

ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ
ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ ГОРОДА СЕВАСТОПОЛЯ
«СЕВАСТОПОЛЬСКИЙ МНОГОПРОФИЛЬНЫЙ КОЛЛЕДЖ ИМЕНИ
МАРШАЛА ИНЖЕНЕРНЫХ ВОЙСК А.В.ГЕЛОВАНИ»

**ФОНД ОЦЕНОЧНЫХ СРЕДСТВ
ДЛЯ ПРОВЕДЕНИЯ ТЕКУЩЕГО КОНТРОЛЯ И ПРОМЕЖУТОЧНОЙ
АТТЕСТАЦИИ ПО УЧЕБНОЙ ДИСЦИПЛИНЕ**

ОУП 04 ИНОСТРАННЫЙ ЯЗЫК (английский)

Код и наименование профессии:

15.01.05 Сварщик (ручной и частично механизированной сварки (наплавки))

Форма обучения очная

Срок обучения: на базе основного общего образования

Профессии– 1год 10 месяцев

**г. Севастополь
2026**

ОДОБРЕНА

Решением методического объединения общеобразовательных дисциплин
социально-экономического профиля

Протокол № 8 от «18» марта 2026 г.

Составитель (автор):

Мичурина А.И.-преподаватель иностранного языка высшей категории ГБОУПО «СевМК»

Фонд оценочных средств разработан на основе ФГОС СПО по специальности/профессии:
15.01.05 Сварщик (ручной и частично механизированной сварки (наплавки))

Организация-разработчик:

Государственное бюджетное образовательное учреждение профессионального образования
города Севастополя «Севастопольский многопрофильный колледж имени маршала инженерных
войск А.В. Геловани», г. Севастополь

СОДЕРЖАНИЕ

1. ОБЩИЕ ПОЛОЖЕНИЯ.....	4
2. КОНТРОЛЬНО-ОЦЕНОЧНЫЕ СРЕДСТВА УЧЕБНОЙ ДИСЦИПЛИНЫ.....	6

1. ОБЩИЕ ПОЛОЖЕНИЯ

Результатом освоения учебной дисциплины **ОУП.04 «Иностранный язык»** (английский) является готовность обучающегося к использованию иностранного языка как средства профессионального и личностного общения, а также положительная динамика формирования общих компетенций, формирующихся в процессе освоения ОПОП в целом.

Формой аттестации по учебной дисциплине является дифференцированный зачет. К зачету допускаются студенты, успешно прошедшие текущий контроль по всем темам курса.

В результате аттестации по учебной дисциплине осуществляется комплексная проверка следующих общих и профессиональных компетенций.

1.1 Перечень общих компетенций

Код	Наименование компетенции
ОК 01	Выбирать способы решения задач профессиональной деятельности применительно к различным контекстам
ОК 02	Использовать современные средства поиска, анализа и интерпретации информации, и информационные технологии для выполнения задач профессиональной деятельности
ОК 03	Планировать и реализовывать собственное профессиональное и личностное развитие, предпринимательскую деятельность в профессиональной сфере, использовать знания по финансовой грамотности в различных жизненных ситуациях
ОК 04	Эффективно взаимодействовать и работать в коллективе и команде
ОК 05	Осуществлять устную и письменную коммуникацию на государственном языке Российской Федерации с учетом особенностей социального и культурного контекста
ОК 06	Проявлять гражданско-патриотическую позицию, демонстрировать осознанное поведение на основе традиционных общечеловеческих ценностей, в том числе с учетом гармонизации межнациональных и межрелигиозных отношений, применять стандарты антикоррупционного поведения
ОК 07	Содействовать сохранению окружающей среды, ресурсосбережению, применять знания об изменении климата, принципы бережливого производства, эффективно действовать в чрезвычайных ситуациях

Контроль и оценка знаний и умений осуществляется с использованием следующих форм и методов: практическая работа, лабораторная работа, контрольная работа, тестирование, фронтальный опрос, решение зада, проведение дифференцированного зачета.

2. КОНТРОЛЬНО-ОЦЕНОЧНЫЕ СРЕДСТВА УЧЕБНОЙ ДИСЦИПЛИНЫ

2.1 Задания текущего контроля

Результаты обучения (освоенные умения, усвоенные знания)	Формы контроля результатов обучения	методы оценки результатов обучения
1	2	3
<u>В результате освоения дисциплины обучающийся должен уметь:</u> <u>Говорение</u> - общаться на иностранном языке на профессиональные и повседневные темы; - переводить (со словарем) иностранные тексты профессиональной направленности; – вести диалог в ситуациях официального и неофициального общения, в бытовой, социокультурной и учебно-трудовой сферах	- <i>Индивидуальное собеседование</i> (студент отвечает на вопросы преподавателя по заранее изученным темам (например, "Моя профессия", "Мой день")). - <i>Диалог</i> (парная работа, в которой студенты разыгрывают диалоги (например, "Работа в мастерской", "Собеседование")). - <i>Монологическое высказывание</i> (краткие монологи на заданные темы (например, "Материалы и их свойства", "Экскурсия по мастерской")). - <i>Ролевая игра</i> (ситуационные задания (например, "Спрашиваем дорогу", "На полигоне")). - <i>Групповые дискуссии</i> (обсуждение темы в малых группах с использованием профессиональной лексики).	- накопительная система баллов, на основе которой выставляется итоговая отметка. - традиционная система отметок в баллах за каждую выполненную работу, на основе которых выставляется итоговая отметка; – мониторинг роста творческой самостоятельности и навыков получения нового знания каждым обучающимся – результаты текущего контроля формируют результат итоговой аттестации по дисциплине.
<u>аудирование</u> – понимать относительно полно (общий смысл) высказывания на изучаемом иностранном языке в различных ситуациях общения; – понимать основное содержание аутентичных аудио- или видеотекстов познавательного характера на темы, предлагаемые в рамках курса, выборочно извлекать из них необходимую информацию; – оценивать важность/новизну информации, определять свое отношение к ней:	- <i>Ответы на вопросы после прослушивания</i> (студенты слушают текст, затем отвечают на вопросы (устно или письменно)). - <i>Заполнение пропусков в тексте</i> (студенты получают текст с пропусками, которые нужно заполнить на основе услышанного). - <i>Выбор правильного ответа</i> (Multiple Choice) - <i>Установление соответствия</i> (Matching) (студенты связывают элементы из двух колонок (например, персонажи и их действия, время и события)). - <i>Последовательность событий</i> (студенты должны расположить услышанные события в правильном порядке). - <i>Истинно/Ложно</i> (True/False Statements) - <i>Ситуационные задания</i> (после прослушивания диалога студенту	

	задаются вопросы или предлагается выбрать подходящий вариант действия). - <i>Рабочие листы (Worksheets)</i> (студенты заполняют специально подготовленные задания на основе прослушанного (таблицы, диаграммы, краткие ответы)).	
<u>чтение</u> – читать аутентичные тексты разных стилей (публицистические, художественные, научно-популярные и технические), используя основные виды чтения (ознакомительное, изучающее, просмотровое/поисковое) в зависимости от коммуникативной задачи;	- <i>Ответы на вопросы по тексту</i> (открытые или закрытые). - <i>Заполнение таблицы или схемы</i> (например, герои и их действия, последовательность событий). - <i>Установление соответствия</i> (задания типа "соедините начало и конец предложения" или "свяжите абзацы с их темами"). - <i>Последовательность событий</i> (студенты должны расположить события из текста в правильном порядке). - <i>Истинно/Ложно (True/False Statements)</i> - <i>Заполнение пропусков</i> (студенты читают текст с пропусками и восстанавливают его, используя контекст). - <i>Тесты с множественным выбором (Multiple Choice)</i> - <i>Подбор заголовков</i> (учащиеся выбирают подходящий заголовок для текста или его отдельных частей).	
<u>письменная речь</u> – описывать явления, события, излагать факты в письме личного и делового характера; – заполнять различные виды анкет, сообщать сведения о себе в форме, принятой в стране/странах изучаемого языка; – написать мини сочинение	- <i>Написание предложений</i> - <i>Заполнение пропусков</i> - <i>Написание краткого описания</i> - <i>Написание диалога</i> - <i>Личные записи (Personal Notes)</i> (написание короткого письма, заметки или сообщения) - <i>Написание ответа на вопрос</i> - <i>Составление анкеты или таблицы</i> - <i>Составление списка</i> (например, "Список инструментов", "To do list"). - <i>Написание мини-сочинения</i> - <i>Проверочные тесты</i> (например, исправление ошибок в предложениях).	

знать: лексический (1200-1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности	-Подбор синонимов/антонимов - Угадать слово по описанию -Заполнение пропусков в предложениях - Тематическая сортировка слов - Вставка правильной формы глагола - Построение предложений - Выбор правильного варианта - Тестовые задания	
---	--	--

Самостоятельная работа №1

Variant 1. Put the verbs in the Present Simple.

- 1) They _____ football at the institute. (to play)
- 2) She _____ emails. (not / to write)
- 3) _____ you _____ English? (to speak)
- 4) My mother _____ fish. (not / to like)
- 5) _____ Ann _____ any friends? (to have)
- 6) His brother _____ in an office. (to work)
- 7) She _____ very fast. (cannot / to read)
- 8) _____ they _____ the flowers every 3 days? (to water)
- 9) His wife _____ a motorbike. (not / to ride)
- 10) _____ Elizabeth _____ coffee? (to drink)

Variant 2. Put the verbs in the Present Simple.

1. My working day _____ at six o'clock. (to begin)
2. She _____ on the TV. (not / to switch)
3. _____ it _____ me about twenty minutes? (to take)
4. I _____ breakfast at seven o'clock. (not / to have)
5. I _____ home at half past seven. (to leave)
6. _____ he _____ a bus to the institute? (to take)
7. It usually _____ me about fifteen minutes to get there. (to take)
8. _____ classes _____ at eight? (to begin)
9. We usually _____ four classes a day. (not / to have)
10. _____ Mary _____ lunch at about 2 o'clock? (to have)

Самостоятельная работа №2

Variant 1

№1 Fill in the gaps with some, any, one and their derivatives.

1. There are cakes on the plate
2. There aren't..... children in the schoolyard
3. Does know how to solve the task.
4. Are there shopping centers here?
5. Give me shirt!

№2 Write it in English.

1. 245; 533; 816.
2. 3,562; 7,324.
3. Сто книг; сотня страниц; сотни людей.
4. Тысяча машин; тысячи людей; миллион книг.

Variant 2

№1 Fill in the gaps with some, any, one and their derivatives.

1. Is there..... a fitting room?
2. Do you like soft cheese? – No, I prefer hard
3. I can't see..... on the shelf.
4. Where can I buy needles?
5. Take my pen. – Thank you, I have

№2 Write it in English.

6. 3 Января; 8 Марта.
2. Глава 5; автобус 6.
3. 6.45; 8.09.
4. 2/3; 4/5.

Самостоятельная работа №3

Match the words on the left with their meanings on the right.

- | | |
|------------------------|---|
| 1. grandmother | a. daughter of your brother or sister |
| 2. mother-in-law | b. mother of your wife or husband |
| 3. nephew | c. brother of your mother or father |
| 4. grandson | d. one of two children born at the same time to the same mother |
| 5. niece | e. son of your brother or sister |
| 6. great-grandfather | f. daughter of your grandson or granddaughter |
| 7. uncle | g. father of your grandfather or grandmother |
| 8. twin | h. sister of your father or mother |
| 9. great-granddaughter | i. mother of your mother or father |
| 10. aunt | j. son of your son or daughter |

Самостоятельная работа №4

Complete the sentences with the words

- | | |
|-------------------|--|
| a. buzzes | 1. Life is impossible without work. |
| b. wealth | 2. Alexander tries ... his working day well. |
| c. busy | 3. At 6:15 my alarm clock.... |
| d. goal | 4. I usually try.... as long as possible. Am I |
| e. hard | a.....? |
| f. takes a shower | 5. Good is better than |
| g. lazybones | 6. I wash my face with |
| h. cold water | 7. In a common school every lesson 40 minutes. |
| i. canteen | 8. This weekend I am .. doing my project. |
| j. gathers | 9. At dinner all our family at the kitchen table. |
| k. flash by | 10. At 11 o'clock he and goes to bed. |
| l. to organize | |
| m. health | |
| n. lasts | |
| o. to stay in bed | |

Самостоятельная работа №5

Complete the sentences with the words

a. customs and traditions	1. The British Parliament consists of and
b. sheep-breeding	2. Englishmen always respect their
c. from a cultural aspect	3. The United Kingdom is separated from the continent by....
d. Oxford University	4. Many young people from all over the world would like to enter ...
e. the House of Lords	5. Agriculture is developed in Scotland, especially
f. ships	6. The climate of the UK is.....

g. the Straits of Dover h. computing and electronics i. varied j. the House of Commons k. shipyards l. textiles	7. Liverpool is famous as the Beatles were organized there. 8. Among British industries the most developed are..... 9. Two thirds of the world's used to come from UK 10. In the early 18th century British manufacture was based on wool which was processed by individual artisans.
--	--

Самостоятельная работа №6

Fill in the gaps with the words from the box.

- | | |
|-----------------------------------|--------------------------|
| a. firemen | f. marketing specialists |
| b. network security professionals | g. cosmetologist |
| c salespeople | h. lawyers |
| d. mechanics | i. computer engineers |
| e. accountants | j. artists |

- 1 "no" four to five times before making a sale to a customer.
- 2 should enjoy working with people because they are representing their legal interests.
3. Many little boys dream of becoming when they grow up.
4. Not everyone working at your local makeup counter is a licensed. Most are just sales people.
5. The industries of chemicals, energy, healthcare, financial services, business services and government are hiring the largest number of at present.
6. Years ago advertising agencies hired professionally trained to produce graphics for their magazine and newspaper ads.
7. Some of the most popular career choices for are auto, industrial, diesel and aircraft mechanics.
8. College main subjects for include computer science, mathematics or software engineering.
9. When a company can't figure out how to connect what they do to people around them, help get people excited about its products and services.
10. A small company may have one or two employed, while a large firm may have a vast team of working in different divisions or branches.

Самостоятельная работа №7

Put the verbs in the Present Continuous where possible.

Variant 1

1. He (to have) breakfast now.
2. Liza (to write) an email to her pen friend.
3. The teachers (to speak) to their parents at the moment.
4. Natasha (to play) the piano and her friends (to listen) to her.
5. Look! It (not to rain) anymore. The weather is fine.
6. Where is Sergey? he (to wash) the dishes in the kitchen?
7. The doctor is busy, he (to examine) the patient.

Variant 2

1. The baby (not to cry), she (to sleep).
2. This week I (to study) hard for my exams.
3. I (to want) to leave now.
4. President Dmitry Medvedev and Prime Minister Vladimir Putin still (to decide) which of them will run in the 2012 presidential election.
5. These pictures (to belong) to the Metropolitan Museum of Art.
6. I (to hear) what you (to say).
7. Our grandparents (to take) us to their home town in June.

Самостоятельная работа №8

Variant 1.

Put the verbs in the Future Simple.

1. When we (to go) to the picture gallery?
2. I'm sure you (to have) a nice time there.
3. The seller (to send) the goods to the customer in a day.
4. We (to visit) the farm in July.
5. I (to be) careful with money.

Variant 2.

Put the verbs in the Future Simple.

1. They (to arrange) a visit to some places of interest.
2. Our country (to have) professional armed forces.
3. Their guests (to have) lunch after the walk.
4. We (to watch) this documentary with great interest.
5. A lady always (to be) mysterious for a gentleman.

Самостоятельная работа №9

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

1. The Russian Federation is a parliamentary monarchy.
2. The President is the head of state and is elected by the State Duma
3. The President is involved in the work of the legislative and judicial branches of power.
4. The government consists of the Federal Assembly and the Federation Council
5. The executive power is vested in the Federal Assembly.
6. The Federation Council is elected by popular vote.
7. The Federation Council is formed of the heads of the regions.
8. Each Chamber of the Federation Council is checked and balanced by the President.
9. The legislative power is represented by the Constitutional Court, the Supreme Court and regional courts.
10. The Russian Federation was set up by the Constitution of 1991.

Самостоятельная работа №10

Variant 1

Answer the following questions to the text.

1. For what purposes are electronic equipment used now? What do they help us to do?
2. Industrial electronics plays an important role today, doesn't it?
3. What electronic equipment are usually found at home? What can you find at home?
4. What is the difference between electric and electronic devices?
5. Where do you actually see how electricity jumps through space?

Variant 2

Answer the following questions to the text.

1. What were the first electronic equipment based on?
2. Did the first computers look like modem ones?
3. What does electronics mean in our life?
4. Do you think that electronics does only good to people?
5. What will be the next period of industrial electronics development, in your opinion?

Текст №1

British Homes

There (to be) 22 million homes in Britain - big homes and small homes, old cottages and new buildings, houses and flats. Many British people (to love) old houses. They also (to love) gardening, and there (to be) gardens everywhere you go: in towns, villages and out in the country. Two thirds of families in Britain (to own) their houses. Millions of these houses (to be) the same with two or three bedrooms and a bathroom upstairs, dining room and kitchen downstairs. There (to be) a great many different kinds of homes in Britain, but there (to be) not enough! It (to be) often very difficult for young

people to find a home when they (to want) to start a family. British homes (to be) usually smaller than American homes. But like Americans, different generations usually (not to live) in the same house.

Текст №2

The UK

The UK (to be) constitutional monarchy. This (to mean) that the official head of state (to be) the monarch, but his or her powers (to limit) by the constitution. The British constitution (not to write) in any single document. Only some of the rules (to write) down in the form of ordinary laws (to pass) by Parliament at various times.

The British national flag (to call) "Union Jack". It (to symbolize) the Union of England, Scotland and Ireland and (to date) back from 1801. The flag (to make) up of the crosses of the patron saints of England, Ireland and Scotland. Wales (not to represent) because when the flag first (to appear), it already (to unite) with England.

Диктант №1

увлечение	восхищение	сидеть в интернете
делиться мыслями	занятия	заниматься спортом
деятельность	ожидания	конкурс
развлечение	проводить свободное	время
посещать	время	предпочтение
досуг	занятие	развиваться

Диктант №2

бакалея	готовый	ткань
булочная	покупатель	фарфор
Магазин «Овощи-Фрукты»	прилавок	макаронные изделия
молочный магазин	мука	мука
мясной магазин	примерочная	расфасованный
	готовый	

Диктант №3

аэропорт	попутчик	корабль
лодка	летать	станция
автобус	пешком	утомительный
какета	управлять	поезд
пейзаж	самолет	транспорт
недостаток	качество	путешествие
кончаться	быстрый	грузовик
существовать	железная работа	водный путь
чувствовать	дорога	колесо
черта	безопасность	

Диктант №4

исследовать	изобретать	исследование
изучать	открывать	тестирование
систематизировать	изобретение	изобретение
анализировать	открытие	

Диктант №5

век	невозможный	облегчать
доступный	влияние	социальный
атомный	возникать	оторваться
следствие	прогресс	виртуальный
исправлять	реалистичный	
вводить	отчет	

Контрольная работа №1

Variant 1

I Put the verbs in the present form.

My name's Pavel. In the evening I usually (1) _____ (do) my homework. Then I (2) _____ (watch) TV or video. I (3) _____ (like) action films! They are super! Then I (4) _____ (walk) my dog. After that I (5) _____ (go) home, (6) _____ (read) a book and (7) _____ (go) to bed. My sister is little. She doesn't (8) _____ (like) action films. She (9) _____ (love) cartoons. She (10) _____ (watch) them every day.

II Complete the sentences with there is/are

1. _____ any shopping centres in this town.
2. _____ any beaches in London.
3. _____ an American café here.
4. _____ a Hollywood in Spain.
5. _____ any rap CDs in this shop.

III Read the text and answer the questions

I didn't have what you'd call a traditional upbringing. Both of my parents are diplomats, so my childhood was different from what most people have experienced. We moved a lot and I find it difficult talking to people who have always lived in the same place because, although they're interested in my life, they don't really understand.

I was born in England. Then, when I was six, we moved to New York. We lived there for three years and I went to an American school. I was quite happy there, but then we moved to Japan because my parents were sent there for work.

Going back to England during our holidays was a bit disappointing, to be honest. Apart from all the moving around, there was another thing about my childhood that was different-we had nannies because my parents often worked long hours. Our nannies used to pick us up after school and take care of us until our parents came home. We got on really well with our nannies. They were very relaxed and kind to us. We missed our parents, but we were never really lonely. The nannies were always there to look after us and they always listened.

We spent a lot of time with the nannies, but only from Monday to Friday. The weekend was family time! We really enjoyed ourselves then. We loved hearing our parents' stories about all the different people they had met. My parents were great - they were strict when they had to be, but also understanding. And they were determined to give us a sort of 'international' education, so that we would understand the world around us better.

I suppose the only bad thing about my upbringing is that as soon as I'd made friends in a new country, we would move to a different one. It's quite hard at that age to say goodbye to your friends, knowing that you probably won't ever see them again. On the other hand, by living in different countries we learnt so much about other cultures. Even though it was ages ago. I can still speak some Japanese, and I'm fluent in Spanish.

1. How did the writer feel about living abroad?

- A It was a great learning experience.
- B He missed his friends in England.
- C The family moved too much.
- D He doesn't want his children to live the same way.

2. The writer uses the phrase 'I take after my parents' to show that he

- A love his parents very much.
- B is happy about the way his parents brought him up.
- C feels jealous of his parents' jobs.
- D has some of his parents' characteristics.

3. What part did nannies play in the writer's upbringing?

A They went to school with him.

B They sometimes took the place of his parents.

C They were often frightened.

D They worked seven days a week.

IV You will hear people talking in five different situations. Choose the best answer (A, B or C).

1. You hear an expert talking about a boy's problem. What advice does she give?

A to forget about the problem

B to ask someone else to help with the problem

C to act quickly to solve the problem

2. You hear part of a radio interview with a doctor. What does he believe?

A that young people cause health problems for themselves

B that we take too many medicines

C that relationship problems can affect our health

3. You hear a man talking on the radio. Who is he?

A a father of three older children

B a teacher of three difficult children

C one of three young brothers

V Write the word in the correct form.

1. Do you know how many (person) live in Los Angeles?

2. What's the (differ) between them?

3. Don't be so (child)!

4. Baz and I had an (argue)

V Write the description of your best friend

Variant 2

I Put the verbs in the present form.

He _____ (get) up at 7. He _____ (have) his English lesson every day. He _____ (speak) English to his friends. He _____ (play) board games in the afternoon. Sometimes he _____ (swim) in the lake. He often _____ (go) hiking. He sometimes _____ (sit) by the camp fire in the evenings. He never _____ (go) on a trip without his friends.

II Complete the sentences with there is/are

1. _____ an Italian boy in my class.

2. _____ an internet café opposite our school.

3. _____ five supermarkets in my town.

4. _____ a museum next to the park.

5. _____ some posters in front of the cinema.

III Read the text and answer the questions

I didn't have what you'd call a traditional upbringing. Both of my parents are diplomats, so my childhood was different from what most people have experienced. We moved a lot and I find it difficult talking to people who have always lived in the same place because, although they're interested in my life, they don't really understand.

I was born in England. Then, when I was six, we moved to New York. We lived there for three years and I went to an American school. I was quite happy there, but then we moved to Japan because my parents were sent there for work.

Going back to England during our holidays was a bit disappointing, to be honest. Apart from all the moving around, there was another thing about my childhood that was different-we had nannies because my parents often worked long hours. Our nannies used to pick us up after school and take care of us until our parents came home. We got on really well with our nannies. They were very relaxed and kind to us. We missed our parents, but we were never really lonely. The nannies were always there to look after us and they always listened.

We spent a lot of time with the nannies, but only from Monday to Friday. The weekend was family time! We really enjoyed ourselves then. We loved hearing our parents' stories about all the different people they had met. My parents were great - they were strict when they had to be, but also understanding. And they were determined to give us a sort of 'international' education, so that we would understand the world around us better.

I suppose the only bad thing about my upbringing is that as soon as I'd made friends in a new country, we would move to a different one. It's quite hard at that age to say goodbye to your friends, knowing that you probably won't ever see them again. On the other hand, by living in different countries we learnt so much about other cultures. Even though it was ages ago. I can still speak some Japanese, and I'm fluent in Spanish.

1. The writer says that his parents

A didn't understand him.

B couldn't talk to people easily.

C are different from most parents.

D treated him really badly.

2. How did the writer feel about going back to England?

A He was very excited.

B He felt it wasn't the best place for his parents.

C He thought it was a bit boring there. D He was very happy to be back.

3. What part did nannies play in the writer's upbringing?

A They went to school with him.

B They sometimes took the place of his parents.

C They were often frightened.

D They worked seven days a week.

IV You will hear people talking in five different situations. Choose the best answer (A, B or C).

1. You hear a teenager talking about a typical Saturday night. How does he feel when he is out with his friends?

A bored

B excited

C tired

2. You hear this message on your phone. What does Gemma want to do with you?

A go to a party

B chat online

C do some school work

3. You hear a man talking on the radio. Who is he?

A a father of three older children

B a teacher of three difficult children

C one of three young brothers

V Write the word in the correct form.

1. The movie was so (scare) I had to hide behind the sofa.

2 If you're (bore), why don't you ask Sandra if she'll [play with you?

3. Darren was really (friend) to Liz this morning

4. The shop assistant was so (help), I had to ask to speak to the manager.

VI Write the description of your best friend

Контрольная работа 2

Variant 1

I Put the verbs in Present Continuous

1. The boys (to run) about in the garden.
- 2 I (to do) my homework.
3. John and his friends (to go) to the library.
4. Ann (to sit) at her desk. She (to study) geography.
5. A young man (to stand) at the window. He (to smoke) a cigarette.

II Put the verbs in Future Simple

- 1) His brother _____ in an office. (to work)
- 2) She _____ very fast. (cannot / to read)
- 3) _____ they _____ the flowers every 3 days? (to water)
- 4) His wife _____ a motorbike. (not / to ride)
- 5) _____ Elizabeth _____ coffee? (to drink)

III Choose the correct form of the verb in brackets to complete the sentences.

1. Who ... (gives / is given) bad marks in your class?
2. Our house ... (made /is made) of wood.
3. Our holiday ... (is begun / begins) next week.
4. Pupils ... (are given / give) textbooks by the teacher.
5. The holiday ... (celebrated / is celebrated) every year.

IV Match the words with their explanations.

- | | |
|--|---------------------------|
| a. lower house | 1. the State Duma |
| b. the head of state | 2. United Russia |
| c. the Parliament of the Russian Federation | 3. a bill |
| d. a written proposal for a new law, which is brought before parliament | 4. the President |
| e. the standard unit of money in Russia | 5. the Federal Assembly |
| f. a set of pictures painted on a shield and used as the special sign of the state | 6. the rouble |
| g. the chairman of the Government | 7. the Federation Council |
| h. the main political party | 8. the Prime Minister |
| i. the official song of a nation that is sung or played on public occasions | 9. coat of arms |
| j. the Upper House | 10.the national anthem |

V Read an article. Five sentences have been removed from the article.

Despite all my careful planning, my dream holiday became a nightmare. Things started to go wrong even before I had left England. I arrived at the airport in plenty of time. With my tickets and passport in my hand, I joined the queue. Then, just as I was checking in, there was an announcement saying that all flights to Rome had been cancelled because of bad weather, (3)

.....(4) | The rest of my time in Italy was fine, though, and I was beginning to really enjoy

myself. Then I went to Greece, which was where had my accident.

I had hired a motorbike and I was travelling through some mountain villages. I had thought about hiring a car, but a motorbike gives you more freedom and I like the feeling of being in the open air. I have quite a lot of experience riding motorbikes, but nothing could prepare me for what happened next.(5). I tried the brakes, but the wheels just

spun. I attempted to turn a corner but I was going too fast and, well you can guess what happened next! My own stupid fault! I didn't break any bones, but I had bad scratches on my arms and legs which needed first aid. This also meant that I couldn't swim for the rest of the holiday!

- A I had been planning this trip for over a year.
- B Of course, the success of a holiday depends on who you go with.
- C I had to go home and come back the next day!
- D I was riding down a steep hill when the bike started to speed up.
- E No, those adventures were fun!
- F I was very disappointed because that was the first city on my trip and I hardly saw anything.

VI Write about the political system of the United Kingdom.

Variant 2

I Put the verbs in Present Continuous

1. The old man (to walk) about the room.
2. The dog (to lie) on the floor.
3. You (to have) a break?
4. What language you (to study)?
5. Who (to lie) on the sofa?

II Put the verbs in Future Simple

- 1) They _____ football at the institute. (to play)
- 2) She _____ emails. (not / to write)
- 3) _____ you _____ English? (to speak)
- 4) My mother _____ fish. (not / to like)
- 5) _____ Ann _____ any friends? (to have)

III Choose the correct form of the verb in brackets to complete the sentences.

1. I ... (like / am liked) this place.
2. What books by Charles Dickens ... (translated / are translated) into Belarussian?
3. Who ... (protects / is protected) animals?
4. This city ... (is visited / visited) by many people.
5. Who ... (gives / is given) bad marks in your class?

IV Match the left and right columns.

- | | |
|----------------------|-------------|
| 1. Buckingham | a. Park |
| 2. Trafalgar | b. Gallery |
| 3. Hyde | c. Bums |
| 4. Royal Botanic | d. Airways |
| 5. Rolling | e. Palace |
| 6. Doctor | f. Victoria |
| 7. British | g. Garden |
| 8. National Portrait | h. Watson |
| 9. Queen | i. Stones |
| 10. Robert | j. Square |

V Read an article. Five sentences have been removed from the article.

I planned a three-month tour of Europe. Of course, I had been to Europe before, but I was really looking forward to spending more time in some of my favourite places. Unfortunately, it turned out to be my worst holiday, even worse than being stuck up a mountain in the Himalayas, lost in the desert, or travelling in a tiny plane during a thunderstorm.....(1). My worst experience was much closer to home.

And it was not because I was unprepared either. (2). I had worked out exactly when I was going to be in each country and how long I was going to stay. I had even booked my train tickets in advance so that everything went smoothly.

But, despite all my careful planning, my dream holiday became a nightmare. Things started to go

wrong even before I had left England. I arrived at the airport in plenty of time. With my tickets and passport in my hand, I joined the queue. Then, just as I was checking in, there was an announcement saying that all flights to Rome had been cancelled because of bad weather, (3)

When the plane took off the following day, my late arrival in Rome meant that I only had two hours before I had to catch my first train.

A I had been planning this trip for over a year.

B Of course, the success of a holiday depends on who you go with.

C I had to go home and come back the next day!

D I was riding down a steep hill when the bike started to speed up.

E No, those adventures were fun!

F I was very disappointed because that was the first city on my trip and I hardly saw anything.

VI Write about the political system of Russia.

2.2 Задания для дифференцированного зачета

Variant 1

Exercises 1: Put the verbs in brackets in the Present Simple or Present Continuous.

1. Don't put your coat on. The sun (shine)..... .
2. In summer the sun (shine) brightly.
3. My aunt (make).....cakes on Mondays, but she (make)..... pizza now.
4. Ann usually (make) doll dresses herself.
5. We (have) coffee every morning.
6. I like tea, but now I (have) coffee.
7. Mary (play) the piano every evening.
8. Where is John? - He (play) the piano.

Exercises 2: Put the correct form of the verb. Conditionals

Example: If you run, you will catch a train. (1)

Example: If my friend was in trouble, I would help him. (2)

1. I'm sure he (come)_____ if you (invite)_____ him. (1)
2. I (call)_____ you if I (finish)_____ my work early. (1)
3. If you (pass)_____ the exam, you (get)_____ the certificate. (1)
4. If I (be)_____ you, I (not spend) _____ so much time watching anime. (2)
5. If Australia (not be) _____ so far away, I (go)_____ there more often. (2)
6. I (not do) _____ it unless you (ask)_____ me. (2)

Exercises 3: Translate into Russian.

1. If John lost the phone number, he would not call her.
2. If you drink too much coffee, you will not be able to sleep.
3. Please inform the doctor immediately if she shows signs of improvement(улучшение).
4. If I were a princess, I would live in a palace
5. If I had money, I would buy a car.
6. If the weather is fine, we will go for a walk.

Exercises 4: Translate into English

1. Если бы Джон потерял номер телефона, он бы не позвонил ей.
2. Марк был бы здоровым мужчиной, если бы не курил.
3. Если я пойду в магазин, я куплю новый телефон.

Variant 2

Exercises 1: Put the verbs in brackets in the Present Simple or Present Continuous.

1. Our boys usually (play)..... football in the yard.
2. Call them. They (play) football in the yard.
3. Run downstairs. Your sister (wait for) you.
4. I usually (wait for)Tom. He is always late.
5. She is in the kitchen. She (make) tea for us.
6. I (like) to look at that tree early in the morning.
7. I am busy. I (make) my bed.
8. I always (make) my bed before breakfast.

Exercises 2: Choose the correct form of the verb. Conditionals.

Example: If you run, you will catch a train. (1)

Example: If my friend was in trouble, I would help him. (2)

1. If it (snow)_____ tomorrow, the children (play)_____ snowballs. (1)
2. We (finish)_____ the job faster if she (help)_____ me. (1)
3. If she (read)_____ 15 minutes every day, her vocabulary (increase)_____ greatly. (1)
4. If he (have) _____ a swimming pool, he (swim)_____ every day. (2)
5. If there (be)_____ a library in my town, I (not buy) _____ books. (2)
6. Nothing (change)_____ unless we (try)_____ to work harder. (2)

Exercises 3: Translate into Russian.

1. If I had a holiday now, I would go to the lake Baikal.
2. Mark would be a healthy man if he didn't smoke.
3. If I go shopping, I will buy a new phone.
4. If the weather was fine, I went for a walk.
5. If I have money, I will buy a car.
6. If you sign the papers, we will send them today.

Exercises 4: Translate into English

1. Если бы у меня был отпуск сейчас, я бы поехал на озеро Байкал.
2. Я посмотрю этот фильм, если он понравится тебе.
3. Если бы ты подписал документы, мы бы отослали их сегодня.

2.3 Критерии оценивания

Общий критерий оценки:

Оценка	Характеристика ответа
5 (отлично)	Студент свободно отвечает на вопросы, монолог полный и логичный, лексика достаточная, текст читает и переводит без ошибок. Допускается 1–2 негрубые ошибки.
4 (хорошо)	Студент отвечает на вопросы, монолог раскрывает тему, но есть паузы или неточности. Текст переводит с 2–3 ошибками.
3 (удовлетворительно)	Студент отвечает только на простые вопросы, монолог короткий или сбивчивый. Текст переводит фрагментарно.
2 (неудовлетворительно)	Студент не может ответить на вопросы, монолог отсутствует, текст не переводит.