of dangerous goods and the law of hazardous materials. The first refers primarily to ... of the respective goods including the interim storage, if caused by the transport. The latter describes the requirements of ... (including warehousing) and usage of hazardous materials. This ... is important, because different directives and orders of European law are applied.

6. Translate the following sentences into English and put questions to them.

1. Люди, которые могут контактировать с опасными грузами по роду своей деятельности, должны подвергаться медицинскому контролю.
2. Воздействие опасных грузов не должно превышать профессиональные пределы.
3. Законы и правила использования и обработки опасных грузов зависят от активности и статуса опасного материала



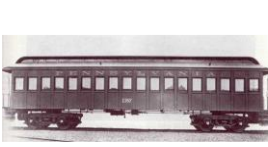



Вариант 2.

Контрольная работа № 4.

Carriages and Coaches

In the United Kingdom the term “a carriage” is used to define all the vehicles for passengers. Americans use a different word “a passenger car”. The term “a coach” is also used both in the UK and the USA. It applies to a carriage with seats not berths.

Ex. 1. Match the pictures of passenger cars with the description of those eras.

1		2	
3		4	
5		6	

A Era 1: pre US Civil War: Crude Beginning Initially there were short (40 foot) wood cars, mainly board batten, strange roof lines, and open platforms. It was an era of experimentation which lasted up to the 1860s.

or so. Here is an 1855 view of a typical coach.

B Era 2: post-Civil War – 1890: Maturing The second era, running to about 1890, featured longer cars (up to about 50 feet) with wood sheathed sides, clerestory roofs and open platforms, and the beginnings of sleeper, parlor car and other first-class services.

C Era 3: 1890 – 1910: Great Wooden Cars The third era running to about 1910, saw longer (up to about 85 feet) wood cars, full vestibules, gas lighting, and the modern floor plans for sleepers and other first-class cars. This view shows the observation car Yahk in Soo Line service in a 1923 photo on CPR tracks at Field, British Columbia.

D Era 4: 1910 – 1935: The Heavyweights The fourth era, lasting till the 1930 s, was the great steel heavyweight era. Steel cars of standard design and floor plan up to 85 feet in length were introduced in all variations we have come to know.

Mechanically, the ventilation problem was finally resolved when air conditioning was introduced in the 30s and previous cars were retrofitted.

E Era 5: 1935 – 1960: The Streamliners The 5th era is the streamliners and it lasted to about 1960 in terms of new construction. Beginning in the 30s, serious efforts were made to remove the deadweight of the massive heavy-weights for reasons of both initial and operating economy.

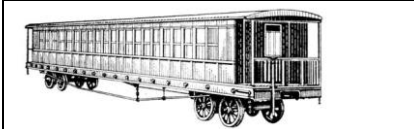





The new streamliners were built of steel (by Pullman-Standard and American Car & Foundry) or aluminum and stainless steel (Budd) and often came in fancy color schemes. It was an era that ushered in dome cars and other new variants of first-class travel.

F Era 6: 1980 – present: Modern After the creation of Amtrak and ViaRail, new investment was necessary to replace the very old and worn out cars still in service. These cars had been essentially designed as far back as the 1930s so some fresh thinking was required to make up for the lost 20 years or more of development. The result was the bi-level Superliner cars for long distance travel across most of the USA along with Amtrak's dome cars for travel in the east where clearances were tight.

Ex. 2. Answer the following questions:

1. When did the first bi-level passenger cars appear?
2. What was the main problem of heavy weights?
3. What were the passenger cars in 1935-1960 made of?
4. How long were passenger cars in 1885?

Ex.3. Look at the history of passenger cars in Russia:

	
A. the first Russian carriage (Moscow – Saint Petersburg line, 1866)	B. a double-deck coach (or a bi-level car) (1906)
	
C. an observation carriage	D. a long-distance steel carriage (1947-1990)
	
E. a modern double-deck coach, 2013	F. a high-speed train deluxe carriage

Ex. 4. Make up a dialogue about passenger cars.

Ex. 5. Read and translate the text.

Coaches

The coach is perhaps the oldest and most common of all cars. While it was, in its earliest incarnations, nothing more than a row of benches, the coach over time came to be well outfitted with relatively spacious seats that were at least somewhat comfortable. Composite wooden coaches persisted in some services until the Lost Generation Era and certainly some heavyweight coaches lasted at least that long. Streamlined cars are still in use in some commuter services even today. The parlor cars were developed as well daytime rail travelers demanded a more spacious and comfortable accommodation and were willing to pay for it. Usually, the rows of coach seats two abreast were replaced with single chairs akin to the furniture you would find in the parlor of a home. Parlor cars became known as club cars or lounges and a variant of this first class coach service is still available today in the Modern Era.

Sleepers

The term Pullman became adopted across the US to mean any sleeping car but in Canada the term was not used the same way, as Pullman did not operate cars there excepting on cross-border runs. When the word Pullman is used to denote a sleeper, most often the car in question is a 12-1 – a sleeping car with 12 sections and a drawing room. The distinguishing feature of Pullman sleepers is the paired windows one pair for each section on each side. Essentially, there were 4 types of sleeping accommodation. Two of them, the open section and the drawing room, have been shown in the cars so far. The others – roomettes and compartments – came later in time.

Diners

Dining cars were introduced in the latter part of the 19th century though many railroads preferred to stop at stations that offered meal service. But, as speeds increased the railways could provide faster schedules by adding diners and though they were never profit makers, some memorable cuisine was offered. The advent of Amtrak in the USA and ViaRail in Canada spelled the end for traditional dining cars. Only ViaRail's The Canadian and Ocean include a traditional diner among trains running today. Food services or cafe Superliner/Amfleet cars on Amtrak or airline style meals served at passenger seats have replaced the elegant diner from the past.

Ex. 6. Are the following statements true or false?

1. Coaches are the most uncommon of all cars.
2. Stream-lined cars are out of use even in commuter services.
3. Parlor cars are still available today.
4. Parlor cars are just the same as club cars or lounges.
5. The distinguishing feature of Pullman sleepers is the only window for each section.
6. The compartment is a partitioned [pa:'tɪfnd] section, a chamber, or a separate room within a larger enclosed area.
7. The roomette [ru'met] is a small private compartment for one on a sleeping car.
8. Dining cars were introduced in the second part of the 19th century.
9. Formerly many railroads preferred stopping at stations that offered meal services.
10. As speeds increased the railways were able to provide faster schedules by adding diners.
11. Diners always made profit because of some memorable cuisine they offered.
12. The traditional diners are replaced by food services like airline style meals which are served at passenger seats.

Устные высказывания (монолог) по теме «Технические выставки»

Количество вариантов: 4

Время выполнения 1ч 20 мин

Задание для обучающегося.

Retell the contest of the text

Railway Museums

1 вариант

The Liverpool and Manchester Railway, the first successful passenger-carrying railway in the world, was begun in 1826. **The Liverpool Museum** has much of interest relating to the Railway, including an early locomotive, the "Lion". In 1837 the Liverpool and Manchester Railway ordered two locomotives to haul luggage trains, which were later called 'Lion' and 'Tiger'. They were the first locomotives built by Todd, Kitson and Laird, who used a conventional 0-4-2 wheel arrangement with inside cylinders.

Another steam train Mallard 4468 London – North-East railway was built in England in 1938 by Nigel Grassley as a locomotive. It was used for driving speed trains. Mallard has world record in speed among steam locomotives 126 ml/h (202 km/h) on the hill Stoke Bank.

2 вариант

The Rainhill Railway Museum, housed in an old railway coach adjacent to the Library in View Road, Rainhill, has displays and documents describing the Trials and the Liverpool and Manchester Railway. This museum is maintained by Rainhill Railway and Heritage Society.

The Museum of Science and Industry in Manchester contains the building which formed the original Manchester terminus of the Railway. The museum has opened up its workshop as well as backroom collection. There you can find many models of railroads and a vintage layout used to teach railroad operation.

3 вариант

George Stephenson is considered to be the inventor of the first practical steam locomotive engine for railways. In 1825, Stephenson moved to the Liverpool and Manchester Railway, where together with his son Robert and Henry Rooth built (1826-29) the Rocket. In 1829, the Liverpool & Manchester Railway offered a prize of 550 pounds Sterling to any company or individual who could build a locomotive that would weigh less than six tons and could pull a load of 20 tons at a rate of ten miles per hour. Of the five engines entered in the October 1829 trials, only the Rocket completed the course. For this achievement, the L & M bought the Rocket from Stephenson and soon thereafter ordered four more for their passenger service between Liverpool and Manchester. A copy of the Rocket is now on display at the **National Railway Museum in York**.

4 вариант

Circum-Baikal Railway is the biggest **architectural monument** in Russia nowadays and the most expensive railroad built in royal Russia! This place is considered one of the most attractive places on Baikal! Tunnels and arches on the shore of Baikal are built in delicate style of Italian architectures. This place reminds a small piece of old Europe in far-away Siberia. The Trans-Siberian railway used to be a part of great Circum-Baikal Railway.

This railway concentrates 39 tunnels, 15 galleries, 440 bridges and other constructions on its 84 km length!. About 1 ton of dynamite for each 1 km in average was to be used to clear space for railroad on rocky terrain. It is used mostly for tourist attraction as unique architecture ensemble and as a historical open-air monument.

Инструкция по выполнению:

Внимательно прочитайте задание.

Задания выполняются в два этапа: чтение, перевод и пересказ основного содержания.

Допускается работа со словарем при подготовке к монологическому высказыванию.

Задание необходимо выполнить, используя словарь и обращая внимание на грамматический строй предложений.

Максимальное время выполнения 1ч. 20 мин.

Рубежный контроль.

Семестр 1

A1

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

British artists living abroad

Article by James Noble

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

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

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

Example: Sally is English. T

- 1 Sally writes music for films.
- 2 She can't sing very well.
- 3 Her uncle teaches her to play a musical instrument.
- 4 Tom plays two musical instruments very well.
- 5 Tom's friend plays football.
- 6 Tom and John play their songs at university.
- 7 Hannah speaks Italian perfectly.
- 8 She doesn't like writing in the evening.
- 9 Hannah sometimes works late.
- 10 All three people live in Europe.

Task 2 Write Sally, Tom, or Hannah

Example: Tom lives in America.

- 1 _____ studies music.
- 2 _____ is not happy about her work.
- 3 _____ acts in films.
- 4 _____ has a friend who writes songs.
- 5 _____ wants to stay in another country.

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

Example

My cousin's mum is my

A) aunt B) uncle C) nephew

1. ... there three stereos in the living room?

No, there

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

2. You watch films at the

A) theatre B) cinema C) church

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

A) lazy B) outgoing C) active

4. You can get to the museum ... tram.

A) by B) on C) in

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

A) desk B) fridge C) mirror

6. your parents have a pet?

A) Are B) Do C) Does

7. John a bath every day.

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

8. I never ... up early at the weekend.

A) make B) get C) stand

9. We meet ... Friday .. the museum.

A) on.. at B) at ...in C) in .. near

10. We ... snowboarding in the mountains every January.

A) take B) do C) go

Task 4.

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

- who your parents are
- where they work
- how they get to work
- what profession you want to have

- why you would like to have this profession.

Write about 60-80 words.

Key

Task 1

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

Task 2

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

Task 3

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

Task 4

Dear Max,

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

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

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

What profession do you want to have?

Best wishes,

Tamara

A2

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

Looking for love

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

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

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

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

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

I prefer men who are interested in serious issues because I like talking about politics and

what's happening in the world. However, I also like men with a good sense of humour. These characteristics are more important to me than physical appearance.

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

Example Lisa is married. F

- 1 Lisa often has to interview politicians in other countries.
- 2 Lisa met all her friends a long time ago.
- 3 Lisa is very funny.
- 4 Lisa doesn't like romantic books.
- 5 Lisa goes jogging every week.
- 6 Lisa often has tea with milk.
- 7 Lisa prefers attractive men.

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

Example: *Looking for Love* is ____ for young people. **A**

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

1 Lisa wants to work ____

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

2 She knows some of her friends

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

3 She doesn't usually go to ____ with her friends.

A) restaurants B) museums C) nightclubs

4 She enjoys watching ____

A) horrors B) thrillers C) cartoons

5 She ____ at the weekend.

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

6 She used to ____

A) make pasta B) drink coffee C) smoke

7 She is interested in men who are ____

A) active B) outgoing C) serious

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

EXAMPLE

ANSWER

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

E

1. You can learn how to paint here.	A	<i>Passport photographs are ready in 5 minutes</i>
2. If you go shopping here this week, you'll pay much less than usual.	B	Monika's art class will be in room 31 today
3. This place is not open every day.	C	<u>City Museum</u>

		Talk on 16 th century artists Wednesday, 6.30 pm £2
4. You won't have to wait long before you get your pictures.	D	The Art Centre library is Now closed on Fridays
5. Someone has just painted a door in this building.	E	Winton Stores Postcards by our village photographer on sale inside
	F	<i>Homestore</i> <i>all paint half-price – for one month only</i>
	G	Wet Paint! Please use other entrance
	H	Burley Art Club Sale of paintings starts Monday

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

- Susan went on holiday in _____.
A) September B) October C) November
- The hotel was _____.
A) cheap B) uncomfortable C) expensive
- The bus was _____ than the train.
A) slower B) more expensive C) more comfortable
- The weather was _____.
A) windy and dry B) rainy and windy C) sunny but wet
- On the island, they didn't go to _____.
A) a restaurant B) a beach C) a shop

Task 5.

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

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

Write about 80- 100 words

Answer Key

Task 1.

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

Task 2.

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

Task 3.

1B 2H 3D 4A 5G

Task 4.

1A 2C 3A 4B 5B

Task 5

Sample answer

Dear Max,

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

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

What about you?

Best wishes,

Tamara

Listening script for (task 4)

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

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

B1

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

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

Maria Stanovich

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

Katie Dupont

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

Jed Mitchell

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

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

A) True B) False ✓ C) Doesn’t say

1 Maria has a close relationship with her family.

A) True B) False C) Doesn’t say

2 Maria’s grandmother had seven children.

A) True B) False C) Doesn’t say

3 Maria’s grandmother is still alive.

A) True B) False C) Doesn’t say

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

A) True B) False C) Doesn’t say

5 Katie met Rob at work.

A) True B) False C) Doesn’t say

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

A) True B) False C) Doesn’t say

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

A) True B) False C) Doesn’t say

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

A) True B) False C) Doesn’t say

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

A) True B) False C) Doesn’t say

10 Jed would like to travel like his uncle did.

A) True B) False C) Doesn’t say

Task 2.

Write the correct form of the adjectives.

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

- 1 I think this design is _____ (interesting) than that one.
- 2 When we all checked in, Sarah's luggage was _____ (heavy).
- 3 Is transport here _____ (expensive) as in your country?
- 4 The trains in Japan are _____ (modern) I've ever travelled on.
- 5 That was probably _____ (bad) meal we've ever had in a restaurant!
- 6 She looks much _____ (good) with long hair.
- 7 My new office is _____ (tiny) as my last one.

Task 3.

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

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

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

Keira Well, we 2 _____ (meet) in 1998 and we've been good friends since.

Doctor What seems to be the problem?

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

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

Alison I'm sorry, he 5 _____ (just / go) into a meeting.

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

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

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

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

Task 4.

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

How I got my dream job

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

Mario Mendes, 29 –

I'm doing something I really enjoy. I'm part of a team that develops new technologies. I work with intelligent, interesting people and occasionally get to travel abroad. I won't pretend it was easy getting my dream job, but it was worth the effort. My advice? Decide exactly what your dream job is and what it involves. Learn about the job. Make contact with companies that could offer your chosen career. Make sure they know your strengths. You may just get that dream job.

Andy Collins, 46 –

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

you've learned to do. People like doing things that come naturally to them, so work and enjoy!
Sarah Cooper, 38 –

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

Example: Mario is _____.

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

1 Mario sometimes _____.

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

2 Mario thinks he got his dream job because _____.

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

3 When Andy was young, his dream job was to _____.

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

4 When he was a chef, Andy _____.

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

5 Andy says it's important to know _____.

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

6 It took Sarah _____ years to train to be a teacher.

A five B three C two

7 Sarah's job as a secretary wasn't very _____.

A hard B exciting C easy

8 Sarah studied _____.

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

9 Sarah advises people to _____.

A plan how they can achieve their goals

B become primary school teachers

C continue working while they train

10 Who has become a successful businessman / woman?

A Andy B Mario C Mario and Andy

Task 5.

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

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

Write about 100-120 words

Key

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

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

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

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

Task 5. Sample answer

Dear Max,

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

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

Have you decided what to do in the future?

Best wishes,

Tamara

Семестр 2

A1

Task 1. Complete the sentences with the correct word.

Example: My brother's daughter is my _____. C

A) granddaughter B) sister C) niece

1 I work for a newspaper. I'm a _____.

A) journalist B) politician C) lawyer

2 My sister works in an office. She's a _____.

A) builder B) musician C) receptionist

3 My mother's brother is my _____.

A) grandfather B) nephew C) uncle

4 Can I use my credit _____, please?

A) wallet B) card C) money

5 The opposite of expensive is _____.

A) safe B) cheap C) empty

6 The opposite of safe is _____.

A) dangerous B) difficult C) different

- 7 You can buy food at a _____.
- A) pharmacy B) market C) post office
- 8 We eat in the _____.
- A) bathroom B) garage C) dining room
- 9 I need some _____ for this letter.
- A) keys B) stamps C) coins
- 10 My father's a _____. He flies all over the world.
- A) pilot B) builder C) nurse

Task 2. Complete the sentences. Use the verbs in brackets.

Example: They **didn't drive** (not drive) to Edinburgh, they got the bus.

- 1 Steven _____ (not be) at work on Tuesday.
- 2 I _____ (buy) a new car last weekend.
- 3 Who _____ (be) the three greatest people of the twentieth century?
- 4 Emma _____ (write) him a message four days ago.
- 5 I think we _____ (not have) a holiday next month.
- 6 Elizabeth and Ben _____ (have) three dogs.
- 7 _____ you ever _____ (break) your arm?
- 8 They have an exam on Thursday so they _____ (study) now.
- 9 My brother _____ (listen) to classical music at the moment.
- 10 Look! James is carrying a lot of boxes. ____ he _____ (have) a party next week?
- 11 She _____ (not like) writing e-mails.
- 12 How often _____ you _____ (use) your smartphone?

Task 3. Read the text. Mark the sentences true (T), false (F) or doesn't say (DS)

The frozen extremes of the earth

The Arctic in the north and the Antarctic in the south are at opposite ends of the planet, but they are similar in many ways. Both are lands of ice and snow, where the temperature in winter can be so low that your skin can freeze in seconds – it can be as low as -80°C . Very few animals are able to survive these conditions, but there are some both in the north and in the south. The Arctic has more plants and animals than the Antarctic, including polar bears, the largest bear in the world. In the south there are no land animals because of the extreme cold, but there are penguins and other sea animals that live on or near the coast – although both in the north and the south the sea is frozen for much of the year.

One difference between the Arctic and the Antarctic is the human population. In parts of the Arctic there are towns and villages. Greenland, for example, the largest island in the world, has a population of 55,000 people. Many of these people work in fishing. They have a difficult life. There aren't many roads between towns and villages, so people travel by snowmobile or with dogs. From November to January, it's dark for 24 hours a day, but from May to July there are 24

hours of daylight.

In the Antarctic there are no normal towns and villages. Only scientists live there all year round, in special buildings called 'stations. They study the sea animals and learn about the history of the world's climate by studying the weather and the ice. It's a hard place to live, especially in winter, but many of them love it there and return again and again.

Example: The Antarctic is the coldest place in the world.

A True B False C Doesn't say V

- 1 There aren't any animals in the Antarctic.
- 2 No people live in the Antarctic.
- 3 There aren't any towns in the Antarctic.
- 4 It is usually -80°C in the Antarctic.
- 5 The sea in the Antarctic is usually frozen.
- 6 There aren't any sea animals in the Arctic.
- 7 In Greenland, people don't work in winter.
- 8 There aren't many roads in Greenland.
- 9 In Greenland in October it's light all the time.

Task 4. Read the text once again. Write the Arctic or the Antarctic.

Example: It's at the South Pole. **the Antarctic**

- 1 Scientists sometimes live here in stations.
- 2 No land animals live here.
- 3 People live here all the time.
- 4 There are more plants here.
- 5 In December it's dark for 24 hours a day.
- 6 There aren't any towns or villages here.

Task 5. Translate into Russian. You have got 30 minutes. Use a dictionary.

Rice pudding

It is flavoured with cardamom, raisins, saffron, cashew nuts, pistachios or almonds. It is typically served during a meal or as a dessert.

INGREDIENTS

Half glass of rice (any rice)

A sauce pans

Milk

Cardamom

2tbs sugar

1 Fill the sauce pan, not all to the top, bring to a boil and add rice. When boiled put low heat and simmer till rice is soft and mushy. If the water is reduced and rice is not cooked. You can

add more water

2 When it is cooked add sugar and if you want more flavour, open cardamom pods and add seeds only

3 Stir then add milk enough to cover rice, bring to boil then lower heat and stir

4 Put heat up again to this, three times stirring occasionally

5 When the pudding is done leave it to cool

6 You can have the rice pudding warm or cold. You can also add broken pieces of almonds and pistachios and serve.

Answer Keys:

Task 1

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

Task 2

- 1) is not/ isn't
- 2) bought
- 3) were
- 4) wrote
- 5) will not/ won't
- 6) have
- 7) have... broken
- 8) are studying
- 9) is listening
- 10) is ... having/ is... going to have
- 11) doesn't like/ does not like
- 12) do... use

Task 3.

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

Task 4.

- 1 the Antarctic
- 2 the Antarctic
- 3 the Arctic
- 4 the Arctic
- 5 the Arctic
- 6 the Antarctic

Task 5. (Sample answer)

Рисовый пудинг

Его приправляют кардамоном, изюмом, шафраном, орехами кешью, фисташками или миндалем. Его обычно подают во время еды или в качестве десерта.

ИНГРЕДИЕНТЫ

Полстакана риса (любого риса)

Кастрюля

Молоко

Кардамон

2 столовые ложки сахара

1 Наполнить кастрюлю, не доверху, доведите до кипения, добавьте рис. Когда закипит, поставьте на слабый огонь и варите, пока рис не станет мягким и кашеобразным. Если вода выкипит, а рис не сварится, добавьте больше воды.

2 Когда рис будет готов, добавьте сахар, а если вы хотите больше аромата, откройте стручки кардамона и добавьте только семена.

3 Перемешайте, затем добавьте молока так, чтобы оно покрывало рис, доведите до кипения, уменьшите огонь и перемешайте.

4 Прогрейте трижды, периодически помешивая

5 Когда пудинг будет готов, дайте ему остыть.

6 Вы можете есть рисовый пудинг теплым или холодным. Вы также можете добавить кусочки дробленого миндаля и фисташки и подавать.

A2

Part 1. Listen to two people discussing candidates at a job interview.

Choose A, B, or C.

1. Mark doesn't get the job because he _____.

A) is too old B) has too little experience C) isn't good enough

2. Gemma doesn't get the job because she _____.

A) is inexperienced B) has no qualifications C) is unfriendly

3. Luke doesn't get the job because he _____.

A) usually works in Italy B) has just left his job C) hasn't had a job for a long time

4. David doesn't get the job although he is good at _____.

A) managing people B) solving problems C) wasting time

5. Susie doesn't get the job because she is _____.

A) not intelligent enough B) too lazy C) not the hardest worker

Part 2 Questions 6-10

Read the sentences (6-10) about camping. Choose the best word (A, B or C) for each space.

For questions 6-10, mark A, B or C on the answer sheet.

EXAMPLE

0 A lot of families prefer to on a campsite because it is cheaper than a hotel.

A) keep B) stay C) travel

ANSWER B

6. For some campsites, you have to phone and before you go.

A) book B) take C) spend

7. Some people play loud music on campsites so it can be very

A) angry B) busy C) noisy

8. One of the nicest things about camping is breakfast outside.

A) doing B) having C) putting

9. It is better to use plastic cups and plates for camping because they don't easily.
A) break B) hurt C) fail
10. One problem with camping is making insects don't get into the tent.
A) careful B) clear C) sure

Part 3 Questions 11-15

Complete the five conversations. For questions 11-15, mark A, B or C on the answer sheet.

EXAMPLE

ANSWER

- | | | | |
|-----|------------------------------------|---|---|
| - | Where do you come from? | A) New York.
B) School.
C) Home. | A |
| 11. | Is it a good film? | A) That's right.
B) It's OK.
C) I don't agree. | |
| 12. | I'm going to Tom's party tonight. | A) Can I go too?
B) Let's go.
C) Was it good? | |
| 13. | When did you lose your watch? | A) Once a week.
B) For six days.
C) A month ago. | |
| 14. | Sorry, I don't understand you. | A) Let me explain.
B) I don't know.
C) What does it mean? | |
| 15. | Shall we ask Paul to come with us? | A) I believe it.
B) I'm sure.
C) If you like. | |

Questions 16-20

Complete the telephone conversation between two friends. What does Jennifer say to Lily?

For questions 16-20, mark the correct letter A-H on the answer sheet.

EXAMPLE

ANSWER

Lily: Hi Jennifer, it will be lovely to see you on Friday.

Jennifer: B

Lily:	What time is your train?	A I have to go home at 6 o'clock.
Jennifer:	16	B Yes, I haven't seen you for so long.
Lily:	OK. I'll meet you. Would you like to go out that evening?	C I've heard it's really big.
Jennifer:	17	D Is he still living in the same house?
Lily:	If you want to. Then on Saturday we can go to the new shopping centre.	E It should arrive early afternoon.
Jennifer:	18	F How long will we stay with him there?
Lily:	And in the evening we can go to Oliver's party.	G I think I'll be tired. Shall we just stay at home?
		H Great! What should I bring to wear?

- 27 David had to stop for a short time while swimming the Cook Strait.
 A) Right B) Wrong C) Doesn't say

Part 5 Questions 28-35

Read the article about doing homework. Choose the best word (A, B or C) for each space 28-35. For questions 28-35, mark A, B or C on the answer sheet.

Doing homework
 It is a good idea to 0 your homework early. If you can do it 28 your evening meal, you will have 29 time later to do things that you enjoy, like talking 30 the phone.

It is also better to do homework as soon as possible after the teacher has given it to you. Then, if the homework is difficult and you 31 time to think about it, you will 32 have time to do it.

Always turn off your mobile phone and the television when you 33 doing homework. You will work a lot 34 without them. Make sure you have a quiet place to work, with 35 light and a comfortable chair. _____

EXAMPLE

ANSWER

- | | | | C |
|-----|-------------|------------|------------|
| 0 | A) starting | B) started | C) start |
| 28. | A) since | B) before | C) until |
| 29. | A) more | B) much | C) most |
| 30. | A) by | B) at | C) on |
| 31. | A) should | B) need | C) must |
| 32. | A) still | B) yet | C) already |
| 33. | A) have | B) are | C) were |
| 34. | A) fastest | B) fast | C) faster |
| 35. | A) enough | B) all | C) many |

Part 6. Translate into Russian. Use the dictionary. You have 30 minutes.

You can enjoy the rich flavor and delightful aroma of freshly ground coffee beans without having to spend extra money on a coffee grinder simply by using your blender.

Step 1 - Set Up Your Blender

Put your blender on a flat surface on the counter and plug it in. The flat surface is really important so the blender's vibrations do not cause other things to fall off the counter.

Step 2 - Decide how Finely You Need to Grind the Beans

Different kinds of coffee makers require different beans. Medium ground beans work best for a Drip maker. This means that when you pour the ground coffee into your hand, some will stick together, while most will fall away. Espresso Machines tend to do best with medium-fine grounds. In this case most will stick together, but individual grounds can be easily seen. French Press Makers require a more coarse texture so that the grinds do not stick together at all.

Step 3 - Pour Your Coffee Beans into the Blender And Grind Away

Start with a small amount of beans in the blender until you can figure out exactly how much ground coffee your beans will yield. As you have more experience, you will be better able to determine the right amount of coffee beans to put into your blender, but typically, a handful of beans should yield one to two tablespoons of ground coffee

Key

Part 1.

1B 2D 3E 4A 5C

Part 2.

6 A 7 C 8 B 9 A 10 C

Part 3.

11 B 12 A 13 C 14 A 15 C 16 E 17 G 18 C 19 H 20 D

Part 4.

21 A 22 C 23 A 24 A 25 B 26 C 27 B

Part 5.

28 B 29 A 30 C 31 B 32 A 33 B 34 C 35 A

Part 6. (Sample answer)

Вы можете наслаждаться богатым вкусом и восхитительным ароматом свежемолотых кофейных зерен, не тратя лишних денег на кофемолку, просто используя блендер.

Шаг 1 — Настройте свой блендер

Положите блендер на плоскую поверхность на столе и подключите его к сети. Плоская поверхность очень важна, чтобы вибрации блендера не приводили к падению других предметов со стола.

Шаг 2. Решите, насколько мелко вам нужно измельчить бобы.

Для разных кофеварок требуются разные зерна. Зерна среднего помола лучше всего подходят для кофеварок капельного типа. Это означает, что, когда вы насыпаете молотый кофе себе в руку, некоторые из них слипаются, а большая часть отваливается. Эспрессо-машины, как правило, лучше всего работают с зерном среднего помола. В этом случае большинство из них слипнутся, но отдельные частички легко просматриваются. Кофеварки типа френч-пресс требуют более грубой текстуры, чтобы помол не слипался.

Шаг 3. Насыпьте кофейные зерна в блендер и измельчите

Начните с небольшого количества зерен в блендере, пока не сможете точно определить, сколько молотого кофе получится. По мере того, как у вас будет больше опыта, вы сможете лучше определить, сколько кофейных зерен нужно положить в блендер, но, как правило, горсть зерен должна давать от одной до двух столовых ложек молотого кофе.

Script

Pam So, what do you think about Mark? Do you think we should give him the job?

Bob Mmm. I don't know. If he weren't as young as he is, I'd definitely give him a chance, but I don't think he has enough experience.

Pam Neither do I. Although he'd probably be good at it, we need someone who's older.

2

Bob I thought Gemma was someone who has some experience of the job. And she was very open and got on with everybody.

Pam Well, yes, she had great personal qualities, but she hasn't finished her university course or passed any exams yet. I think we should find somebody who's actually finished university.

3

Pam So, do you think Luke is better than the others?

Bob Well, he's older. He used to work for a major company in Italy, but he left that job five years ago and he hasn't worked since. I don't think he's very good and perhaps he'll get bored quickly. I think we need someone who has more recent experience of this sort of job.

4

Bob David might be the person we're looking for. In this job you have to spend a lot of time managing other people and he's good at that.

Pam Well, yes, I agree, although I don't think David's very good at solving problems and, in this job, that's as important as being able to manage.

5

Pam Shall we give the job to Susie, then? She won't be the most experienced person we've ever employed, but she'll work harder than most, that's for sure.

Bob Mmm. But I think we need someone who is more intelligent than Susie. I don't think she's bright enough.

B1

Part 1

Questions 1–5

Look at the text in each question. What does it say? Mark the correct letter A, B or C on your answer sheet.

Example 0:

Answer: A

0. NO BICYCLES AGAINST GLASS PLEASE	A. Do not leave your bicycle touching the window. B Broken glass may damage your bicycle tyres. C Your bicycle may not be safe here
---	---

<p>1. To: All students From: College Secretary Monday 6 May Can I remind you that all essays are due this Friday. No late work will be accepted unless accompanied by a doctor's letter</p>	<p>A The college secretary will post students their essays on Friday. B Students may hand in their essays after Friday if they can prove illness. C Unless your essay is due by Friday, you do not need to reply</p>
<p>2. TAKE ONE TABLET THREE TIMES A DAY AFTER MEALS FINISH THE PRESCRIPTION</p>	<p>A Take the tablets regularly until the bottle is empty. B Take one tablet every day until they are finished. C Take three tablets after meals until you feel better</p>
<p>3. Ben, Why not bring your new game round tonight – we can use my brother's PC. I'm playing football till 7.00, so anytime after that. Kim.</p>	<p>Kim suggests A meeting at the football match. B going to Ben's house later. C playing on his brother's computer</p>
<p>4. FREE SOFA! <u>(Owner moving back to New Zealand)</u> Must have transport – collect from John any evening this week. Phone 452611 to arrange a suitable time</p>	<p>A John can deliver the sofa if the time is convenient. B Anyone wanting this sofa must pick it up this week. C Call John with advice on how he can transport his sofa.</p>
<p>5. BOAT HIRE INSURANCE INCLUDED FUEL EXTRA NO HIDDEN CHARGES</p>	<p>The hire charge covers all the costs A including fuel and insurance. B except insurance. C apart from fuel</p>

Part 2

Questions 6–10

The people on the next page (6-10) all want to buy a book for a young person. On the opposite there are descriptions of eight books (A-H). Decide which book would be the most suitable for the following people.

BOOKS FOR CHILDREN

<p>6</p>	<p>Marta wants a course in Business Studies and English, starting in September. She</p>	<p>A Lowton College Situated in a pleasant area of the</p>
-----------------	---	---

	would prefer to be in a city, but wants a college which will organise visits, so she can see something of Britain	city close to the river. Convenient for North Wales and the English Lake District. <ul style="list-style-type: none"> • Courses in English run all year. • Part-time courses available in the evenings/days. • We will arrange accommodation with an English family
7	Jean wants to attend classes for a few hours a week in July, so that he has plenty of free time to visit the countryside. He wants to stay in a city, with a family.	B Bristow College The college is in the centre of Bristow. <ul style="list-style-type: none"> • Full-time courses at all levels, beginners to advanced, from September to June. • Visits arranged to places of interest. • Excellent range of sports offered. • Students arrange their own accommodation in flats and houses.
8	Laura is looking for a full-time beginners' course and can come to Britain at any time. She is keen on sport and wants to stay with a family.	C Shepton College Shepton College is in the centre of London close to underground and buses. <ul style="list-style-type: none"> • Classes are offered all through the year. • Daytime English courses up to ten hours per week. Evening classes of four hours per week. • Extra classes offered in English for Business. • Students arrange their own accommodation in flats and houses.
9	Marek likes big cities. He hopes to find work during the day, so he is looking for an evening class. He wants to live in a flat or house.	D Frampton College Situated in West London close to bus and underground. <ul style="list-style-type: none"> • Courses run from September to July (daytime only). • Special courses available, e.g.

		<p>English for Business.</p> <ul style="list-style-type: none"> • Summer school in July and August. • Accommodation arranged in student hostels.
10	<p>Birgit is going to spend August in Britain. She knows some English already and wants a full-time course. She wants to meet people through the college and live with a family.</p>	<p>E Daunston College</p> <p>Daunston is a small town in the Midlands near pleasant countryside.</p> <ul style="list-style-type: none"> • Part-time and full-time classes available from September to June. • Full-time summer school in August. • Complete beginners part-time only. • Trips and other social events arranged regularly. • Accommodation in the college or with families.
11		<p>F Exford College</p> <p>Exford is beside the sea and surrounded by beautiful countryside.</p> <ul style="list-style-type: none"> • Courses at all levels, September to June (full-time). • Summer schools (mornings only) during August. • Full social programme including sports and hobby clubs provided by the college. • Students live in college rooms or with families.
12		<p>G Chesford College</p> <p>Situated in the centre of Chesford, a quiet market town.</p> <ul style="list-style-type: none"> • English courses offered from September to June, daytime and evenings. • Trips organised to Cambridge, Oxford and London.

		<ul style="list-style-type: none"> • Accommodation is with local families.
13		<p>H Howe College</p> <p>The college is in the city centre, but near the North Yorkshire countryside and the sea.</p> <ul style="list-style-type: none"> • Classes run from September to June. • Part-time and full-time courses from beginners to advanced (daytime only). • Full-time courses in English with Business Studies. • Trips arranged to places of interest. • Help given in finding a flat or room in the area.

Part 3

Questions 11–20

Look at the sentences about an English city.

Read the text to 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**.

11. The River Wensum flows through East Anglia.
12. People have lived by the River Wensum for at least 2000 years.
13. In the 11th century, Norwich was a small village.
14. Norwich has been a city since its first cathedral was built.
15. Norwich has always been one of the smallest English cities.
16. There are more than 50 churches in Norwich.
17. The number of students in Norwich is increasing.
18. The Norwich City football team is called 'The Canaries' because of the colours the player's wear.
19. 'The Castle Mall' took more than two years to build.
20. Norwich people still like using the old market as well as shopping in 'The Castle Mall'.

Norwich

Norwich, the capital of the part of Britain known as East Anglia, has existed as a place to live for more than two thousand years. It began as a small village beside the River Wensum. At the time of the Norman invasion in 1066 it had grown to become one of the largest towns in England.

With two cathedrals and a mosque, Norwich has long been a popular centre for various

religions. The first cathedral was built in 1095 and has recently celebrated its 900 th anniversary, while Norwich itself had a year of celebration in 1994 to mark the 800 th anniversary of the city receiving a Royal Charter. This allowed it to be called a city and to govern itself independently.

Today, in comparison with places like London or Manchester, Norwich is quite small, with a population of around 150,000, but in the 16 th century Norwich was the second city of England. It continued to grow for the next 300 years and got richer and richer, becoming famous for having as many churches as there are weeks in the year and as many pubs as there are days in the year.

Nowadays, there are far fewer churches and pubs, but in 1964 the University of East Anglia was built in Norwich. With its fast-growing student population and its success as a modern commercial centre (Norwich is the biggest centre for insurance services outside London), the city now has a wide choice of entertainment: theatres, cinemas, nightclubs, busy cafés, excellent restaurants, and a number of arts and leisure centres. There is also a football team, whose colours are green and yellow. The team is known as 'The Canaries', though nobody can be sure why.

Now the city's attractions include another important development, a modern shopping centre called 'The Castle Mall'. The people of Norwich lived with a very large hole in the middle of their city for over two years, as builders dug up the main car park. Lorries moved nearly a million tons of earth so that the roof of the Mall could become a city centre park, with attractive water pools and hundreds of trees. But the local people are really pleased that the old open market remains, right in the heart of the city and next to the new development. Both areas continue to do good business, proving that Norwich has managed to mix the best of the old and the new.

Part 4

Questions 21–30

Read the text below and choose the correct word for each space.

For each question, mark the correct letter A, B, C or D on your answer sheet.

Example: 0 A) of B) down C) in D) through

THE ROCKIES

The Rocky Mountains run almost the length (0) North America.

They start in the North-west, but lie only a (21) hundred miles from the centre in more southern areas. Although the Rockies are smaller (22) the Alps, they are no less wonderful.

There are many roads across the Rockies, (23) the best way to see them is to (24) by train. You start from Vancouver, (25) most attractive of Canada's big cities. Standing with its feet in the water and its head in the mountains, this city (26) its residents to ski on slopes just 15 minutes by car from the city (27)

Thirty passenger trains a day used to (28) off from Vancouver on the cross-continent railway. Now there are just three a week, but the ride is still a great adventure. You sleep on board, (29) is fun, but travel through some of the best (30) at night.

21. A) many B) lot C) few D) couple

22. A) from B) to C) as D) than
 23. A) but B) because C) unless D) since
 24. A) drive B) travel C) ride D) pass
 25. A) a B) one C) the D) its
 26. A) lets B) allows C) offers D) gives
 27. A) centre B) circle C) middle D) heart
 28. A) leave B) get C) take D) set
 29. A) when B) which C) who D) where
 30. A) scenery B) view C) site D) beauty

Part 5

Translate into Russian. Use a dictionary. You have 30 minutes.

How To Grind Flaxseed

There are several ways of grinding flaxseeds into powder to get the full health benefit. These include the use of a blender or food processor, a coffee grinder, or manual methods like mortar and pestle.

Each of these ways comes with its uniqueness to grind flax seeds to a powder. This article answers the question by reviewing the best ways to grind flaxseeds.

Can You Grind Flaxseeds in A Blender?

Blenders or food processor is a common kitchen appliance to grind. If you want to grind flaxseeds in a blender or food processor, you will need to add at least a cup of flaxseed into the blender or food processor for it to work properly.

This method takes several minutes as you need to regulate the speed of your blender or food processor, stop, shake, and blend again until your flaxseed is ground to your desired consistency.

Using a blender or food processor to grind flaxseed is time-consuming as you have to continue regulating the speed, and grind again to achieve your result.

While using a blender or food processor, care needs to be taken to prevent the flax seeds from turning into paste due to the high quantity of oil present in them.

Key

PART 1: 1B, 2A, 3C, 4B, 5C;

PART 2: 6H, 7A, 8F, 9C, 10E;

PART 3: 11A, 12A, 13B, 14B, 15B, 16B, 17A, 18B, 19A, 20A;

PART 4: 21C, 22D, 23A, 24B, 25C, 26B, 27A, 28D, 29B, 30A

Part 5. (Sample answer)

Как измельчить льняное семя

Есть несколько способов измельчения семян льна в порошок, чтобы получить максимальную пользу для здоровья. К ним относятся использование блендера или кухонного комбайна, кофемолки или ручные методы, такие как ступка и пестик.

Каждый из этих способов имеет свои уникальные особенности измельчения семян льна в порошок. Эта статья отвечает на вопрос, рассматривая лучшие способы измельчения семян льна.

Можно ли измельчить семена льна в блендере?

Блендер или кухонный комбайн — это обычный кухонный прибор для измельчения. Если

вы хотите измельчить льняное семя в блендере или кухонном комбайне, вам нужно будет добавить в блендер или кухонный комбайн как минимум чашку льняного семени, чтобы он работал правильно.

Этот метод занимает несколько минут, так как вам нужно отрегулировать скорость блендера или кухонного комбайна, остановить, встряхнуть и снова смешать, пока льняное семя не будет измельчено до желаемой консистенции.

Использование блендера или кухонного комбайна для измельчения льняного семени отнимает много времени, так как вам нужно продолжать регулировать скорость и снова измельчать, чтобы добиться желаемого результата.

При использовании блендера или кухонного комбайна необходимо соблюдать осторожность, чтобы семена льна не превратились в пасту из-за большого количества присутствующего в них масла.

Промежуточный контроль.

УРОВЕНЬ А1.

ЧАСТЬ 1 – ГРАММАТИКА, ЛЕКСИКА

1. I'm ... New York.
A) in B) for C) at D) of

2. Is your surname Anderson?
A) Yes, you are.
B) Yes, it is.
C) Yes, I am.
D) Yes, my is.

3. A Mercedes is ... German car.
A) a
B) an
C) the
D) *

4. Ann is ... wife.
A) John's B) John is C) John's is D) John

5. She ... a uniform.
A) wear B) to wear C) wearing D) wears

6. Anna likes Joanna, but Maria doesn't like
A) her B) them C) your D) their

7. What time is it?
3:45

- A) It is quarter past three.
- B) It is fifteen past four.
- C) It is quarter to four.
- D) It is fifteen to three.

8. She ... a bus to university.

- A) always takes
- B) always take
- C) takes always
- D) take always

9. This doll is a present for my I hope she likes it.

- A) husband
- B) nephew
- C) niece
- D) uncle

10. ... sells things.

- A) A postman
- B) A nurse
- C) A doctor
- D) A shopkeeper

11. I like Tom ... I don't like his wife.

- A) and
- B) but
- C) because
- D) so

12. ... did you buy your new jacket?

At supermarket.

- A) What
- B) When
- C) Where
- D) How

13. My brother is ... a book.

- A) riding
- B) reading
- C) speaking
- D) playing

14. Madison doesn't like working. She is

- A) happy
- B) poor
- C) rich
- D) lazy

15. I'll look in my ... and see if I'm free on Wednesday.

- A) diary
- B) dictionary
- C) briefcase
- D) calendar

16. Do you want to ... biscuit?

A) eat B) see C) play D) read

17. Where ... they born?

They ... born

A) were / were / in 1995

B) was / were / in Italy

C) were / were / in Denmark

D) was / were / in 1995

18. New York is Paris.

A) dirty

B) dirtier than

C) the dirtiest D) dirtier

19. I ... him three months ago.

A) see

B) sees

C) saw

D) seen

20. He takes photos only ... spring.

A) in B) at C) on D) by

Key

1A 2B 3A 4A 5D 6A 7C 8A 9C 10D 11B 12C 13B 14D 15A 16A 17C 18B 19C 20A

ЧАСТЬ 2 – ЧТЕНИЕ

Задание 21

Read the letter and do the tasks on the text

Dear Ann,

Thank you for asking to come and visit you and your family next month. It is a great idea.

I'm really interested in visiting new places. I like museums and old churches very much. I also like visiting art galleries - there are so many fascinating things to see there. I know there is one in your town. Can we visit it? You say that there isn't a sport center in your town but is there a swimming pool? I enjoy swimming a lot and I love diving. Is there also a place to eat fish and chips? Fish and chip shops are great!

The only problem is that I don't know what to take with me: warm shoes, a jumper, boots? What's the weather like in your area? In my town it rains a lot and that's why I always carry an umbrella with me. And what about other things? For example, a camera?

Please send me a leaflet about your town and a street map.

One last question - how old is your sister, Gina? I want to bring her a present. Would she like the new Celine Dion CD?

See you soon!

Josephine

Read the sentences and choose T (TRUE) or F (FALSE)

1. Josephine likes going places.
2. Josephine is interested in visiting old churches
3. There is a big sports center in Ann's town
4. Josephine wants to buy Ann a Celine Dion CD
5. Josephine's hobbies are swimming and diving

Read the questions and answer Y (YES) or N (NO)

6. Does Josephine want to visit Ann next week?
7. Does Josephine know what to take on her trip?
8. Is there an art gallery in Ann's town?
9. Does Josephine like fish and chips?
10. Does Josephine want to get a street map of Ann's town?

Ответы: 21 T 22 T 23 F 24 F 25 T 26 N 27 N 28 Y 29 Y 30 Y

ЧАСТЬ 3 – ПЕРЕВОД (30 минут)

Уровень А1 Переведите рецепт.

Tiramisu

INGREDIENTS

200 gr mascarpone cheese

50 gr dark chocolate

2 tbsp coffee

6-7 lady fingers

1 bsp cacao

2 eggs

1-5 tbsp powdered sugar

Cooking:

1. Separate egg yolks, add sugar and mascarpone, beat until light and creamy
2. Put coffee and cacao in the batter
3. Then quickly dip the fingers in the cold coffee top with 2 tbsp of cacao-mascarpone mixture
4. Then one lady finger, and 2 tbsp of coffee-mascarpone mixture, finish it with dust of chocolate. Repeat it until it is a few layers. Put the dish in the fridge for about an hour.

Key

Тирамису

Ингредиенты

200 граммов маскарпоне

- 50 граммов темного шоколада
- 1 чайная ложка кофе
- 6-7 печений Савоярди/ Дамские пальчики
- 1 столовая ложка какао
- 2 яйца
- 1-5 ст. л. сахарной пудры

Приготовление еды:

- 1 Отделить яичные желтки, добавить сахар и маскарпоне, взбить до легкой и кремообразной консистенции
- 2 Добавьте в тесто кофе и какао.
- 3 Затем быстро окуните печенье в холодный кофе, покройте сверху 2 столовыми ложками смеси какао и маскарпоне.
- 4 Затем выкладывайте печенье и по 2 столовые ложки смеси кофе и маскарпоне, посыпьте шоколадной крошкой. Повторяйте это, пока не будет несколько слоев. Поставьте блюдо в холодильник приблизительно на час.

УРОВЕНЬ A2

Paper 1 Reading and Writing (1 hour)

Reading Part 1 Questions 1–5

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

EXAMPLE

ANSWER

0 You can sleep here.

F

1	You must not play football here.	A	<i>BRIDGE CLOSED TO TRAFFIC BECAUSE OF HIGH WIND.</i>
2	You may be late.	B	DELAYS POSSIBLE
3	You should not leave your car here.	C	OLYMPIC SPORTS CENTRE - use your student card here.
4	You can study here soon.	D	DO NOT PARK IN FRONT OF THE GARAGE
5	You cannot drive here today.	E	CAR PARK <i>£2.00 for 2 hours</i>
		F	<i>GUEST HOUSE</i>
		G	NO BALL GAMES

			ON GRASS
		H	COMPUTER COURSE STARTS ON MONDAY

Part 2. Questions 6-10

Read the sentences (6-10) about cooking. Choose the best word (A, B or C) for each space.
For questions 6-10, mark A, B or C on the answer sheet.

EXAMPLE

ANSWER

0 Claudia was going to cook a for her parents.

B

A) food B) meal C) plate

6. She some fruit and vegetables from the market.

A) bought B) kept C) grew

7. She cut up some meat and onions and fried them in a pan on the

A) cooker B) cupboard C) fridge

8. There was a big of salad to eat afterwards.

A) bottle B) bowl C) spoon

9. When everything was they all sat down at the table.

A) real B) round C) ready

10. After dinner Claudia's parents her to wash up.

A) practiced B) agreed C) helped

Part 3. Questions 11-15

Complete the five conversations. For questions 11-15, mark A, B or C on the answer sheet.

EXAMPLE

ANSWER

A

- Where do you come from?

A) New York.

B) School.

C) Home.

11. How far is it to Manchester?	11. A) About two months.
	B) It's quite long.
	C) Almost 30 kilometers.
12. Could you give me the butter?	A) Here you are.
	B) Thank you.
	C) I don't know.
13. John hates shopping.	A) I love it.

	B) It's six pounds.
	C) The shop's open.
14. I've already done my homework.	A) When did you do it?
	B) Please do it.
	C) Have you done it yet?
15. What's the date today?	A) It's Thursday.
	B) The third, I think.
	C) I'm 22 today.

Questions 16-20

Complete the conversation. What does Howard say to the hotel receptionist?

For questions 16-20, mark the correct letter A-H on the answer sheet.

EXAMPLE

ANSWER

Receptionist: Good morning. Can I help you?

Howard: O

D

<p>Receptionist: Will that be a single room?</p> <p>Howard: 16</p> <p>Receptionist: How long do you want to stay, sir?</p> <p>Howard: 17</p> <p>Receptionist: For one night, that will be £54 per person.</p> <p>Howard: 18</p> <p>Receptionist: Yes, it is. How would you like to pay, sir?</p> <p>Howard: 19</p> <p>Receptionist: That'll be fine. Your room number is 401. Do you need any help with your luggage?</p> <p>Howard: 20</p> <p>Receptionist: Here is your key, sir. I hope you enjoy your stay with us.</p>	<p>A) I want to pay tomorrow morning.</p> <p>B) Is that with breakfast?</p> <p>C) That's all night.</p> <p>D) I'd like a room, please.</p> <p>E) No, I'd like a double, please.</p> <p>F) Just tonight, I think. How much will that be, please?</p> <p>G) No, thank you. I only have one small suitcase.</p> <p>H) By cheque if that's possible.</p>
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Part 4 Questions 21-27

Read the article about a British Airways manager and then answer the questions.
For questions 21-27, mark A, B or C on the answer sheet.

WORKING FOR AN AIRLINE

Nicola Peet left school at eighteen, went to college and then worked at a local airport. After nine months, she went to work for Saudi Arabian Airlines and then she joined British Airways as an air hostess. Four years later, she got her present job as a manager.

This is what she told us about her job:

“My office is at Heathrow Airport, but I spend 60 % of my time in the air. I teach air hostesses and help them with any problems. I also go to lots of meetings.

My hours are usually from 8 a.m. to 4 p.m. but sometimes I work from 1 p.m. to 9 p.m. At work,

the first thing I do is check plane times on my computer and then I speak with some of the air hostesses.

Sometimes I go on long flights to check how the air hostesses are doing. That’s my favourite part

of the job, but I like office work, too. Travelling can be hard work. When I get back from a long

journey, all I can do is eat something and then go to bed! I don’t earn much money, but I’m happy

with British Airways and want to stay there and continue to travel.”

0	Example Nicola’s first job was	Answer C	
		A)	at a college
		B)	with Saudi Arabian Airlines
		C)	at a local airport

21. When Nicola first started working for British Airways, she was

- A) a manager.
- B) an air hostess.
- C) a pilot.

22. Nicola does most of her work

- A) in the office.
- B) in aeroplanes.
- C) in meetings.

23. Most days, Nicola starts work at

- A) 8 a.m.
- B) 1 p.m.

C) 4 p.m.

24. At the beginning of each day, Nicola

A) goes to a meeting.

B) talks to air hostesses.

C) works with her computer.

25. What does Nicola like best?

A) flying

B) working in the office

C) helping people

26. The first thing Nicola does after a long journey is

A) go to bed.

B) have a meal.

C) go to the office.

27. Nicola would like to

A) stay in the same job.

B) stop travelling.

C) earn more money.

Part 5. Questions 28-35

Read the article about a working holiday. Choose the best word (A, B or C) for each space 28-35.

For questions 28-35, mark A, B or C on the answer sheet.

The Ruwenzori Mountains

Mary Daniels is a student in England. This year she 0 a very interesting summer holiday. She travelled 28 fifteen other people to the Ruwenzori Mountains in Africa. They went there to help make a road 29 a forest between two big towns. "It was very difficult 30 there was no water to drink and no shops where we 31 buy food", said Mary. "It was also very cold and wet in the mountains. It is 32 of the wettest places in the world.

Mary stayed in the mountains 33 six weeks. It was hard work, but she says it was the 34 thing she has ever 35 . She is hoping to return next year to do some more work there.

EXAMPLE

ANSWER

0 A) had B) have C) has A

28.	A to	B with	C by
29.	A through	B on	C among

30.	A so	B because	C why
31.	A could	B must	C may
32.	A one	B some	C any
33.	A for	B during	C since
34.	A good	B best	C better
35.	A did	B do	C done

Writing Part 6

Questions 36-40

Read the descriptions (36-40) of some clothes. What is the word for each description?

The first letter is already there. There is one space for each other letter in the word.

For questions 36-40, write the words on the answer sheet.

EXAMPLE

0 You put this on your head.

ANSWER

H A T

36. These are often made of leather and you wear them on your feet. s _ _ _ _
37. This is a jacket and trousers in the same colour. s _ _ _
38. This will keep you dry in wet weather. r _ _ _ _ _ _
39. When the weather is too hot for long trousers, men and women often wear these with a T-shirt. s _ _ _ _ _
40. You can put this on over a T-shirt if you feel cold. s _ _ _ _ _ _

KEY

1	G	11	C	21	B	31	A
2	B	12	A	22	B	32	A
3	D	13	A	23	A	33	A
4	H	14	A	24	C	34	B
5	A	15	B	25	A	35	C
6	A	16	E	26	B	36	shoes
7	A	17	F	27	A	37	suit
8	B	18	B	28	B	38	raincoat
9	C	19	H	29	A	39	shorts
10	C	20	G	30	B	40	sweater

ЧАСТЬ 2 ПЕРЕВОД

Уровень А2. Переведите информацию о вебкамерах, совместимых с iPhone. (933 п.з.) Вы можете пользоваться словарем.

EposCam Alternatives

If you're not satisfied with EposCam, there are a few other apps that allow you to use your iPhone as a webcam.

1. iCam

iCam is a paid app that can turn an iPhone into a webcam. The mobile app is just one part of the equation; like EposCam, you'll also need the iCamSource component on your computer. Once you have both apps installed, you can stream live video and audio from any iOS device.

iCam also works as a security camera; it can send you instant alerts if it detects motion or sound. All motion events are automatically backed up to the cloud. In addition to the original iCam, the company also offers iCam Pro with some additional features.

2. iVCam

iVCam is specifically designed for iPhone owners who have a Windows PC---you cannot use iVCam to stream your iPhone's video output to a Mac.

The app works via WLAN or USB and allows you to connect multiple phones to one computer at the same time. You can stream video in 1080p, 720p, 480p, or 360p resolution. This multi-connection aspect means the software is ideal for anyone who wants to use their old iPhone as a CCTV device, a baby monitor, or a pet cam.

Sample answer

Альтернативы ЭпокКэм (ЕросСам)

Если вас не устраивает ЕросСам, есть несколько других приложений, позволяющих использовать iPhone в качестве веб-камеры.

1. айкам (iCam)

iCam — это платное приложение, которое может превратить iPhone в веб-камеру. Мобильное приложение — это только одна часть уравнения; как и в случае с ЕросСам, вам также понадобится компонент iCamSource на вашем компьютере. После установки обоих приложений вы можете транслировать живое видео и аудио с любого устройства iOS.

iCam также работает как камера безопасности; оно может отправлять вам мгновенные оповещения, если обнаруживает движение или звук. Все движения автоматически сохраняются в облаке. Помимо оригинального iCam, компания также предлагает iCam Pro с некоторыми дополнительными функциями.

2. айвикам (iVCam)

iVCam специально разработан для владельцев iPhone, у которых есть ПК с Windows —

вы не можете использовать iVCam для потоковой передачи видео с вашего iPhone на Mac.

Приложение работает через WLAN или USB и позволяет одновременно подключать несколько телефонов к одному компьютеру. Вы можете транслировать видео в разрешении 1080p, 720p, 480p или 360p. Этот аспект множественного подключения означает, что программное обеспечение идеально подходит для всех, кто хочет использовать свой старый iPhone в качестве устройства видеонаблюдения, радионяни или камеры для домашних животных.

УРОВЕНЬ B1.

Paper 1. Reading and Writing (1 hour)

Reading

Part 1.

Questions 1–5

Look at the text in each question.

What does it say?

Mark the correct letter A, B or C on your answer sheet.

Example:

0

Please ring bell once and wait for door to open automatically

- A) Someone will open the door when you ring the bell.
- B) The door will open after you ring the bell.
- C) You can open the door after ringing the bell.

Answer: 0 B

1.

Claire

Tom needs to get the concert tickets. If you don't want to go, can you tell him? If he doesn't hear from you, he'll buy you one.

- A) Tom wants Claire to get a concert ticket for him.
- B) Tom can't go to the concert and wants Claire to use his ticket.
- C) Tom will get Claire a ticket unless she tells him not to.

2.

TRIP CANCELLED ON
THURSDAY. GO TO OFFICE
FOR REFUND

- A) You can get the money you paid for Thursday's trip from the office.

- B) If you haven't paid for Thursday's trip, you should go to the office.
- C) The trip which was cancelled will now take place on Thursday.

3.

Mum
The computer store can deliver your new computer tomorrow or you can collect it. They close at 5.30 today, so can you tell them which you prefer?
Luke

- A) Luke is offering to collect the computer from the shop for his mother.
- B) Luke's mother needs to collect her computer from the shop by 5.30 today.
- C) Luke's mother should decide today if she can fetch her computer from the shop.

4.

Take bicycles for repair to side entrance of shop. Front entrance for sales only.

- A) Use either entrance if you want to buy a bicycle.
- B) Use the side entrance if your bicycle needs mending.
- C) Use the side entrance if the front entrance is closed.

5. Bella thinks

- A) she has found Stefan's hat.
- B) Stefan has taken her hat.
- C) Stefan has lost his homework.

Stefan
I can't find my hat. It's a bit like yours so maybe you picked it up by mistake when we were doing our homework together last night.
Bella

Part 2.

Questions 6–10

The people below all want to watch a TV programme.

In the second column there are descriptions of four TV programmes.

Decide which programme would be the most suitable for the following people.

For questions 6–10, mark the correct letter (A–H) on your answer sheet.

<p>6. Ivan and Anna like to keep up to date with what's happening in the world and enjoy seeing interviews with politicians and other people. They prefer to watch programmes which last about 30 minutes.</p>	<p>A. Find out about the life of jazz musician, Bert Randall, in this hour-long documentary which shows him performing live concerts during his life. There are interviews with members of his family and people he worked with.</p>
<p>7. Fatima likes watching comedy</p>	<p>B. This is the weekly chance to try to get a</p>

<p>programmes which last about half an hour. She enjoys watching a series where she can follow what the characters are doing from one episode to another.</p>	<p>better score than the celebrities in the studio, who range from pop musicians to politicians. As usual Billie Flannagan spends a half hour asking the two teams the questions. They need to be experts in a wide range of topics from music to animals to international news.</p>
<p>8. Rosa enjoys pop music and films and wants to watch interviews with popular celebrities. She likes programmes which are a mixture of interviews and live music.</p>	<p>C. Find out about the latest news, both international and local, with Aaron Willis every day between 6.00 and 6.30 in the evening. His interviews with those in the news, whether they are politicians or journalists, always get to the point of a story.</p>
<p>9. Grace is interested in travelling and she likes watching documentaries about different parts of the world. She especially enjoys programmes which show animals and birds.</p>	<p>D. Every Saturday evening between 8.30 and 9.30, Kevin Connery presents an hour of fun and entertainment. As usual in the new series, there is music and chat with well-known stars from the world of film, music or comedy. Each guest is interviewed and then one of them performs their latest song live.</p>
<p>10. William is keen on general knowledge and likes watching quizzes to see how many questions he can answer. He prefers those which have questions on lots of different subjects.</p>	<p>E. There are three half-hour episodes of the popular soap South Street on our TVs every week. There's lots going on this week when Cathy returns from her trip round the world to find Felicity has moved into her flat and all Cathy's things have disappeared. She is not pleased and shows her feelings.</p>
	<p>F. Robert Burroughs first visited the Amazon rainforest 40 years ago. Since then, he has travelled all around the world showing us amazing scenery, animals and different ways of living. Now he returns with a series about the Amazon and we see again the amazing wildlife of this beautiful area.</p>
	<p>G. On the Way is a short comedy film made 30 years ago. The actors were unknown at the time but they have since become famous. The</p>

	main character, Zak, decides to travel to India but he takes a variety of animals with him on the journey. They soon become a problem.
	H. Joel and Charlie return for another series of The Shop. They work in a supermarket where things seem to go wrong every day. This series should be as funny as the last, with a new manager in the shop and some unexpected events in each 30-minute programme.

Part 3.

Questions 11–20

Look at the sentences below about a hotel.

Read the text to 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.

11. During the 1980s, few tourists used to go to the Arctic in summer.
12. People came in large numbers to Jukkasjärvi to see the Arctic Hall.
13. The artist encouraged people to sleep in the Arctic Hall.
14. Each winter, guests come and sleep in the hotel before it is finished.
15. Progress when building the hotel is influenced by the weather.
16. The temperature inside the hotel changes according to the temperature outside.
17. Some clothes are provided by the hotel.
18. Guests should buy boots which fit as tightly as possible.
19. Items ordered through the ICEHOTEL shop will be delivered to your home.
20. It is possible to take a train from the airport to the ICEHOTEL.

THE ICEHOTEL

For many years the Arctic was a popular destination in the summer season to see the land of the midnight sun but in winter the few inhabitants had the snow and ice to themselves. By the end of the 1980s it was decided that the dark and cold winter should be seen as an advantage. In the winter of 1990, the French artist Jannot Derit was invited to have the opening of an exhibition in a specially built igloo (a building made of snow) in the little town of Jukkasjärvi on the frozen Torne River. The building, named Arctic Hall, attracted many interested visitors to the area. One night a group of foreign guests decided it would be a good idea to sleep in the Arctic Hall. The

following morning the brave group were very pleased with their experience and the idea of an ice hotel was born. Today it is world famous.

As soon as winter begins, a team of snow builders, architects and artists from all over the world come to Jukkasjärvi and they make the hotel for that year. As one part is completed, it opens to visitors and overnight guests, while the other parts are still being built. The first part is completed in December and each week after that a new part opens, until January 7th when the hotel is completed. As the ICEHOTEL is built under the open sky, using the natural materials of

the winter season, the finishing date depends on nature and therefore there are sometimes changes to the plan. In the spring, as the weather gets warmer, the hotel melts.

Inside the hotel, the temperature is never colder than $-5\text{ }^{\circ}\text{C}$ to $-8\text{ }^{\circ}\text{C}$, however cold it may be outside. Winter outer clothes such as warm overalls, hats and gloves are included in the cost of guests' stay at the hotel. In addition to this, it is a good idea for guests to bring sweaters and a scarf as well as plenty of woolen socks and to choose footwear that is larger than normal to allow space for thick socks.

If you are planning to come to the hotel, you can buy warm sweaters, woolen socks and much more on the ICEHOTEL website. You can order these and the equipment you will need at the same time as you book your visit. The items will be delivered to your room when you check in. The hotel is in the village of Jukkasjarvi, 200 km above the Arctic Circle but only 15 km from Kiruna airport and 17 km from Kiruna train station. Transport by bus can be arranged from the airport or train station to the IceHotel.

Part 4.

Questions 21–30

Read the text below and choose the correct word for each space.

For each question, mark the correct letter A, B, C or D on your answer sheet.

Example:

0 A) was B) had C) did D) has Answer: 0 A

The Skywalk

The Grand Canyon in the United States (0) _____ created by the River Colorado. People visit the Grand Canyon Park to go walking and running but (26) _____ to look at the view. It is a wonderful view made (27) _____ better by the Skywalk. The distance (28) _____ the Skywalk to the bottom of the Grand Canyon is 1219 metres. It is a platform (29) _____ walls and floor are built of glass (30) _____ that you can see the beautiful rocks of the canyon. Up to 120 people are allowed to stand on it at the same (31) _____. It opened in 2007 and since (32) _____ thousands of people have used it. You have to (33) _____ special covers over your shoes to (34) _____ scratching the glass beneath your feet. Walking onto the Skywalk makes you (35) _____ like a bird floating high up in the air.

21.	A) hugely	B) mainly	C) greatly	D) completely
22.	A) already	B) such	C) more	D) even
23.	A) from	B) through	C) by	D) for
24.	A) who	B) where	C) whose	D) which
25.	A) therefore	B) although	C) so	D) because
26.	A) day	B) period	C) hour	D) time

27.	A) then	B) there	C) that	D) this
28.	A) take	B) wear	C) dress	D) change
29.	A) avoid	B) keep	C) hold	D) let
30.	A) believe	B) wish	C) consider	D) feel

Writing

Part 1.

Questions 1–5

Here are some sentences about a hairdresser's.

For each question, complete the second sentence so that it means the same as the first.

Use no more than three words.

Write only the missing words on your answer sheet.

Example:

0 The hairdresser's I go to is beside the supermarket.

The hairdresser's I go to is _____ to the supermarket.

Answer: 0 next

1. My friend told me she always went there, so I started going too.

My friend said, 'I always _____ there', so I started going too.

2. It has been there for four years.

It has been there _____ four years ago.

3. It stays open until seven o'clock.

It _____ close until seven o'clock.

4. I have my hair cut there every six weeks.

The hairdresser _____ my hair every six weeks.

5. Men's haircuts are cheaper than women's haircuts.

Men's haircuts are less _____ women's haircuts.

Part 2.

Question 6

You went away for the weekend with your English friend Alex and his family.

Write an email to Alex. In your email, you should

- thank him
- say what you enjoyed most
- invite Alex to do something

Write 35–45 words on your answer sheet.

KEYS

Reading

Part 1.

1 C 2 A 3 C 4 B 5 B

Part 2.

6 C 7 H 8 D 9 F 10 B

Part 3.

11 B 12 A 13 B 14 A 15 A 16 B 17 A 18 B 19 B 20 B

Part 4.

21 B 22 D 23 A 24 C 25 C 26 D 27 A 28 B 29 A 30 D

Writing

Part 1. 1 go 2 since 3 doesn't 4 cuts 5 expensive than

Part 2.

Dear Alex,

Thank you for the weekend. Your parents are great and your brother Jim is cool! I really loved roller skating in the park with you and him. Why don't you come to me to go trekking in the mountains?

Rick

ЧАСТЬ 2 – ПЕРЕВОД

Уровень В1. Переведите инструкцию к мессенджеру Slack. (1194 п.з.) У Вас есть 30 минут, Вы можете пользоваться словарем. Надписи на картинках переводить не нужно.

How to use Slack: your quick start guide

Welcome to Slack – a messaging app for business. Slack transforms the way that organisations communicate by bringing people together to work as one unified team. To get started, [download the desktop app](#) and take a look at the video and guide below for a quick tour.

Sidebar

From the sidebar, you can access your conversations in Slack. You'll see a list of channels that you've joined and your direct messages, notifications for specific conversations and the option to compose new messages.

You can use the [compose button](#) to write and send a message to any conversation. Messages automatically save as drafts in the Drafts section of your sidebar until you're ready to send them.

Channels

[Channels](#) are fundamental to working in Slack – they bring the right people and information together in one place, and make it possible to organise work around a common purpose.

From the channel header, you can access details about the channel that you're in. Click on the channel name to see details such as the [channel topic and description](#), plus any [added files](#). Use the other tabs to see who's in the channel and view other conversation settings.

Message field

When working in Slack, you have a variety of messaging options available from the message field to help you communicate and connect with your team. [Add files](#) to your messages to share important information alongside your team's discussions.

Sample answer

Как использовать Slack: краткое руководство

Добро пожаловать в Slack — приложение для обмена сообщениями для бизнеса. Slack меняет способы общения в организациях, объединяя людей для совместной работы. Чтобы начать работу, загрузите приложение для компьютера и посмотрите видео и руководство ниже для краткого ознакомления.

Боковая панель

На боковой панели вы можете получить доступ к своим разговорам в Slack. Вы увидите список каналов, к которым вы присоединились, и ваши личные сообщения, уведомления для определенных разговоров и возможность создавать новые сообщения.

Вы можете использовать кнопку «Создать», чтобы написать и отправить сообщение в любую беседу. Сообщения автоматически сохраняются как черновики в разделе «Черновики» на боковой панели до тех пор, пока вы не будете готовы их отправить.

Каналы

Каналы имеют основополагающее значение для работы в Slack — они объединяют нужных людей и информацию в одном месте и позволяют организовать работу вокруг общей цели.

В заголовке канала вы можете получить доступ к сведениям о канале, в котором вы находитесь. Нажмите на название канала, чтобы просмотреть такие сведения, как тема и описание канала, а также любые добавленные файлы. Используйте другие вкладки, чтобы узнать, кто находится на канале, и просмотреть другие настройки беседы.

Поле сообщения

При работе в Slack у вас есть множество вариантов обмена сообщениями, доступных в поле сообщения, которые помогут вам общаться и поддерживать связь с вашей командой. Добавляйте файлы в свои сообщения, чтобы делиться важной информацией в обсуждениях вашей команды.

Критерии оценки монологического высказывания с визуальной опорой (презентация, видеоролик)

Что оцениваем	Фокус оценки	Критерий	Балл
Текст работы	Содержание и соответствие теме (соответствие заявленной теме, исследовательский характер работы, самостоятельность исследования)	Текст работы соответствует заявленной теме; тема раскрыта полностью с привлечением интересных фактов по теме, приведены результаты самостоятельно проведённого исследования	3
		Текст работы соответствует заявленной теме; но тема раскрыта не до конца (недостаточное количество интересных фактов, в основном уже известная информация, приведены результаты чужих исследований)	2
		Текст работы соответствует заявленной теме; тема раскрыта слабо	1

		(мало информации, нет интересных фактов, не представлены результаты исследований)	
		Текст работы не соответствует заявленной теме (при 0 за этот критерий ставится 0 за всю работу)	0
Оформление работы	Структура работы (наличие всех структурных элементов работы: актуальность темы, постановка проблемы, объект, цель, задачи, методы исследования, результат, выводы, список литературы.	Текст работы выстроен логично, присутствуют все структурные элементы работы	3
		Текст работы в целом выстроен логично, но отсутствует вступление / заключение и / или список литературы	2
		Текст работы выстроен нелогично, отсутствует вступление и заключение, список литературы ИЛИ два любых других структурных элемента работы	1
Презентация	Содержание презентации (наличие ключевых структурных элементов, релевантность контента)	Соблюден требуемый объем презентации; используется разнообразный наглядный материал (фото, картинки, карты, таблицы), на слайдах отсутствует избыточная информация	3
		Соблюден требуемый объем презентации, но недостаточно используется наглядный материал или несколько слайдов содержат избыточную информацию	2
		Требуемый объем презентации не соблюден или мало наглядного материала и практически все слайды перегружены информацией	1
Презентация	Визуальное оформление (представление наглядного материала)	Презентация красиво оформлена, хорошо подобран цвет фона и шрифта, размер используемого шрифта удобен для восприятия	2
		Презентация в целом хорошо оформлена, но имеются некоторые недостатки в подборе цвета фона и шрифта и / или размер шрифта на некоторых слайдах труден для	1

		восприятия	
		Презентация скудно оформлена, плохо подобран цвет фона и шрифта и / или используемый на слайдах шрифт неудобен для восприятия	0
Презентация	Лексико-грамматическое оформление, орфография и пунктуация	В презентации допущено не более двух грамматических / лексических и 3 орфографических / пунктуационных ошибок	3
		В презентации допущено не более четырех грамматических / лексических и 4 орфографических / пунктуационных ошибок	2
		В презентации допущены многочисленные грамматические / лексические и орфографические / пунктуационные ошибки	1
Выступление	Представление работы (уровень владения материалом и регламент)	Выступающий уложился в отведенное для представления работы время; текст работы рассказывался с опорой на печатный текст	3
		Выступающий уложился в отведенное для представления работы время, однако текст работы больше читался с листа, чем рассказывался	2
		Выступающий не уложился в отведенное для представления проектной работы время или текст работы полностью читался с листа	1
Выступление	Лексико-грамматическое оформление речи	В речи использована разнообразная лексика, понятная аудитории, допущено не более 2-х языковых ошибок, не затрудняющих понимание	3
		В речи использована разнообразная лексика, в целом понятная аудитории, допущено не более 4-х негрубых языковых ошибок	2
		В речи использована разнообразная лексика, однако присутствует	1

		несколько слов, незнакомых для аудитории, которые затрудняют понимание сказанного, допущено не более 6-ти негрубых языковых ошибок или 2-3 грубых ошибок	
		Допущены многочисленные языковые ошибки, которые затрудняют понимание сказанного	0
Выступление	Фонетическое оформление речи	Речь понятна: практически все звуки в потоке речи произносятся правильно: не допускаются фонематические ошибки, меняющие значение высказывания; соблюдается правильный интонационный рисунок и темп речи	2
		В целом, речь понятна, но присутствуют фонетические ошибки (не более 5) или фонематические (не более 2)	1
		Речь почти не воспринимается на слух из-за неправильного произношения многих звуков и многочисленных фонематических ошибок	0
Ответы на вопросы	Свобода владения материалом	Выступающий четко и грамотно ответил на все заданные аудиторией вопросы	3
		Выступающий в целом справился с ответами на вопросы аудитории	2
		Выступающему не удалось ответить на большинство вопросов аудитории	1

Критерии оценивания диалогической речи (диалог)

Баллы	Интерактивная коммуникация	Дискурс	Языковое оформление высказывания
9-10 (5)	Относительно легко взаимодействует с партнером, давая ему внести свой вклад в диалог. Способен поддержать	Воспроизводит длинные распространенные фразы и предложения с легкостью без задержек Высказывания по теме, логичны и	Используемый словарный запас, грамматические структуры, фонетическое оформление высказывания соответствуют поставленной задаче, есть незначительные

	разговор для достижения цели Паузы носят естественный характер	разнообразны Использует широкий репертуар слов логической связи и дискурсивных маркеров	лексико-грамматические ошибки, которые не мешают пониманию высказывания, интонация и произношение в целом, не мешает пониманию
7-8 (4)	Самостоятельно инициирует диалог. Дополняет сказанное партнером, Поддерживает разговор до достижения результата. Паузы могут быть для поиска слов	Воспроизводит длинные распространенные фразы и предложения с небольшими задержками Высказывания по теме, логичны и разнообразны Использует репертуар слов логической связи и дискурсивных маркеров	Используемый словарный запас, грамматические структуры, фонетическое оформление высказывания соответствуют поставленной задаче, допускаются лексико-грамматические и фонетические ошибки, не влияющие на понимание
5-6 (3)	Может самостоятельно инициировать диалог. Дополняет сказанное партнером Поддерживает разговор до достижения результата. Паузы могут быть для поиска слов. Высказывания не полные	Воспроизводит длинные распространенные фразы и предложения несмотря на задержку Высказывания по теме логичны Использует некоторые слова логической связи и дискурсивных маркеров	Используемый словарный запас, грамматические структуры, фонетическое оформление высказывания в основном соответствуют поставленной задаче
3-4 (2)	Нуждается в поддержке для создания диалога, в основном реагирует на высказывания партнера Дополняет сказанное партнером одним-двумя словами Не может поддержать разговор до достижения результата. Паузы могут быть некомфортно длинными Высказывания не полные	Воспроизводит короткие фразы и предложения несмотря на задержку Высказывания по теме в целом логичны Использует некоторые слова логической связи и дискурсивных маркеров	Языковое оформление частично соответствует поставленной задаче есть фонетические и лексико-грамматические ошибки, мешающие пониманию высказывания

1-2 (1)	Нуждается в поддержке для создания диалога, реагирует только на высказывания партнера Не может поддержать разговор до достижения результата. Паузы могут быть некомфортно длинными Высказывания не полные	Воспроизводит короткие фразы и слова, несмотря на задержку Высказывания не всегда по теме Использует некоторые слова логической связи и дискурсивных маркеров	Понимание высказывания затруднено из-за многочисленных ошибок ИЛИ ответ носит характер набора слов
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Информационное обеспечение обучения

Основные источники:

1. Биболетова М.З. Английский язык. - Издательство «Просвещение», 2024.

Дополнительные источники:

2. Английский язык: учеб. пособие для студентов учреждений сред. проф. образования (Planet of English): учебное издание / Безкоровайная Г. Т., Соколова Н.И., Койранская Е. А., Лаврик Г.В. - Москва: Академия, 2024. - 272 с. — ISBN 978-5-0054-2171-5
3. Голубев А.П. Английский язык: учебное издание / Голубев А.П., Балюк Н.В., Смирнова И.Б. - Москва: Академия, 2024. - 368 с. — ISBN 978-5-0054-2840-01.
4. Карпова, Т. А., English for Colleges = Английский язык для колледжей: учебник / Т. А. Карпова. — Москва: КноРус, 2024. — 311 с. — ISBN 978-5-406-12612-7
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Интернет-ресурсы:

1. Learn English. British Council - The United Kingdom's international organisation for cultural relations and educational opportunities. "/ Интернет-ресурс – British Council, 2024 — URL: <https://learnenglish.britishcouncil.org/>
3. Видео уроки по английскому языку / Проект Английский язык онлайн — Native English // Интернет-ресурс – ENGV.RU, 2024— URL: <https://engv.ru/category/grammar/>
4. Левченко, В. В. Английский язык для экономистов : учебник и практикум для среднего профессионального образования / В. В. Левченко, Е. Е. Долгалёва, О. В. Мещерякова. — 2-е изд., перераб. и доп. — Москва: Издательство Юрайт, 2024. — 408 с. — (Профессиональное образование). — ISBN 978-5-534-16155-7