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«Северо-Кавказский государственный институт искусств»
Колледж культуры и искусств

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ФГБОУ ВО СКГИИ
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«27» августа 2026г

ОЦЕНОЧНЫЕ МАТЕРИАЛЫ

по учебной дисциплине

УПО.01.01.

Английский язык

Специальность 53.02.03 Инструментальное исполнительство

(по видам инструментов)

оркестровые духовые и ударные инструменты

Уровень образования - основное общее образование, 10-11 класс

Квалификация выпускника

Артист-инструменталист, преподаватель

Форма обучения – очная

Нальчик, 2026

Комплект контрольно-оценочных средств разработан на основе
Федерального государственного образовательного стандарта среднего
общего образования, Федерального государственного образовательного
стандарта среднего профессионального образования по специальности
53.02.03 Инструментальное исполнительство

(по видам инструментов)

по программе углубленной подготовки программы учебной дисциплины по
программе углубленной подготовки программы учебной дисциплины
«Иностранный язык»

Разработчик: преподаватель ККИ СКГИИ Болотокова Б.М.

Рассмотрено на заседании ПЦК ОД

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1. Паспорт оценочных материалов учебной дисциплины «Иностранный язык»

Оценочные материалы (далее – ОМ) разработаны с целью формирования системы контроля и оценки результатов освоения общеобразовательной дисциплины «Иностранный язык». В ОМ описана система оценочных мероприятий, которая включает примеры заданий входного, текущего, рубежного контроля и задания промежуточной аттестации по дисциплине «Иностранный язык». Кроме оценочных заданий ОМ содержит эталоны ответов к некоторым заданиям, а к типовым – алгоритмы решения либо ориентировочную основу действий, критерии оценивания и рекомендуемую шкалу перевода полученных баллов в 5-балльную систему.

Результаты освоения программы по дисциплине « Иностранный язык», представляющие собой формируемые общие и профессиональные компетенции федерального государственного образовательного стандарта (далее – ФГОС) среднего профессионального образования (далее – СПО)

по специальности в соотнесении с личностными, метапредметными

и предметными результатами обучения базового уровня ФГОС среднего общего образования, приведены в рабочей программе (далее – РП)

по дисциплине.

Типы оценочных мероприятий по дисциплине « Иностранный язык» , спроектированы в учебно-методическом комплексе (далее – УМК) по дисциплине.

В ОМ приведены модельные примеры заданий, направленных на контроль и оценку основного содержания дисциплины, а также профессионально ориентированные задания, способствующие формированию элементов профессиональных компетенций ФГОС осваиваемой обучающимися специальности СПО.

Входной контроль проводится в начале обучения по дисциплине. Целью входного контроля является выявление актуальных знаний и умений обучающихся по дисциплине, а также вопросы, требующие коррекции.

Текущий контроль осуществляется преподавателем в течение учебного года в целях систематической проверки и оценки полученных обучающимися результатов в процессе изучения дисциплины.

Рубежный контроль представляет собой проверку и оценку результатов обучения, проводимых по окончании изучения разделов курса.

Форма промежуточной аттестации и количество часов, отводимых

на ее проведение, регламентируются учебным планом образовательной программы СПО профессиональной образовательной организации (статья 58 Федерального закона от 29.12.2012 № 273-ФЗ «Об образовании в Российской Федерации»).

1. Паспорт оценочных материалов учебной дисциплины

«Иностранный язык»

Изучение иностранного языка в средних специальных учебных заведениях искусств играет большую роль в интеллектуальном и духовно- нравственном развитии учащихся, в формировании у них широкого и гуманного взгляда на мир способствует подготовке современного интеллигентного человека. Иностранный язык, как учебный предмет, обладает большими возможностями для создания условий культурного и личностного становления молодых людей.

В процессе овладения речью на втором языке, реализуются следующие задачи: формирование возможности для дополнительного приема и передачи информации, умение работать со специальной и справочной литературой, активизируют работу памяти и мышления, а также интегрируют самые разнообразные сведения из различных сфер деятельности человека. Использование иностранного языка в качестве средства передачи и приема информации об окружающей действительности из предметных различных областей создает благоприятные предпосылки для расширения общеобразовательного кругозора.

Выполнение данных задач формирует основные цели обучения иностранному языку: - умений понимать и порождать иноязычные высказывания в соответствии с конкретной ситуацией общения, речевой задачей и коммуникативным намерением;

- знаний о системе изучаемого языка и правил оперирования языковыми средствами в речевой деятельности;

- умений самостоятельно совершенствоваться в овладении иностранным языком. Обучение иностранному языку предполагает овладение учащимися, как непосредственной (говорение, слушание), так и опосредованной (чтение, письмо) формами общения в пределах, обозначенных в программе для каждого этапа обучения.

Требования к уровню освоения содержания дисциплины

Дисциплина УД.01.03. «Иностранный язык» (английский язык)

среднего общего образования направлена на формирование элементов компетенций по данной специальности:

ОК 11. Использовать в профессиональной деятельности умения и знания, полученные обучающимися в ходе освоения учебных предметов, в соответствии с федеральным государственным образовательным стандартом среднего общего образования.

ОК 12. Проявлять гражданско-патриотическую позицию, демонстрировать осознанное поведение на основе традиционных общечеловеческих ценностей, применять стандарты антикоррупционного поведения.

ОК 13. Использовать знания по финансовой грамотности, планировать предпринимательскую деятельность в профессиональной сфере.

ПК 1.1. Целостно и грамотно воспринимать и исполнять музыкальные произведения, самостоятельно осваивать сольный, оркестровый и ансамблевый репертуар (в соответствии с программными требованиями).

ПК 1.2. Осуществлять исполнительскую деятельность и репетиционную работу в условиях концертной организации, в оркестровых и ансамблевых коллективах.

ПК 1.3. Осваивать сольный, ансамблевый, оркестровый исполнительский репертуар в соответствии с программными требованиями.

ПК 1.4. Выполнять теоретический и исполнительский анализ музыкального произведения, применять базовые теоретические знания в процессе поиска интерпретаторских решений.

ПК 1.5. Применять в исполнительской деятельности технические средства звукозаписи, вести репетиционную работу и запись в условиях студии.

ПК 1.6. Применять базовые знания по устройству, ремонту и настройке своего инструмента для решения музыкально-исполнительских задач.

ПК 2.8. Владеть культурой устной и письменной речи, профессиональной терминологией.

Личностные, метапредметные и предметные результаты освоения учебной дисциплины.

Личностные результаты освоения основной образовательной программы достигаются в единстве учебной и воспитательной деятельности организации, осуществляющей образовательную деятельность, в соответствии с традиционными российскими социокультурными, историческими и духовно-нравственными ценностями, принятыми в обществе правилами и нормами поведения, и способствуют процессам самопознания, самовоспитания и саморазвития, развития внутренней позиции личности, патриотизма, гражданственности, уважения к памяти защитников Отечества и подвигам Героев Отечества и старшему поколению, закону и правопорядку, труду, взаимного уважения, бережного отношения к культурному наследию и традициям многонационального народа Российской Федерации, природе и окружающей среде.

Личностные результаты освоения основной образовательной программы обучающимися должны отражать готовность и способность обучающихся руководствоваться сформированной внутренней позицией личности, системой ценностных ориентаций, позитивных внутренних убеждений, соответствующих традиционным ценностям российского общества, расширение жизненного опыта и опыта деятельности в процессе реализации основных направлений воспитательной деятельности, в том числе в части:

гражданского воспитания:

сформированность гражданской позиции обучающегося как активного и ответственного члена российского общества;

осознание своих конституционных прав и обязанностей, уважение закона и правопорядка; принятие традиционных национальных, общечеловеческих гуманистических и демократических ценностей;

готовность противостоять идеологии экстремизма, национализма, ксенофобии, дискриминации по социальным, религиозным, расовым, национальным признакам;

готовность вести совместную деятельность в интересах гражданского общества, участвовать в самоуправлении в общеобразовательной организации и детско-юношеских организациях;

умение взаимодействовать с социальными институтами в соответствии с их функциями и назначением;

готовность к гуманитарной и волонтерской деятельности; патриотического воспитания;

сформированность российской гражданской идентичности, патриотизма, уважения к своему народу, чувства ответственности перед Родиной, гордости за свой край, свою Родину, свой язык и культуру, прошлое и настоящее многонационального народа России;

ценностное отношение к государственным символам, историческому и природному наследию, памятникам, традициям народов России, достижениям России в науке, искусстве, спорте, технологиях и труде;

идейная убежденность, готовность к служению и защите Отечества, ответственность за его судьбу;

духовно-нравственного воспитания:

осознание духовных ценностей российского народа; сформированность нравственного сознания, этического поведения;

способность оценивать ситуацию и принимать осознанные решения, ориентируясь на морально-нравственные нормы и ценности;

осознание личного вклада в построение устойчивого будущего;

ответственное отношение к своим родителям и (или) другим членам семьи, созданию семьи на основе осознанного принятия ценностей семейной жизни в соответствии с традициями народов России; эстетического воспитания:

эстетическое отношение к миру, включая эстетику быта, научного и технического творчества, спорта, труда и общественных отношений;

способность воспринимать различные виды искусства, традиции и творчество своего и других народов, ощущать эмоциональное воздействие искусства;

убежденность в значимости для личности и общества отечественного и мирового искусства, этнических культурных традиций и народного творчества;

готовность к самовыражению в разных видах искусства, стремление проявлять качества творческой личности;

физического воспитания:

сформированность здорового и безопасного образа жизни, ответственного отношения к своему здоровью;

потребность в физическом совершенствовании, занятиях спортивно-оздоровительной деятельностью;

активное неприятие вредных привычек и иных форм причинения вреда физическому и психическому здоровью;

трудового воспитания:

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, умение совершать осознанный выбор будущей профессии и реализовывать собственные жизненные планы;

готовность и способность к образованию и самообразованию на протяжении всей жизни; экологического воспитания:

сформированность экологической культуры, понимание влияния социально-экономических процессов на состояние природной и социальной среды, осознание глобального характера экологических проблем;

планирование и осуществление действий в окружающей среде на основе знания целей устойчивого развития человечества;

активное неприятие действий, приносящих вред окружающей среде;

умение прогнозировать неблагоприятные экологические последствия предпринимаемых действий, предотвращать их;

расширение опыта деятельности экологической направленности; 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.

Метапредметные результаты освоения основной образовательной программы должны отражать:

Овладение универсальными учебными познавательными действиями:

а) базовые логические действия:

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, оценивать соответствие результатов целям, оценивать риски последствий деятельности;

развивать креативное мышление при решении жизненных проблем; б) базовые исследовательские действия:

владеть навыками учебно-исследовательской и проектной деятельности, навыками разрешения проблем;

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, ключевыми понятиями и методами;

ставить и формулировать собственные задачи в образовательной деятельности и жизненных ситуациях;

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;

давать оценку новым ситуациям, оценивать приобретенный опыт;

разрабатывать план решения проблемы с учетом анализа имеющихся материальных и нематериальных ресурсов;

осуществлять целенаправленный поиск переноса средств и способов действия в профессиональную среду;

уметь переносить знания в познавательную и практическую области жизнедеятельности; уметь интегрировать знания из разных предметных областей;

выдвигать новые идеи, предлагать оригинальные подходы и решения; ставить проблемы и задачи, допускающие альтернативные решения; в) работа с информацией:

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 коммуникационных технологий в решении когнитивных, коммуникативных и организационных задач с соблюдением требований эргономики, техники безопасности, гигиены, ресурсосбережения, правовых и этических норм, норм информационной безопасности;

владеть навыками распознавания и защиты информации, информационной безопасности личности.

Овладение универсальными коммуникативными действиями:

а) общение:

осуществлять коммуникации во всех сферах жизни;

распознавать невербальные средства общения, понимать значение социальных знаков, распознавать предпосылки конфликтных ситуаций и смягчать конфликты;

владеть различными способами общения и взаимодействия; аргументированно вести диалог, уметь смягчать конфликтные ситуации;

развернуто и логично излагать свою точку зрения с использованием языковых средств; б) совместная деятельность:

понимать и использовать преимущества командной и индивидуальной работы;

выбирать тематику и методы совместных действий с учетом общих интересов и возможностей каждого члена коллектива;

принимать цели совместной деятельности, организовывать и координировать действия по ее достижению: составлять план действий, распределять роли с учетом мнений участников обсуждать результаты совместной работы;

оценивать качество своего вклада и каждого участника команды в общий результат по разработанным критериям;

предлагать новые проекты, оценивать идеи с позиции новизны, оригинальности, практической значимости;

координировать и выполнять работу в условиях реального, виртуального и комбинированного взаимодействия;

осуществлять позитивное стратегическое поведение в различных ситуациях, проявлять творчество и воображение, быть инициативным.

Овладение универсальными регулятивными действиями:

а) самоорганизация:

самостоятельно осуществлять познавательную деятельность, выявлять проблемы, ставить и формулировать собственные задачи в образовательной деятельности и жизненных ситуациях;

самостоятельно составлять план решения проблемы с учетом имеющихся ресурсов, собственных возможностей и предпочтений;

давать оценку новым ситуациям;

расширять рамки учебного предмета на основе личных предпочтений;

делать осознанный выбор, аргументировать его, брать ответственность за решение; оценивать приобретенный опыт;

способствовать формированию и проявлению широкой эрудиции в разных областях знаний, постоянно повышать свой образовательный и культурный уровень; б) самоконтроль:

давать оценку новым ситуациям, вносить коррективы в деятельность, оценивать соответствие результатов целям;

владеть навыками познавательной рефлексии как осознания совершаемых действий и мыслительных процессов, их результатов и оснований;

использовать приемы рефлексии для оценки ситуации, выбора верного решения; уметь оценивать риски и своевременно принимать решения по их снижению;

в) эмоциональный интеллект, предполагающий сформированность:

самосознания, включающего способность понимать свое эмоциональное состояние, видеть направления развития собственной эмоциональной сферы, быть уверенным в себе;

саморегулирования, включающего самоконтроль, умение принимать ответственность за свое поведение, способность адаптироваться к эмоциональным изменениям и проявлять гибкость, быть открытым новому;

внутренней мотивации, включающей стремление к достижению цели и успеху, оптимизм, инициативность, умение действовать, исходя из своих возможностей;

эмпатии, включающей способность понимать эмоциональное состояние других, учитывать его при осуществлении коммуникации, способность к сочувствию и сопереживанию;

социальных навыков, включающих способность выстраивать отношения с другими людьми, заботиться, проявлять интерес и разрешать конфликты;

г) принятие себя и других людей:

принимать себя, понимая свои недостатки и достоинства;

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.

Предметные результаты:

По учебному предмету "Иностранный язык" (базовый уровень):

1) овладение 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:

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;

аудирование: воспринимать на слух и понимать звучащие до 2,5 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 600 - 800 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;

письменная речь: заполнять анкеты и формуляры, сообщая о себе основные сведения, в соответствии с нормами, принятыми в стране/странах изучаемого языка;

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, графики, диаграммы, прочитанный/прослушанный текст; заполнять таблицу, кратко фиксируя содержание прочитанного/прослушанного текста или дополняя информацию в таблице; представлять результаты выполненной проектной работы объемом до 180 слов;

2) овладение фонетическими навыками: различать на слух и адекватно, без ошибок, ведущих к сбою коммуникации, произносить слова с правильным ударением и фразы с соблюдением их ритмико-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;

не ставить точку после заголовка; правильно оформлять прямую речь, электронное сообщение личного характера;

3) знание 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;

выявление признаков изученных грамматических и лексических явлений по заданным основаниям;

4) овладение навыками распознавания и употребления в устной и письменной речи не менее 1500 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;

5) овладение 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;

6) овладение 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;

7) овладение 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;

8) развитие умения сравнивать, классифицировать, систематизировать и обобщать по существенным признакам изученные языковые явления (лексические и грамматические);

9) приобретение опыта практической деятельности в повседневной жизни: участвовать в учебно-исследовательской, проектной деятельности предметного и междисциплинарного 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.

По учебному предмету "Иностранный язык" (углубленный уровень) требования к предметным результатам должны отражать сформированность иноязычной коммуникативной компетенции в совокупности ее составляющих - речевой, языковой, социокультурной, компенсаторной, метапредметной (учебно-познавательной) на уровне, превышающем пороговый, достаточном для делового общения в рамках выбранного профиля, и включать требования к результатам освоения базового курса и дополнительно отражать:

1) овладение основными видами речевой деятельности в рамках следующего тематического содержания речи: 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 комбинированный диалог объемом до 10 реплик со стороны каждого собеседника в стандартных ситуациях неофициального и официального общения, уметь участвовать в полилоге с соблюдением норм речевого этикета, принятых в стране/странах изучаемого языка;

создавать устные связные монологические высказывания (в том числе рассуждение) с изложением своего мнения и краткой аргументации объемом 17 - 18 фраз в рамках тематического содержания речи; создавать сообщение в связи с прочитанным/прослушанным текстом с выражением своего отношения к изложенным событиям и фактам объемом 17 - 18 фраз;

аудирование: воспринимать на слух и понимать звучащие до 3,5 минут аутентичные тексты,

содержащие неизученные языковые явления, с разной глубиной проникновения в содержание текста, в том числе с его полным пониманием;

смысловое чтение: читать про себя и понимать аутентичные тексты разного вида, жанра и стиля объемом 700 - 900 слов, содержащие неизученные языковые явления, с различной глубиной проникновения в содержание текста; понимать структурно-смысловые связи в тексте; читать и понимать несплошные тексты, в том числе инфографику;

письменная речь: писать резюме и письмо-обращение о приеме на работу объемом до 140 слов с сообщением основных сведений о себе;

писать официальное (деловое) письмо, в том числе электронное, объемом до 180 слов в соответствии с нормами официального общения, принятыми в стране/странах изучаемого языка; создавать письменные высказывания, в том числе с элементами рассуждения 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;

2) овладение умениями письменного перевода с иностранного языка на русский язык аутентичных текстов научно-популярного характера (в том числе в русле выбранного профиля);

3) овладение пунктуационными навыками: пунктуационно правильно оформлять официальное (деловое) письмо, в том числе электронное письмо;

4) знание и понимание основных значений изученных лексических единиц; овладение навыками распознавания употребления в устной и письменной речи не менее 1650 изученных лексических единиц (слов, словосочетаний, речевых клише), включая 1350 лексических единиц, освоенных на уровне основного общего образования;

5) осуществлять межличностное и межкультурное общение на основе знаний о социокультурном портрете и культурном наследии родной страны и страны/стран изучаемого языка.

Содержание дисциплины

В течение базового цикла основные задачи обучения направлены на поддержание и выравнивание уровня знаний, полученных в школе, повторение и систематизацию грамматического материала о строе языка, о правилах оперирования языковыми средствами. В области обучения устной речи большое внимание уделяется развитию умения логично высказываться в связи с ситуацией общения, а также в связи с увиденным, услышанным, прочитанным.

Тема 1. Времена года

Речевой этикет “Благодарность”

1.1. Календарь Количественные числительные. Образование порядковых числительных с помощью суффикса –th (исключения: first, second, third)

1.2. Времена года. Место прилагательного в предложении.

Степени сравнения прилагательных: односложные с помощью суффиксов –er,est; многосложные с помощью –more,most.

1.3. Погода. Притяжательные местоимения. Имеют две формы. 1-я форма имеет функцию определения к подлежащему: mybook, hername.2-я форма заменяет существительное: Where are you books? - Mine is in the bag, hers is on the desk.

Тема 2. На уроке английского языка

Речевой этикет “Согласие”

2.1. Работа с учебником. Повелительное наклонение: просьбы, приказания, побуждение к действию с помощью глагола let.

2.2. Present Indefinite: образования времени, употребление для описания повторяемых регулярных или редких действий в настоящем.

2.3. На уроке Английского языка. Именительный и косвенный падежи личных местоимений.

Тема 3. О себе.

Речевой этикет “Знакомство”

3.1. Внешность. Модальные глаголы: can, must, have to do, may, should.

3.2. Черты характера. Падежи имен существительных: общий и притяжательный. Притяжательный падеж соответствует родительному падежу в русском языке. Образуется прибавлением апострофа и буквы S в единственном числе, только апострофа во множественном числе.

3.3. Отношения в семье. Past Indefinite модальных глаголов.

Тема 4. Повседневная жизнь.

Речевой этикет “Несогласие”

4.1. Утро. Возвратные местоимения.

4.2. После занятий. Present Continuous: образование, употребление времени для описания действий происходящих в момент речи.

4.3. Свободное время.

Употребление оборота to be going, to do.

4.4. Работа по дому. Образование специальных вопросов в Present Continuous.

Тема 5. Еда. Покупки.

Речевой этикет “Манеры за столом”

5.1. Продукты. Артикль. Особенности образования множественного числа существительных.

5.2. Посуда. Исчисляемые и неисчисляемые существительные. Местоимения many, much, few, little.

5.3. Приготовление пищи. Future Indefinite: образование времени, употребление его для выражения действий в будущем времени.

5.4. На дне рождения.

Тема 6. В городе.

Речевой этикет “Спросить дорогу”

6.1. Города и села. Past Indefinite употребляется для выражения обычных действий в прошлом, образуется путем прибавления окончания –ed.

6.2. Транспорт: виды транспорта; транспорт в Лондоне.

Образование времени Past Indefinite неправильных глаголов.

6.3 Лондон. Образование времени Past Indefinite модальных глаголов.

6.4. Мой родной город: общие сведения, история и достопримечательности.

Тема 7. Книги в нашей жизни.

Речевой этикет “Извинения”

7.1. Библиотеки: их назначение, устройство; библиотека Британского музея; библиотека в училище. Present Perfect образуется при помощи вспомогательного глагола to have и причастия прошедшего времени, употребляется для выражения действия, которое завершилось к моменту в настоящем.

7.2. История книгопечатания: В. Кэкстон. Неопределенные местоимения: some, any, no, every и их производные со словами body, thing, one, where.

7.3. Мой любимый писатель: биография, творчество, любимое произведение.оборот to be going, to do.

II год обучения

Тема 1. Школьная жизнь. Образование.

Речевой этикет. “Как дела?”

1.1. Встреча одноклассников. Наречие образуется с помощью суффикса –ly, место наречия в предложении.

1.2. ЛЕ “Расписание”. Степени сравнения наречия образуется с помощью суффикса -ea, -est (односложные слова) или путем постановки more, most.

1.3. В школе. Past Continuous образуется с помощью вспомогательного глагола to be и причастия настоящего времени смыслового глагола. Употребляется для описания продолженного действия или когда указан отрезок времени в прошлом.

1.4. Образование в России.

1.5. Типы школ в Великобритании.

Тема 2. Спорт.

Речевой этикет. “Извинения”

2.1. Игры и виды спорта. Сопоставление времен: Past Indefinite, Past Continuous, Present Perfect.

2.2. Спорт в нашей жизни. Систематизация предлогов времени, места: on, in, at, from...till, before, after, behind, above, below, near.

2.3. Олимпийские игры: история проведения игр; олимпийские игры в России.

2.4. История футбола.

Тема 3. Здоровье.

Речевой этикет. “Одобрение”

3.1. Здоровье. Разделительные вопросы: порядок слов, образование вопросов с глаголами be, have, can, must и смысловыми глаголами.

3.2. Визит к врачу.

Тема 4. Сельская жизнь.

Речевой этикет. “Неодобрение”

4.1. Погода. Употребление Present Indefinite в придаточных предложениях условия, времени для выражения действия в будущем.

4.2. Работа в поле. Страдательный залог употребляется, когда действие направлено на подлежащие. Образуется при помощи глагола to be в сочетании с Past Participle.

4.3. Фруктовый сад. Present Indefinite Passive.

4.4. На ферме. Past Indefinite Passive.

Тема 5. Досуг.

Речевой этикет. “Поздравления”

5.1. Организация досуга. Обобщить виды вопросов: общий, альтернативный, специальный, разделительный.

5.2. Мои увлечения. Past Perfect образуется при помощи вспомогательного глагола had и причастия прошедшего времени смыслового глагола.

5.3. День отдыха.

Тема 6. Соединенное Королевство Великобритании и Северной Ирландии.

Речевой этикет. “Выражение мнения, отношения к событиям ”

6.1. Об истории завоеваний: нашествие древних римлян, нормандское завоевание.

6.2. Географическое положение. Future in the Past образуется с помощью вспомогательных глаголов should, would, выражает будущее действие.

6.3. Шотландия. Согласование времен в сложноподчиненных предложениях. Данное правило действует, если в главном предложении глагол стоит в Past Indefinite или Past Continuous.

6.4. Лондон: история, достопримечательности.

6.5. Традиции и праздники.

Тема 7. Изучение иностранных языков.

7.1. Пять органов чувств. Память человека.

7.2. Использование иностранных языков.

2. Оценочные материалы для входного, текущего и рубежного контроля

10 класс

В ходе входного тестирования по английскому языку в 10 классе проверяется уровень остаточных знаний и умений за курс основной школы (5–9 классы), необходимый для успешного освоения программы старшей школы. [1, 2]

Конкретный перечень проверяемых элементов зависит от структуры теста, (на основе УМК Spotlight, Rainbow English и др.). Ниже приведен исчерпывающий список того, что входит в диагностику согласно ФГОС: [1, 2, 3]

1. Грамматические навыки (Морфология и Синтаксис)

Это самый объемный блок тестирования. Проверяется умение правильно употреблять: [1]

Времена глагола (активный залог): Present, Past, Future (Simple, Continuous, Perfect). Реже — Present Perfect Continuous.

Пассивный залог (Passive Voice): в формах Present/Past Simple Passive.

Модальные глаголы: must, can/could, may, should, have to, need.

Условные предложения: Conditional 1, 2 и 3 типов, а также конструкции с I wish.

Косвенная речь (Reported Speech): правила смещения времен и изменения местоимений при переводе из прямой речи.

Неличные формы глагола: различие употребления Герундия (Gerund) и Инфинитива (Infinitive).

Существительные и местоимения: исчисляемые/неисчисляемые, притяжательные, указательные и относительные местоимения (who, which, whose).

Артикли и предлоги: базовые правила употребления определенного/неопределенного артикля, предлоги места, времени и направления.

Степени сравнения прилагательных и наречий: исключения и сравнительные конструкции (as... as, more... than). [1, 2, 3, 4, 5]

2. Лексические навыки и Словообразование

Тематический словарный запас: знание лексики по темам «Семья и друзья», «Здоровый образ жизни и спорт», «Молодежная мода», «Выбор профессии и подработка», «Город/путешествия», «Технический прогресс». [1, 2]

Словообразование: умение преобразовывать слова с помощью аффиксов (например, суффиксы существительных -er, -tion, -ness, прилагательных -ful, -less, -y, отрицательные приставки un-, im-, dis-).

Фразовые глаголы и устойчивые выражения: базовые фразовые глаголы (например, look for, give up, turn on) и предложные управления (depend on, interested in).

3. Речевые умения (Текстовые блоки)

В зависимости от регламента , тест может включать: [1]

Чтение: понимание основного содержания аутентичного текста (задания на True/False/Not Stated или поиск соответствий).

Аудирование (опционально): извлечение конкретной, запрашиваемой информации из прослушанного текста.

Письмо (редко, в расширенных тестах): написание электронного личного письма (задание формата ОГЭ/ЕГЭ) с соблюдением норм вежливости и объема слов

2.1 Материалы для входного контроля

Аудирование

10 класс

I семестр

Listening

Basketball

It was a rainy day in November, 1891. An instructor at Springfield College in Massachusetts climbed up a ladder and nailed a fruit basket to the wall of the gymnasium. Then he climbed down the ladder. He picked up a football and threw it. The ball went into the basket. As he climbed back up the ladder to get the ball, the man was very glad. Maybe he had solved his problem! Well, he would soon see.

Ten minutes later, eighteen young men ran into the little gym. The instructor put nine boys on one side and one on the other. He told them to throw the ball to each other or bounce it and, when they were near the wall where the basket was nailed, to try and throw the ball into the basket.

The game started, and what a game it was!

When several of the young men fell to the floor as they were playing, the instructor stopped the game. “Something is wrong in this game,” he said. “This is too unpleasant.”

He sat down and took out a piece of paper and a pencil. “Now let’s have some rules – and let’s observe them!” He paused for a minute, thinking. Then he began, “Rule number one: No one can run with the ball! You have to throw it or bounce it to someone else on your side.”

They all agreed that it was a good rule.

“Rule number two: If a man pushes another player to get the ball, the game will stop. The man pushed will have a free throw at the basket. Nobody must try to catch the ball on its way to the basket. ”

That rule, too, was good. Quickly, other rules were made. When the game started again, there was less pushing, fewer men falling, and better passing of the ball from one man to another. A second basket was nailed to the wall at the other end of the gym.

The man, who nailed the fruit basket to the wall, was a young Canadian. His name was James Naismith, and he was a college teacher.

Listen to the text. Are the following statements about the text true or false? Change the false statements to make them true.

1. It was a rainy day in November, 1881.
2. An instructor at Springfield College nailed a fruit basket to the wall of the gymnasium. .
3. Then he threw the ball, but it didn’t go into the basket.
4. Ten minutes later, twenty young men ran into the little gym.
5. The instructor put ten boys on one side and ten on the other.
6. He told them to throw the ball to each other or bounce it and try to throw it to the basket.
7. When several players fell to the floor, the instructor stopped the game to write the rules.
8. Rule number one: No one can run with the ball.

9. Rule number two: If a man pushes another player to get the ball, he will be pushed by the captain of the team.
10. The second rule was not good.
11. A young college teacher from Canada invented basketball.

Keys: 1. False. It was a rainy day in November, 1891.

2. True.

3. False. Then he threw the ball, and it went into the basket.

4. False. Ten minutes later, eighteen young men ran into the little gym.

5. False. The instructor put nine boys on one side and one on the other.

6. True.

7. True.

8. True.

9. False. If a man pushes another player to get the ball, the game will stop. The man pushed will have a free throw at the basket.

10. False. The second rule was good.

11. True

Чтение 10 класс

Reading

Cheeses

I remember a friend of mine buying a couple of cheeses in Liverpool. Splendid cheeses they were, with a two hundred horsepower scent about them. I was in Liverpool at the time, and my friend asked me to take them back with me to London as he was not coming up for a day or two.

“Oh, with pleasure, dear boy,” I replied, “with pleasure.”

I called for the cheeses and took them to the station. I took my ticket, and marched proudly up the platform, with my cheeses, the people falling back respectfully on other side. The train was crowded, and I had to get into a carriage where there were already seven other people. A few minutes passed, and then an old gentleman began to fidget.

“Very close in here,” he said.

“Yes,” said the man next him.

And then they both rose up without another word and went out.

From the next station I had the compartment to myself, though the train was crowded.

In London, I took the cheeses down to my friend’s house. When his wife came into the room she smelt round for a moment.

Then she said:

“What is it? Tell me the worst.”

I said:

“It’s cheeses. Tom bought them in Liverpool, and asked me to bring them up with me.”

Three days later, as my friend hadn’t returned home, his wife called on me.

She said:

“What did Tom say about those cheeses?”

I replied that he had said they must be kept in moist place, and that nobody must touch them.

She said:

“Nobody is going to touch them. Had he smelt them?”

I thought he had, and added that he liked them very much.

“Do you think he will be upset,” she asked, “if I give a man some money to take them away and bury them?”

I answered that I thought he would never smile again.

“Very well, then,” said my friend’s wife, rising, “all I have to say is, that I shall take the children and go to a hotel until those cheeses are eaten. I don’t want to live any longer in the same house with them.”

She kept her word and went to live in a hotel.

When my friend returned he had to pay fifteen pounds for the hotel. He said he dearly loved a bit of cheese, but it was too expensive for him, so he decided to get rid of them.

He took them down to a seaside town, and buried them on the beach. It gained the place quite a reputation. Visitors said they had never noticed before how strong the air was.

Read the text and choose the correct item to complete the sentences.

1. A friend asked me...
 - A. to buy cheeses in Liverpool.
 - B. to take cheeses to Liverpool.
 - C. to take cheeses to London.
 - D. to buy cheeses in London.
2. The train was crowded, and there were... other people in my carriage.
 - A. ten
 - B. eight
 - C. three
 - D. seven
3. A few moments passed, and ... went out.
 - A. two men
 - B. a man
 - C. a woman
 - D. I
4. From the next station there were only... in the compartment.
 - A. two men

- B. two women
 - C. a man and a woman
 - D. cheeses and I
5. My friend's wife...
- A. ate the cheeses.
 - B. didn't know what to do with the cheeses.
 - C. threw the cheeses away
 - D. liked their smell.
6. Her husband gave the instructions...
- A. not to touch the cheeses.
 - B. to bury the cheeses.
 - C. to eat the cheeses.
 - D. to throw them away.
7. The family left the house and went to... until the cheeses were eaten.
- A. a seaside town
 - B. a beach
 - C. a hotel
 - D. London
8. My friend had to pay... for the hotel.
- A. sixty pounds
 - B. fifteen pounds
 - C. sixteen pounds
 - D. fifty pounds
9. My friend decided
- A. to eat all the cheeses himself.

- B. to eat all the cheeses with his family.
- C. to leave the cheeses in the hotel.
- D. to get rid of the cheeses.

10. My friend buried the cheeses

- A. in the garden.
- B. on the cemetery.
- C. in the yard.
- D. on the beach.

Keys: 1-c, 2-d, 3-a, 4-d, 5-b, 6-a, 7-c, 8-b, 9-d, 10-d.

Лексика и грамматика»

1 вариант

Выберите правильный вариант ответа.

1. We asked Helen to help...about the house

- a) us b) ourselves c) our d) we

2. We expected our friends...fast for a while.

- a) to move b) moved c) will move d) move

3. Nowadays every country has factories...water and air.

- a) pollute b) to polute c) polluted d) polluting

4. If you had given me more time, I...a better report last week.

- a) would make b) made c) would have made d) make

5. Little children like look books with large print. They...read them more easily.

- a) must b) can c) have to d) may

6. Our teacher always uses...information. Every day we discuss hot TV news.
a) progressive b) old-fashioned c) fashionable d) up-to-date
7. If she works hard, the company will give her...to a more responsible position.
a) promotes b) promoted c) promotion d) promotional
8. To be used...
a) of b) to c) in d) for
9. Would you mind telling me why he doesn't go to the cinema?
a) It's nice to see you too b) You're welcome
c) He looks wonderful d) I have no idea I'm afraid
10. Don't look... me so angrily.

ПИСЬМО

You have 20 min to do this task.

You have received a letter from your English-speaking pen friend Tom, who writes:

... I need some money to go on holiday with my friends at the end of August. Do you think I should find a job? Have you or any of your friends done summer jobs? I'm thinking of working as a waiter for a few weeks, do you think it's a good idea? What other jobs do you think I could do? And what do you think the problems might be? Let me know what you think.

Write soon,

Love,

Tom

Write a letter to Tom. In your letter:

- answer his questions
- ask 3 questions about the trip

Write 100 – 140 words. Remember the rules of letter writing.

2.2 Материалы для текущего контроля

Аудирование

Listening

An Incident

It was the early evening rush-hour in Montgomery. Mrs. Rosa Parks had just finished work for the day and was waiting at a bus-stop for a bus to take her home. When the bus arrived, she got on through the front door and dropped her twenty cents fare into the coin box next to the driver. Then she quickly stepped off the bus again and hurried to the back to board by the rear door.

Standing at the back of the moving bus, she noticed that although there were a number of seats free in the first four rows, there was only one empty seat in her part of the bus. She walked forward to the fifth row and sat down, glad to have found a place to sit. At the next stop, some more passengers got on and filled the empty seats in the first four rows. One man could not find a seat, however, and stood in the aisle next to Mrs. Parks waiting for her to get up for him. Mrs. Parks did not move.

The bus driver swore and stopped the bus in the middle of the road. He had been watching Mrs. Parks and the man in his rear mirror and was very angry. He got out of his seat, walked down the aisle and ordered her to stand. Mrs. Parks quietly but firmly refused. She had been standing all day in the department store where she worked and was tired. The bus driver swore at her, and, when she still refused to move, called the police. Mrs. Parks was still sitting in her seat when two policemen arrived a few minutes later. When she again refused to get up, the policemen arrested her for breaking the city bus regulations.

Listen to the text and choose the correct item to complete the sentences.

1. It was the... rush-hour in Montgomery.
 - A. late morning
 - B. early evening
 - C. early morning

- D. late evening
2. Mrs. Rosa Parks was waiting for a bus to take her...
- A. home.
 - B. to work.
 - C. to school.
 - D. to a shop.
3. The fare was...
- A. twenty-five cents.
 - B. twenty cents.
 - C. thirty cents.
 - D. forty cents.
4. She boarded the bus by the... door.
- A. front
 - B. driver's
 - C. central
 - D. rear
5. There were some free seats...
- A. near the driver.
 - B. in the last row.
 - C. in the first four rows.
 - D. in her part of the bus.
6. She sat down on the empty seat in the... row.
- A. sixth
 - B. fourth
 - C. third

D. fifth

7. At the next stop some more passengers filled the empty seats in the first... rows.

A. six

B. five

C. four

D. three

8. One... could not find a seat and stood next to Mrs. Parks.

A. man

B. woman

C. boy

D. girl

9. ... ordered Mrs. Parks to stand up.

A. The man

B. The driver

C. The woman

D. The boy

10. Mrs. Parks...

A. stood up quietly.

B. stood up angrily.

C. swore.

D. refused to stand up.

11. The policemen...

A. gave her another seat.

B. helped her get rid of the rude man.

C. arrested her for breaking the city bus regulations.

D. arrested the driver for breaking the city bus regulations.

Keys: 1-b, 2-a, 3-b, 4-d, 5-c, 6-d, 7-c, 8-a, 9-b, 10d, 11c.

Reading

Real Life Drama:

Face to Face with Hurricane Camille

John Koshak knew that Hurricane Camille would be bad. He had heard warnings on the radio and TV all day as the storm rushed northwest across the Gulf of Mexico. He didn't think he and his family were in any real danger, however.

"Our house is twenty-three feet above sea level," he said to his father, "and 250yards from the ocean. This house has stood here since 1915, and no hurricane has blown it away. We'll be safe here."

John and his father prepared for the storm. They filled the bathtub and every bucket they could find with water. This was in case the water mains were damaged. They checked the batteries in their flashlights and put kerosene in two lanterns in case there was a power failure. They closed the shutters on the windows.

It grew dark before seven o'clock. They had never seen such wind and rain before; the house was shaking.

The sea water was up to the door. Suddenly the door blew off; sea water filled the downstairs, and the electricity went off.

"Everybody on the stairs," shouted John.

The Koshak family – John, his parents, wife, children, and a cat and a dog – sat on the stairs and watched the water rise higher and higher.

"I can't swim!" one of the children cried.

"Everybody upstairs to the second floor," John shouted.

A moment later, the wind lifted the roof off the house, and the bedroom walls collapsed.

“On the floor! Everybody lie on the floor!”

John pulled mattresses from the beds and threw them over his family. His father tore the doors from the closets.

“If the floor goes, use these doors as rafts,” he shouted.

The water was already running across the floor. The dog and the cat had disappeared. The Koshaks huddled on the floor and prayed. After what seemed an eternity, the wind dropped, and the water stopped rising. The hurricane had passed, the family had survived.

Later, Grandmother Koshak said, “We lost all our possessions, but the family came through. When I think of that, I realize that we haven’t lost anything important.”

Two days after the hurricane, the family’s cat and dog reappeared.

Read the text. Are the following statements about the text true or false? Change the false statements to make them true.

1. John Koshak knew that Hurricane Camille would be bad.
2. He had heard warnings on the radio and TV and thought he and his family were in a real danger.
3. His house was 250 yards from the ocean, and no hurricane had blown it away.
4. His house was built in 1916.
5. John and his father prepared for the storm.
6. They prepared water, kerosene and closed the shutters on the windows.
7. It grew light before six o’clock.
8. The wind was very strong, but their house was not damaged.
9. The cat and the dog were with the family during hurricane.
10. The family had survived.
11. They hadn’t lost anything important.

Keys: 1. True

2. False. He didn't think he and his family were in any real danger.
3. True
4. False. His house was built in 1915.
5. True
6. True
7. False. It grew dark before seven o'clock.
8. False. The house was damaged.
9. False. The cat and the dog had disappeared.
10. True
11. True

Лексика грамматика

1. The rain... stopped by 4 o'clock.
a) had b) has c) are
2. I ... studyng English since 2010.
a) have been b) has been c) had been
3. I like walking ...
a) fast b) fastly c) unfastly
4. He says that she ... in the evening.
a) comes b) will come c) would come
5. My sister decided that she ... to the cinema next Sunday.
a) will go b) would go c) will be going

6. Are you interested ... football?
a) in playing b) at playing c) on playing
7. I am looking forward ... to the party.
a) to going b) on going c) at going
8. I haven't read the letter
a) already b) yet c) usually
9. She ... for this company for 10 years.
a) worked b) has been working c) works
10. Printing ... in China.
a) has been invented b) invented c) was invented
11. Do you know ... ?
a) when Boxing Day is b) when is Boxing Day c) Boxing Day is when
12. The cats ... a lot of mice. They aren't hungry.
13. I didn't see this play yesterday. ... I.
a) neither did b) so did c) either did
14. I have never listened to ... stories.
a) so b) such a c) such
15. If I ... you I would help him.
a) was b) were c) had been
16. If the weather ... warmer they would have gone to the country.
a) had been b) was c) has been
17. I asked him if he ... anything.
a) wanted b) wants c) will want
18. The girl said that she ... her work the next day.
a) begins b) began c) would begin

19. I have very ... time, I am very tired.

a) little b) much c) few

20. Somebody told you about him, didn't ... ?

a) he b) you c) they

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

Письмо

You have 20 min to do this task.

You have received a letter from your English-speaking pen friend Susie, who writes:

... Guess what! My parents say I can have a pet for my birthday. Isn't that fantastic? I'm not sure what kind of pet to get, though. Have you got a pet? What do you think I should get? Do you think dogs are too much trouble to look after? Maybe I should get a cat, or a hamster. Let me know what you think!

Write a letter to Susie. In your letter:

- answer his questions
- ask 3 questions about the trip

Write 100 – 140 words. Remember the rules of letter writing

2.3 Материалы для рубежного контроля по дисциплине

Listening

The Adventure of Three Students

In 1895 Mr. Sherlock Holmes and I spent some weeks in one of our great University towns. It was during this time that the facts which I am going to tell you took place.

One evening we received a visit from a certain Mr. Hilton Soames, lecturer at the College of St. Luke's. Mr. Soames was so excited that it was clear that something very unusual had happened.

"I hope, Mr. Holmes," said he, "that you can give me a few hours of your time. A very unpleasant thing has taken place at our college and I don't know what to do."

"I am very busy just now," my friend answered. "Could you call to the police?"

"No, no, my dear sir, that is absolutely impossible. It is one of these cases when it is quite necessary to avoid scandal. I am sure you will keep our secret. You are the only man in the world who can help me. I beg you, Mr. Holmes, to do what you can. "

Holmes agreed, though very unwillingly, and our visitor began his story.

"I must explain to you, Mr. Holmes," he said, "that tomorrow is the first day of the examination for the Fortescue Scholarship. I am one of the examiners. My subject is Greek. The first of the examination papers consists of a piece of Greek translation which the candidates for the scholarship have not seen before. Of course, every candidate would be happy if he could see it before the examination and prepare it in advance. So much care is taken to keep it secret."

"Today at about three o'clock I was the proofs of the examination papers. At four-thirty I went out to take tea in a friend's room, and I left the papers upon my desk. I was absent a little more than an hour."

"When I approached my door, I was surprised to see a key in it. For a moment I thought I had left my own key there, But when I put my hand in my pocket, I found my key in it. The other key to my room belonged to my servant, Bannister, who has been looking after my room for ten years. I am absolutely sure of his honesty. I understood that he had entered my room to ask if I wanted tea."

Listen to the text. Are the following statements about the text true or false? Change the false statements to make them true.

1. In 1895 Mr. Sherlock Holmes and I spent some weeks in one of our great University towns.
2. We were visited by Mr. Hilton Soames, the director of the College of St. Luke's.

3. Something very unpleasant had happened in the college.
4. Mr. Holmes agreed to help him at once.
5. Mr. Soames called to the police first, but they didn't help him.
6. "Tomorrow is the first day of the examination for the Fortescue Scholarship," said Mr. Soames.
7. Mr. Soames was one of the examiners.
8. His subject was Latin.
9. The first of the examination papers consisted of a piece of Latin reading.
10. When Mr. Soames came back to his room after tea, he saw a key there.
11. There was no key in his pocket.

Keys: 1. True

2. False. Mr. Hilton Soames was a lecturer at the College of St. Luke's.

3. True

4. False. First Mr. Holmes didn't agree to help him.

5. Mr. Soames didn't call to the police, because he wanted to avoid scandal.

6. True

7. True

8. False. His subject was Greek.

9. False. It consisted of a piece of Greek translation.

10. True

11. False. His own key was in his pocket.

Чтение

Reading

When Did Man First Dream of Space Travel?

The dream of leaving the earth and reaching another world can be traced back in history to the second century A. D. At the time a Greek, Lucian of Samos, wrote a fantasy about a man who was carried to the moon by a waterspout during a storm. In his second story about space, Lucian's hero flew to the moon with a pair of wings he had made himself.

The moon was the obvious destination for such fantasies because it is so large and has clearly visible markings, which could be thought of as a land and sea areas. But for the next 1400 years, the dream of reaching the moon was abandoned.

It was not until 300 years ago, when the famous Italian astronomer Galileo looked through his telescope and told about the other worlds he saw, that men realized there were other worlds in addition to our earth. Again, they began to dream of reaching these worlds.

In 1634, there appeared a story about a journey to the moon by Johannes Kepler, the German astronomer who discovered how the planets moved about the sun. Although Kepler was a scientist, he transported his hero to the moon by "magic moon people" who could fly through space. Kepler included a detailed description of the surface of the moon, which he had seen through his telescope.

After Kepler's book, there were many others about space travel and voyages to the moon. The first serious discussion of space travel was written in 1640 by Bishop Wilkins of England. It contained a description of physical conditions on the moon and discussed ways in which man could possibly live on the moon. The first man who wrote about a rocket as a spaceship was the noted Frenchman, Cyrano de Bergerac. In his *Voyage to the Moon and History of the Republic of the Sun*, he had his space travelers flying to the moon and the sun inside a rocket.

When these books were written, no one seriously thought that it would be possible to fly through space. It was not until Jules Verne, the French novelist, wrote his story *From the Earth to the Moon* in 1865 that any attempt was made to apply scientific principles to the space vehicle. By the time that H. G. Wells, the English author, wrote *The First Men on the Moon* in 1901, man was already at the beginning of a new era in the development of air travel and conquest of space.

Read the text and choose the correct item to complete the sentences.

1. The dream of leaving the earth can be traced back in history to the
A. seventh century A. D.

B. second century A. D.

C. second century B. C.

D. seventh century B. C.

2. In his first story a Greek, Lucian wrote about a man who was carried to the moon by

A. a waterspout.

B. a lightening.

C. a wave.

D. a wind.

3. In his second story Lucian's hero flew to the moon

A. with a magic carpet.

B. with a pair of wings.

C. with a pair of magic shoes.

D. with an umbrella.

4. For the next 1400 years, people

A. continued dreaming about flying to the moon.

B. wrote many books about moon.

C. abandoned their dreams to fly to the moon.

D. looked through their telescopes.

5. The telescope was invented by

A. Jules Verne.

B. Cyrano de Bergerac.

C. Kepler.

D. Galileo.

6. In 1634 Kepler wrote about

A. Magic moon people.

- B. Magic earth people.
 - C. Magic planets.
 - D. Magic moon animals.
7. The first serious discussion of space travel was written in
- A. 1632.
 - B. 1634.
 - C. 1640.
 - D. 1865.
8. The first man who wrote about a rocket as a spaceship was
- A. Galileo.
 - B. Cyrano de Bergerac.
 - C. Jules Verne.
 - D. Kepler.
9. Cyrano de Bergerac wrote
- A. Voyage to the Sun.
 - B. History of the Republic of the Moon.
 - C. Voyage to the Star Republic.
 - D. Voyage to the Moon.
10. Jules Verne was... novelist.
- A. a French
 - B. an English
 - C. an Italian
 - D. a German
11. "The First Men on the Moon" was written by
- A. Jules Verne.

- B. H. G. Wells.
- C. Cyrano de Bergerac.
- D. Kepler.

Keys: 1-b, 2-a, 3-b, 4-c, 5-d, 6-a, 7-c, 8-b, 9-d, 10-a, 11-b

Лексика Грамматика

Choose the right variant.

1. I don't remember ... that I'm sure you're mistaken.
a) to say; b) say; c) saying; d) to have said.
2. There were two answers, and ... was right.
a) neither; b) no one; c) no; d) not any.
3. This dress is ... as the one I had before.
a) plenty the same; b) very similar; c) very same; d) much the same.
4. He ... here from 1955 to 1960.
a) worked; b) works; c) has been working; d) has worked.
5. He's... his sister.
a) much taller that; b) much more taller than; c) much taller than; d) more taller than.
6. Be careful you don't... your keys!
a) lost; b) loosen; c) lose; d) loose.
7. What they say may be true; you never can...
a) say; b) tell; c) remember; d) recognise.
8. He didn't move, but just... where he fell.

a) lain; b) lay; c) laid; d) lied.

9. I haven't had a reply to the invitation I sent you last week. ... to my patty?

a) Shall you come; b) Are you coming; c) Do you come; d) Should you come,

10. That man reminds me ... my history teacher.

a) from; b) of; c) about; d) on.

1-c; 2-a; 3-d; 4-a; 5-c; 6-c; 7-b; 8-b; 9-b; 10-b;

Письмо

You have 20 min to do this task.

You have received a letter from your English-speaking pen friend Alex, who writes:

... I can't wait to come and stay with you next month. We're going to have such a lot of fun! What do you think the weather will be like? What kind of clothes should I bring with me? How much money do I need? Have you arranged any interesting things for us to do? Let me know!

Hope to hear from you soon!

Love,

Alex

Write a letter to Alex. In your letter:

- answer his questions
- ask 3 questions about the trip

Write 100 – 140 words. Remember the rules of letter writing

3.Оценочные материалы для промежуточной аттестации

Listening

A Friend in Need

One afternoon I was sitting in the lounge of the Grand Hotel in Yokohama. Burton came into the lounge presently and caught sight of me. He seated himself in the chair next to mine. He was a merchant. A conversation began and he told me his story.

“There was a fellow here last year, who had the same name as mine; he was the best card player I ever met. Lenny Burton he called himself.”

“No, I don’t believe the name.”

“He was quite a remarkable player. I used to play with him a lot. He was in Kobe for some time.”

“It’s rather a funny story,” he said. “He was a bad fellow. I liked him. He was always well-dressed and good looking. Of course, he drank too much. Fellows like him always do. Once in a quarter he got some money from home and he made a bit more by card-playing. He won a lot of mine, I know that.”

“He came to see me in my office one day and asked me for a job. I was rather surprised. He told me that there was no more money coming from home and he wanted to work. I asked him how old he was.”

“Thirty-five,” he said.

“And what have you been doing before?” I asked him.

“Well, nothing very much,” he said.

I couldn’t help laughing.

“I’m afraid I can’t do anything for you just now,” I said. “Come back and see me in another thirty-five years, and I’ll see what I can do.”

He didn’t move. He went rather pale. Then he told me that he had bad luck at cards for some time. He didn’t have a penny. He couldn’t pay his hotel bill and they wouldn’t give him any credit.

I looked at him for a bit. I could see now That he was all to pieces. He had been drinking more than usual and he looked fifty.

“Well, isn’t there anything you can do except play cards?” I asked him.

“I can swim,” he said.

“Swim!” I could hardly believe my ears.

“I swam for my university.”

“I was a good swimmer myself when I was a young man,” I said.

Suddenly I had an idea. When I was a young man I swam round the beacon in Kobe. It’s over three miles and it’s rather difficult because of the currents round the beacon. Well, I told young Burton about it and said to him that if He’d do it I’d give him a job.

“But I’m not in very good condition,” he said.

I didn’t say anything. He looked at me for a moment and then he agreed.

“All right,” he said. “When do you want me to do it?”

I looked at my watch. It was just after ten. “The swim shouldn’t take you much over an hour and a quarter. I’ll drive over at half past twelve and meet you.”

“Done,” he said.

We shook hands. I wished him good luck and he left me. I had a lot of work to do that morning and could only get to the place at half past twelve. But he never turned up. The currents round the beacon were more than he could do. We didn’t get the body for about three days.”

I didn’t say anything for a moment or two. I was a little shocked. Then I asked Burton a question.

“When you offered him a job, did you know that he’d be drowned?”

He gave a little laugh and looked at me with those kind blue eyes of his.

“Well, I hadn’t got a vacancy in my office at the moment.”

Listen to the text and choose the correct item to complete the sentences.

1. Edward Hyde Burton was

A. a shop-assistant.

B. a farmer.

C. a merchant.

D. a manager.

2. I met Edward

A. in a hotel.

B. in a bar.

C. on the farm.

D. in the street.

3. Edward Burton told me the story about the best... he had ever met.

A. golf player

B. swimmer

C. friend

D. card player

4. Edward Burton thought that the story was

A. sad.

B. funny.

C. terrible.

D. happy.

5. Lenny Burton came to see Edward in his office one day and asked

A. some money.

B. to play cards with him.

C. about his friend.

D. for a job.

6. Lenny Burton was

A. thirty-five.

B. thirty-four.

C. twenty-four.

D. twenty-five.

7. Lenny Burton could play cards and

A. dance.

B. sing.

C. swim.

D. play golf.

8. Edward asked Lenny to swim round the beacon in Kobe and promised him

A. some money.

B. a job.

C. a house.

D. a bottle of wine.

9. It was difficult because it was over

A. two miles.

B. three miles.

C. four miles.

D. five miles.

10. Lenny

A. swam and got his job.

B. couldn't swim and was drowned.

C. swam but he didn't get his job.

D. made Edward swim round the beacon.

11. When Edward offered Lenny the job

- A. he had a vacancy in his office.
- B. he wanted to help him.
- C. he wanted to see if Lenny was a good swimmer.
- D. he didn't have a vacancy in his office.

Keys: 1-c, 2-a, 3-d, 4-b, 5-d, 6-a, 7-c, 8-b, 9-b, 10-b, 11-d

Reading

Ruthless

Judson Webb was an American businessman. He had a comfortable flat in New York but in summer he used to leave the dusty city and go to the country. There he had a cottage which consisted of three rooms, a bathroom and a kitchen. In one of the rooms there was a big closet where he kept his guns, fishing rods, wine and other things. It was his own closet and he didn't like anybody to touch his things.

It was autumn now and Judson was packing his things for the winter. In a few minutes he would be driving back to New York.

As he looked at the shelf on which the whiskey stood his face became serious. All the bottles were unopened except one which was less than half full. It was placed in front with a whiskey-glass by its side. As he took it from the shelf, Helen, his wife, spoke from the next room:

"I've packed everything. Hasn't Alec come to get the key? "

Alec was their neighbor and took care of the cottage.

"He's at the lake taking the boats out of the water. He said he'd be back in half an hour."

Helen came into the room carrying her suit-case. She stopped and looked in surprise as she saw the bottle in her husband's hand.

"Judson," she exclaimed. "What are you doing?"

“I am just putting something into the bottle.” He took two small white tablets out of his pocket and put them on the table. Then he opened the bottle.

“The person who broke into my closet last winter and drank my whiskey will probably try to do it again while we are away,” he went on, “only this time he’ll be sorry if he comes.”

Then one by one he dropped the tablets into the bottle. His wife looked at him in horror.

“What are they?” she asked at last. “Will they make the man sick?”

“Not only sick. They will kill him,” he answered.

He closed the bottle and put it back on the shelf near the little whiskey-glass. He was pleased. He said:

“Now, Mr. Thief, when you break in, drink as much as you wish...”

Helen’s face was pale.

“Don’t do it, Judson,” she cried. “It’s horrible, it’s murder!”

“The law does not call it murder if I shoot a thief who is entering my house by force.”

“Don’t do it,” she asked. “What right do you have?”

“When it comes to protecting my property I make my own laws.”

He was now like a big dog which was afraid that somebody would take away his food.

“But all they did was to take a little whiskey,” she said, “probably some boys.”

“It does not matter. If a man robs me of five dollars it is the same as if he took a hundred. A thief’s a thief.”

She knew it was useless to argue. He had always been ruthless in business. She went to the door.

“I’ll walk down the road and say good-bye to the neighbours,” she said quietly.

She had made up her mind to tell Alec’s wife about it. Someone had to know.

Helen went down the road and Judson started to close the closet door. He suddenly remembered that he had not packed his boots drying outside on the heavy table in

the garden. So, leaving the door open, he went to get them. But when he wanted to reach for his boots he suddenly slipped on a stone and his head struck the table as he fell.

Several minutes later he felt a strong arm round him and Alec's voice was saying: "It's all right, Mr. Webb, it was not a bad fall. Take this – it'll make you feel better."

A small whiskey-glass was pressed to his lips and he drank.

Read the text. Are the following statements about the text true or false? Change the false statements to make them true.

1. Judson Webb was an English businessman.
2. He spent summer in New York.
3. In his cottage there was a big closet where he kept his guns, fishing rods and wine.
4. It was summer and Judson was packing his things for the autumn.
5. Judson Webb saw that somebody had opened a bottle of whiskey and drunk half of it.
6. He decided to kill the thief.
7. He put some poisoned water into the bottle.
8. His wife wanted to stop him but she couldn't.
9. She decided to be quiet and not to tell anybody about poison in the bottle.
10. Suddenly Judson slipped on a stone and his head struck the table as he fell.
11. To help Judson his neighbor Alec gave him some whiskey and he drank.

Keys:

1. False. He was an American businessman.
2. False. He spent summer in the country.
3. True

4. False. It was autumn and Judson was packing his things for the winter.
5. True
6. True
7. False. He put two small tablets into the bottle.
8. True
9. False. She decided to tell Alec's wife about the poison in the bottle.
10. True
11. True

Лексика грамматика

Choose the right variant.

1. The children hadn't met ... their grandparents or their uncle before.
a) or, b) neither; c) nor, d) either.
12. Before she started university, Jane ... in the States for six months working as a nanny.
a) lives; b) has been living; c) has lived; d) had lived.
13. He was ... tired to go on.
a) to; b) enough; c) so; d) too.
14. I ... saw Michael two years ago.
a) lastly; b) last time; c) last; d) the last time.
15. I like the red dress and the pink shoes. The trouble is that they don't ...very well.
a) match not each other; b) match themselves; c) go with each other; d) go on with the other.
16. He's as polite as his brother is ...polite. (подобрать префикс)

a) im; b) non; c) dis; d) un.

17. It's been quite a long time ... I had a holiday abroad,

a) ago; b) since; c) for; d) when.

18. You ... pay for this information. It's free.

a) oughtn't to; b) don't have to; c) shouldn't to; d) mustn't.

19. ... quite a lot of rain forecast for today.

a) It has; b) Is; c) It's; d) There's.

20. I'm free this evening. ... we go out to dinner?

a) Will; b) Would; c) Shall; d) Won't.

11-d; 12-d; 13-d; 14-c; 15-c; 16-a; 17-b; 18-b; 19-d; 20-c;

ПИСЬМО

You have 20 min to do this task.

You have received a letter from your English-speaking pen friend Sheryl, who writes:

... Do you ever argue with your parents about what you wear? My parents and I don't seem to agree about clothes at all! Is it important to you to be fashionable? What sort of clothes do you like wearing? Why? Do you think I should wear what my parents tell me to? Have you got any advice?

Looking forward to hearing your opinion.

Love,

Sheryl

Write a letter to Sheryl. In your letter:

- answer his questions

- ask 3 questions about the trip

Write 100 – 140 words. Remember the rules of letter writing.

2. Оценочные материалы для входного, текущего и рубежного контроля

11 класс

В ходе входного тестирования (входной контрольной работы) по английскому языку в 11 классе проверяется комплекс языковых и речевых навыков, освоенных учащимися к концу 10 класса, в соответствии с требованиями ФГОС. Поскольку 11 класс является выпускным, формат теста часто приближен к структуре заданий ЕГЭ (базовый или повышенный уровни сложности — B1–B2). [1, 2, 3, 4]

Ниже приведен конкретный перечень того, что подлежит проверке, разделенный по блокам:

1. Грамматические навыки (Grammar)

Проверяется умение правильно употреблять грамматические формы в контексте. [1, 2]

Система времен глагола: активный залог (Present, Past, Future — Simple, Continuous, Perfect, Perfect Continuous).

Пассивный залог (Passive Voice): конструкции во временах Simple и Perfect.

Согласование времен (Sequence of Tenses) и косвенная речь.

Условные предложения: 1-й, 2-й и 3-й типы (Conditionals I, II, III), а также конструкции с I wish.

Модальные глаголы: can/could, may/might, must, should, have to, need.

Неличные формы глагола: инфинитив, герундий (Gerund / Infinitive) и причастия.

Существительные и местоимения: исчисляемые/неисчисляемые, множественное число (исключения), притяжательные и относительные местоимения.

Степени сравнения прилагательных и наречий (включая исключения и конструкции the... the...). [1]

2. Лексические навыки и Словообразование (Vocabulary & Word Formation)

Оценивается объем словарного запаса по темам прошлых лет и навыки трансформации слов. [1, 2]

Словообразование: использование суффиксов и префиксов для создания существительных (-tion, -ment, -ness, -ity), прилагательных (-ful, -less, -able, -ous, -al), глаголов (re-, dis-, mis-) и наречий (-ly).

Фразовые глаголы: базовое управление популярных глаголов (look, give, take, turn, bring, put, call).

Устойчивые сочетания (Collocations) и предлоги после глаголов/прилагательных (depend on, interested in и т.д.).

Лексическая сочетаемость: различение синонимов и близких по значению слов (например, say/tell/speak/talk, refuse/deny).

3. Речевая деятельность (Чтение и Аудирование)

Тест проверяет способность понимать информацию на слух и при чтении. [1, 2]

Понимание основного содержания текста / аудиозаписи (умение соотнести заголовки или краткие утверждения с абзацами/говорящими).

Понимание структурно-смысловых связей: умение заполнить пропуски в тексте частями предложений.

Полное и точное понимание информации: ответы на вопросы типа Multiple Choice (выбор из 3–4 вариантов) по деталям текста. [1]

4. Письменная речь (Writing) — включается опционально

В ряде школ для диагностики добавляется письменное задание: [1, 2]

Электронное личное письмо: умение запрашивать информацию, отвечать на вопросы, соблюдать неофициальный стиль и нормы вежливости.

Связность текста: использование вводных слов и союзов (however, moreover, because, although, besides).

Основные лексические темы (контекст заданий)

Все задания строятся вокруг предметного содержания речи за 10 класс: [1]

Межличностные отношения (семья, друзья, конфликты).

Здоровый образ жизни, спорт и питание.

Школа, выбор профессии, планы на будущее.

Технический прогресс, гаджеты и интернет.

Страноведение, путешествия и экология.

2.1 Материалы для входного контроля

Аудирование

TEST

Family Affairs

Jane Ogden is twenty-one years old. She works at an office in the centre of London. She is a typist. Although her work is over at five o'clock in the afternoon she comes home rather late. Jane is going to marry a respectable gentleman who is fifteen years older than she is. But her mother is upset about it. She doesn't think that Jane can be happy with Mr. Dobson. She wants her daughter to marry a younger man.

One evening Jane comes home at eleven o'clock in the evening.

Mrs. Ogden is still up. She comes into the hall to meet her daughter.

"I don't want you to marry Mr. Dobson," she says.

"What do you mean?" the daughter asks.

"I think it's better if you marry a man who hasn't got so much money."

"Oh, that's all right", the daughter says. "He is not going to have so much money for long."

I. Answer the questions).

1. Why slurs Jane come home late?

1) She works overtime.

2) She meek her boyfriend.

3) She visits her friends.

4) She has German classes.

2. How many years is Jane's fiance older than she is?

1) 20years

2) 15 years

3) 10 years

4) 5 years

3. Who does Mrs. Ogden want her daughter to marry?

1) a younger man

2) an older man

3) a richer man

4) a foreigner

4. What's wrong with Mr. Dobson in the mother's opinion?

1) He doesn't love Jane.

2) He has no house of his own.

3) He is poor.

4) He has a lot of money.

II. Find the sentence with the Complex Object.

1) She doesn't think that Jane can be happy with Mr. Dobson.

2) "I don't want you to marry Mr. Dobson," she says.

3) She comes into the hall to meet her daughter.

4) "He is not going to have so much money for long."

III. Mrs. Ogden is 'still up' means:

1) Mrs. Ogden doesn't want to sleep.

2) Mrs. Ogden is not sleeping.

3) Mrs. Ogden isn't going to bed.

4) Mrs. Ogden is still upstairs.

Чтение

TEST

Going in for Sports

At the end of the week Father usually gets good ideas. Last Saturday when he was looking through the newspaper he found an article about skiing. He read it and said: "I don't remember when we last went skiing. What about trying it tomorrow?"

Everybody liked the idea so we started our preparations immediately. All of us wanted to look smart. Jane took out her sports clothes. Mother sent me out to buy skiing caps. When I came back she was mending Father's old trousers. She got angry when she saw the caps as they were all the same colour.

Late at night our clothes were ready and we could go to bed.

At 10 o'clock in the morning I suddenly woke up. The women were still sleeping. "Wake up everybody," I shouted. "Stop joking in a silly way," Mother said from her bedroom. "What about skiing?" I asked Father who was coming out of the bathroom. He paid no attention to my words. At breakfast he was reading his morning newspaper as usual and suddenly exclaimed: "Look, they say, swimming is the best way of losing weight. What about trying it?"

I. Answer the questions.

1. Where did the father get his idea of skiing from?

- 1) a newspaper article
- 2) a television programme
- 3) a sports review
- 4) a radio report

2. Why did the family start their preparations immediately?

- 1) They were a sporty sort of people.
- 2) They wanted to look smart.

3) They liked the idea of skiing.

4) They didn't want to waste time.

3. What happened in the morning?

1) The family went skiing.

2) The family went swimming.

3) The family was ready for skiing.

4) The family wasn't going to ski.

4. What did the father say to the boy's question about skiing?

1) He asked him to stop joking.

2) I le didn't say anything.

3) He told the so that he didn't like the idea of skiing.

4) He answered that they would go skiing next Saturday.

II. Find the sentence with the verb in the Past Continuous.

1) I don't remember when we last went skiing.

2) "Stop joking in a silly way," Mother said from her bedroom.

3) At breakfast lie was reading his morning newspaper as usual.

4) Swimming is the best way of losing weight.

III. To 'mend' trousers means:

1) to clean

2) to wash

3) to press

4) to repair

Лексика грамматика

Choose the right variant.

31. We haven't managed to meet... three years.

a) since; b) for; c) after; d) last.

32. Nothing is wrong,...?

a) can it; b) is it; c) isn't it; d) can't be.

33. A meeting of the society will be ... on Tuesday evening at 6 o'clock.

a) made; b) taken; c) held; d) placed.

34. May I apologize ... being so late?

a) myself for; b) for; c) -; d) myself.

35. All the furniture in this room ... antique.

a) are; b) are made of; c) have; d) is.

36. ... traffic in the city center.

a) There's always many; b) It is always heavy; c) There's always heavy; d) It is always much.

37. You'll find the travel agency ... the end of the street.

a) by; b) in; c) on; d) at.

38. She ... the piano since she was ten.

a) has been playing; b) is playing; c) has played; d) had played.

39. Doing these exercises may be good ... me, but I hate every minute of it.

a) to; b) for; c) on; d) at.

40. She heard Miss Drake ... that Ann was really happy.

31-b; 32-b; 33-c; 34-b; 35-d; 36-c; 37-d; 38-a; 39-b; 40-c;

Письмо

You have 20 min to do this task.

You have received a letter from your English-speaking pen friend Maxine, who writes:

...It's my parents' 20th wedding anniversary next week. Do you think I should organize a celebration? Have you ever organized anything like that? We could have a party, or go out for a meal, or maybe do something else. What do you think would be a good idea?

Love,

Maxine

Write a letter to Maxine. In your letter:

- answer his questions
- ask 3 questions about the trip

Write 100 – 140 words. Remember the rules of letter writing.

2.2 Материалы для текущего контроля

Аудирование

Listening

The Adventure of Three Students

In 1895 Mr. Sherlock Holmes and I spent some weeks in one of our great University towns. It was during this time that the facts which I am going to tell you took place.

One evening we received a visit from a certain Mr. Hilton Soames, lecturer at the College of St. Luke's. Mr. Soames was so excited that it was clear that something very unusual had happened.

“I hope, Mr. Holmes,” said he, “that you can give me a few hours of your time. A very unpleasant thing has taken place at our college and I don’t know what to do.”

“I am very busy just now,” my friend answered. “Could you call to the police?”

“No, no, my dear sir, that is absolutely impossible. It is one of these cases when it is quite necessary to avoid scandal. I am sure you will keep our secret. You are the only man in the world who can help me. I beg you, Mr. Holmes, to do what you can. ”

Holmes agreed, though very unwillingly, and our visitor began his story.

“I must explain to you, Mr. Holmes,” he said, “that tomorrow is the first day of the examination for the Fortescue Scholarship. I am one of the examiners. My subject is Greek. The first of the examination papers consists of a piece of Greek translation which the candidates for the scholarship have not seen before. Of course, every candidate would be happy if he could see it before the examination and prepare it in advance. So much care is taken to keep it secret.”

“Today at about three o’clock I was the proofs of the examination papers. At four-thirty I went out to take tea in a friend’s room, and I left the papers upon my desk. I was absent a little more than an hour.”

“When I approached my door, I was surprised to see a key in it. For a moment I thought I had left my own key there, But when I put my hand in my pocket, I found my key in it. The other key to my room belonged to my servant, Bannister, who has been looking after my room for ten years. I am absolutely sure of his honesty. I understood that he had entered my room to ask if I wanted tea.”

Listen to the text. Are the following statements about the text true or false? Change the false statements to make them true.

1. In 1895 Mr. Sherlock Holmes and I spent some weeks in one of our great University towns.
2. We were visited by Mr. Hilton Soames, the director of the College of St. Luke’s.
3. Something very unpleasant had happened in the college.

4. Mr. Holmes agreed to help him at once.
5. Mr. Soames called to the police first, but they didn't help him.
6. "Tomorrow is the first day of the examination for the Fortescue Scholarship," said Mr. Soames.
7. Mr. Soames was one of the examiners.
8. His subject was Latin.
9. The first of the examination papers consisted of a piece of Latin reading.
10. When Mr. Soames came back to his room after tea, he saw a key there.
11. There was no key in his pocket.

Keys: 1. True

2. False. Mr. Hilton Soames was a lecturer at the College of St. Luke's.
3. True
4. False. First Mr. Holmes didn't agree to help him.
5. Mr. Soames didn't call to the police, because he wanted to avoid scandal.
6. True
7. True
8. False. His subject was Greek.
9. False. It consisted of a piece of Greek translation.
10. True
11. False. His own key was in his pocket.

Reading

Real Life Drama:

Face to Face with Hurricane Camille

John Koshak knew that Hurricane Camille would be bad. He had heard warnings on the radio and TV all day as the storm rushed northwest across the Gulf of Mexico. He didn't think he and his family were in any real danger, however.

"Our house is twenty-three feet above sea level," he said to his father, "and 250 yards from the ocean. This house has stood here since 1915, and no hurricane has blown it away. We'll be safe here."

John and his father prepared for the storm. They filled the bathtub and every bucket they could find with water. This was in case the water mains were damaged. They checked the batteries in their flashlights and put kerosene in two lanterns in case there was a power failure. They closed the shutters on the windows.

It grew dark before seven o'clock. They had never seen such wind and rain before; the house was shaking.

The sea water was up to the door. Suddenly the door blew off; sea water filled the downstairs, and the electricity went off.

"Everybody on the stairs," shouted John.

The Koshak family – John, his parents, wife, children, and a cat and a dog – sat on the stairs and watched the water rise higher and higher.

"I can't swim!" one of the children cried.

"Everybody upstairs to the second floor," John shouted.

A moment later, the wind lifted the roof off the house, and the bedroom walls collapsed.

"On the floor! Everybody lie on the floor!"

John pulled mattresses from the beds and threw them over his family. His father tore the doors from the closets.

“If the floor goes, use these doors as rafts,” he shouted.

The water was already running across the floor. The dog and the cat had disappeared. The Koshaks huddled on the floor and prayed. After what seemed an eternity, the wind dropped, and the water stopped rising. The hurricane had passed, the family had survived.

Later, Grandmother Koshak said, “We lost all our possessions, but the family came through. When I think of that, I realize that we haven’t lost anything important.”

Two days after the hurricane, the family’s cat and dog reappeared.

Read the text. Are the following statements about the text true or false? Change the false statements to make them true.

1. John Koshak knew that Hurricane Camille would be bad.
2. He had heard warnings on the radio and TV and thought he and his family were in a real danger.
3. His house was 250 yards from the ocean, and no hurricane had blown it away.
4. His house was built in 1916.
5. John and his father prepared for the storm.
6. They prepared water, kerosene and closed the shutters on the windows.
7. It grew light before six o’clock.
8. The wind was very strong, but their house was not damaged.
9. The cat and the dog were with the family during hurricane.
10. The family had survived.
11. They hadn’t lost anything important.

Keys: 1. True

2. False. He didn’t think he and his family were in any real danger.

3. True
4. False. His house was built in 1915.
5. True
6. True
7. False. It grew dark before seven o'clock.
8. False. The house was damaged.
9. False. The cat and the dog had disappeared.
10. True
11. True

Лексика грамматика

1. The rain... stopped by 4 o'clock.

a) had b) has c) are
2. I ... studyng English since 2010.

a) have been b) has been c) had been
3. I like walking ...

a) fast b) fastly c) unfastly
4. He says that she ... in the evening.

a) comes b) will come c) would come
5. My sister decided that she ... to the cinema next Sunday.

a) will go b) would go c) will be going
6. Are you interested ... football?

a) in playing b) at playing c) on playing
7. I am looking forward ... to the party.

- a) to going b) on going c) at going
8. I haven't read the letter
- a) already b) yet c) usually
9. She ... for this company for 10 years.
- a) worked b) has been working c) works
10. Printing ... in China.
- a) has been invented b) invented c) was invented
11. Do you know ... ?
- a) when Boxing Day is b) when is Boxing Day c) Boxing Day is when
12. The cats ... a lot of mice. They aren't hungry.
13. I didn't see this play yesterday. ... I.
- a) neither did b) so did c) either did
14. I have never listened to ... stories.
- a) so b) such a c) such
15. If I ... you I would help him.
- a) was b) were c) had been
16. If the weather ... warmer they would have gone to the country.
- a) had been b) was c) has been
17. I asked him if he ... anything.
- a) wanted b) wants c) will want
18. The girl said that she ... her work the next day.
- a) begins b) began c) would begin
19. I have very ... time, I am very tired.
- a) little b) much c) few
20. Somebody told you about him, didn't ... ?

a) he b) you c) they

Ключи: 1-а, 2-а, 3-а, 4-б, 5-б, 6-а, 7-а, 8-б, 9-б, 10-с, 11-а, 12-б, 13-а, 14-с, 15-б, 16-а, 17-а, 18-с, 19-а, 20-с.

Письмо

You have 20 min to do this task.

You have received a letter from your English-speaking pen friend Susie, who writes:

... Guess what! My parents say I can have a pet for my birthday. Isn't that fantastic? I'm not sure what kind of pet to get, though. Have you got a pet? What do you think I should get? Do you think dogs are too much trouble to look after? Maybe I should get a cat, or a hamster. Let me know what you think!

Write a letter to Susie. In your letter:

- answer his questions
- ask 3 questions about the trip

Write 100 – 140 words. Remember the rules of letter writing

2.3 Материалы для рубежного контроля по дисциплине

Listening

The Adventure of Three Students

In 1895 Mr. Sherlock Holmes and I spent some weeks in one of our great University towns. It was during this time that the facts which I am going to tell you took place.

One evening we received a visit from a certain Mr. Hilton Soames, lecturer at the College of St. Luke's. Mr. Soames was so excited that it was clear that something very unusual had happened.

"I hope, Mr. Holmes," said he, "that you can give me a few hours of your time. A very unpleasant thing has taken place at our college and I don't know what to do."

“I am very busy just now,” my friend answered. “Could you call to the police?”

“No, no, my dear sir, that is absolutely impossible. It is one of these cases when it is quite necessary to avoid scandal. I am sure you will keep our secret. You are the only man in the world who can help me. I beg you, Mr. Holmes, to do what you can.”

Holmes agreed, though very unwillingly, and our visitor began his story.

“I must explain to you, Mr. Holmes,” he said, “that tomorrow is the first day of the examination for the Fortescue Scholarship. I am one of the examiners. My subject is Greek. The first of the examination papers consists of a piece of Greek translation which the candidates for the scholarship have not seen before. Of course, every candidate would be happy if he could see it before the examination and prepare it in advance. So much care is taken to keep it secret.”

“Today at about three o’clock I was the proofs of the examination papers. At four-thirty I went out to take tea in a friend’s room, and I left the papers upon my desk. I was absent a little more than an hour.”

“When I approached my door, I was surprised to see a key in it. For a moment I thought I had left my own key there, But when I put my hand in my pocket, I found my key in it. The other key to my room belonged to my servant, Bannister, who has been looking after my room for ten years. I am absolutely sure of his honesty. I understood that he had entered my room to ask if I wanted tea.”

Listen to the text. Are the following statements about the text true or false? Change the false statements to make them true.

1. In 1895 Mr. Sherlock Holmes and I spent some weeks in one of our great University towns.
2. We were visited by Mr. Hilton Soames, the director of the College of St. Luke’s.
3. Something very unpleasant had happened in the college.

4. Mr. Holmes agreed to help him at once.
5. Mr. Soames called to the police first, but they didn't help him.
6. "Tomorrow is the first day of the examination for the Fortescue Scholarship," said Mr. Soames.
7. Mr. Soames was one of the examiners.
8. His subject was Latin.
9. The first of the examination papers consisted of a piece of Latin reading.
10. When Mr. Soames came back to his room after tea, he saw a key there.
11. There was no key in his pocket.

Keys: 1. True

2. False. Mr. Hilton Soames was a lecturer at the College of St. Luke's.
3. True
4. False. First Mr. Holmes didn't agree to help him.
5. Mr. Soames didn't call to the police, because he wanted to avoid scandal.
6. True
7. True
8. False. His subject was Greek.
9. False. It consisted of a piece of Greek translation.
10. True
11. False. His own key was in his pocket.

Чтение

Reading

When Did Man First Dream of Space Travel?

The dream of leaving the earth and reaching another world can be traced back in history to the second century A. D. At the time a Greek, Lucian of Samos, wrote a fantasy about a man who was carried to the moon by a waterspout during a storm. In his second story about space, Lucian's hero flew to the moon with a pair of wings he had made himself.

The moon was the obvious destination for such fantasies because it is so large and has clearly visible markings, which could be thought of as a land and sea areas. But for the next 1400 years, the dream of reaching the moon was abandoned.

It was not until 300 years ago, when the famous Italian astronomer Galileo looked through his telescope and told about the other worlds he saw, that men realized there were other worlds in addition to our earth. Again, they began to dream of reaching these worlds.

In 1634, there appeared a story about a journey to the moon by Johannes Kepler, the German astronomer who discovered how the planets moved about the sun. Although Kepler was a scientist, he transported his hero to the moon by "magic moon people" who could fly through space. Kepler included a detailed description of the surface of the moon, which he had seen through his telescope.

After Kepler's book, there were many others about space travel and voyages to the moon. The first serious discussion of space travel was written in 1640 by Bishop Wilkins of England. It contained a description of physical conditions on the moon and discussed ways in which man could possibly live on the moon. The first man who wrote about a rocket as a spaceship was the noted Frenchman, Cyrano de Bergerac. In his *Voyage to the Moon and History of the Republic of the Sun*, he had his space travelers flying to the moon and the sun inside a rocket.

When these books were written, no one seriously thought that it would be possible to fly through space. It was not until Jules Verne, the French novelist, wrote his story *From the Earth to the Moon* in 1865 that any attempt was made to apply scientific principles to the space vehicle. By the time that H. G. Wells, the English author, wrote *The First Men on the Moon* in 1901, man was already at the beginning of a new era in the development of air travel and conquest of space.

Read the text and choose the correct item to complete the sentences.

1. The dream of leaving the earth can be traced back in history to the
 - A. seventh century A. D.
 - B. second century A. D.
 - C. second century B. C.
 - D. seventh century B. C.
2. In his first story a Greek, Lucian wrote about a man who was carried to the moon by
 - A. a waterspout.
 - B. a lightening.
 - C. a wave.
 - D. a wind.
3. In his second story Lucian's hero flew to the moon
 - A. with a magic carpet.
 - B. with a pair of wings.
 - C. with a pair of magic shoes.
 - D. with an umbrella.
4. For the next 1400 years, people
 - A. continued dreaming about flying to the moon.
 - B. wrote many books about moon.
 - C. abandoned their dreams to fly to the moon.
 - D. looked through their telescopes.
5. The telescope was invented by
 - A. Jules Verne.
 - B. Cyrano de Bergerac.
 - C. Kepler.

- D. Galileo.
6. In 1634 Kepler wrote about
- A. Magic moon people.
 - B. Magic earth people.
 - C. Magic planets.
 - D. Magic moon animals.
7. The first serious discussion of space travel was written in
- A. 1632.
 - B. 1634.
 - C. 1640.
 - D. 1865.
8. The first man who wrote about a rocket as a spaceship was
- A. Galileo.
 - B. Cyrano de Bergerac.
 - C. Jules Verne.
 - D. Kepler.
9. Cyrano de Bergerac wrote
- A. Voyage to the Sun.
 - B. History of the Republic of the Moon.
 - C. Voyage to the Star Republic.
 - D. Voyage to the Moon.
10. Jules Verne was... novelist.
- A. a French
 - B. an English
 - C. an Italian

D. a German

11. "The First Men on the Moon" was written by

A. Jules Verne.

B. H. G. Wells.

C. Cyrano de Bergerac.

D. Kepler.

Keys: 1-b, 2-a, 3-b, 4-c, 5-d, 6-a, 7-c, 8-b, 9-d, 10-a, 11-b

Лексика Грамматика

Choose the right variant.

1. I don't remember ... that I'm sure you're mistaken.

a) to say; b) say; c) saying; d) to have said.

2. There were two answers, and ... was right.

a) neither; b) no one; c) no; d) not any.

3. This dress is ... as the one I had before.

a) plenty the same; b) very similar; c) very same; d) much the same.

4. He ... here from 1955 to 1960.

a) worked; b) works; c) has been working; d) has worked.

5. He's... his sister.

a) much taller that; b) much more taller than; c) much taller than; d) more taller than.

6. Be careful you don't... your keys!

a) lost; b) loosen; c) lose; d) loose.

7. What they say may be true; you never can...

a) say; b) tell; c) remember; d) recognise.

8. He didn't move, but just... where he fell.

a) lain; b) lay; c) laid; d) lied.

9. I haven't had a reply to the invitation I sent you last week. ... to my patty?

a) Shall you come; b) Are you coming; c) Do you come; d) Should you come,

10. That man reminds me ... my history teacher.

a) from; b) of; c) about; d) on.

1-c; 2-a; 3-d; 4-a; 5-c; 6-c; 7-b; 8-b; 9-b; 10-b;

Письмо

You have 20 min to do this task.

You have received a letter from your English-speaking pen friend Alex, who writes:

... I can't wait to come and stay with you next month. We're going to have such a lot of fun! What do you think the weather will be like? What kind of clothes should I bring with me? How much money do I need? Have you arranged any interesting things for us to do? Let me know!

Hope to hear from you soon!

Love,

Alex

Write a letter to Alex. In your letter:

- answer his questions
- ask 3 questions about the trip

Write 100 – 140 words. Remember the rules of letter writing

3.Оценочные материалы для промежуточной аттестации

Listening

A Friend in Need

One afternoon I was sitting in the lounge of the Grand Hotel in Yokohama. Burton came into the lounge presently and caught sight of me. He seated himself in the chair next to mine. He was a merchant. A conversation began and he told me his story.

“There was a fellow here last year, who had the same name as mine; he was the best card player I ever met. Lenny Burton he called himself.”

“No, I don’t believe the name.”

“He was quite a remarkable player. I used to play with him a lot. He was in Kobe for some time.”

“It’s rather a funny story,” he said. “He was a bad fellow. I liked him. He was always well-dressed and good looking. Of course, he drank too much. Fellows like him always do. Once in a quarter he got some money from home and he made a bit more by card-playing. He won a lot of mine, I know that.”

“He came to see me in my office one day and asked me for a job. I was rather surprised. He told me that there was no more money coming from home and he wanted to work. I asked him how old he was.”

“Thirty-five,” he said.

“And what have you been doing before?” I asked him.

“Well, nothing very much,” he said.

I couldn’t help laughing.

“I’m afraid I can’t do anything for you just now,” I said. “Come back and see me in another thirty-five years, and I’ll see what I can do.”

He didn’t move. He went rather pale. Then he told me that he had bad luck at cards for some time. He didn’t have a penny. He couldn’t pay his hotel bill and they wouldn’t give him any credit.

I looked at him for a bit. I could see now That he was all to pieces. He had been drinking more than usual and he looked fifty.

“Well, isn’t there anything you can do except play cards?” I asked him.

“I can swim,” he said.

“Swim!” I could hardly believe my ears.

“I swam for my university.”

“I was a good swimmer myself when I was a young man,” I said.

Suddenly I had an idea. When I was a young man I swam round the beacon in Kobe. It’s over three miles and it’s rather difficult because of the currents round the beacon. Well, I told young Burton about it and said to him that if He’d do it I’d give him a job.

“But I’m not in very good condition,” he said.

I didn’t say anything. He looked at me for a moment and then he agreed.

“All right,” he said. “When do you want me to do it?”

I looked at my watch. It was just after ten. “The swim shouldn’t take you much over an hour and a quarter. I’ll drive over at half past twelve and meet you.”

“Done,” he said.

We shook hands. I wished him good luck and he left me. I had a lot of work to do that morning and could only get to the place at half past twelve. But he never turned up. The currents round the beacon were more than he could do. We didn’t get the body for about three days.”

I didn’t say anything for a moment or two. I was a little shocked. Then I asked Burton a question.

“When you offered him a job, did you know that he’d be drowned?”

He gave a little laugh and looked at me with those kind blue eyes of his.

“Well, I hadn’t got a vacancy in my office at the moment.”

Listen to the text and choose the correct item to complete the sentences.

1. Edward Hyde Burton was

A. a shop-assistant.

B. a farmer.

C. a merchant.

D. a manager.

2. I met Edward

A. in a hotel.

B. in a bar.

C. on the farm.

D. in the street.

3. Edward Burton told me the story about the best... he had ever met.

A. golf player

B. swimmer

C. friend

D. card player

4. Edward Burton thought that the story was

A. sad.

B. funny.

C. terrible.

D. happy.

5. Lenny Burton came to see Edward in his office one day and asked

A. some money.

B. to play cards with him.

C. about his friend.

D. for a job.

6. Lenny Burton was

A. thirty-five.

B. thirty-four.

C. twenty-four.

D. twenty-five.

7. Lenny Burton could play cards and

A. dance.

B. sing.

C. swim.

D. play golf.

8. Edward asked Lenny to swim round the beacon in Kobe and promised him

A. some money.

B. a job.

C. a house.

D. a bottle of wine.

9. It was difficult because it was over

A. two miles.

B. three miles.

C. four miles.

D. five miles.

10. Lenny

A. swam and got his job.

B. couldn't swim and was drowned.

C. swam but he didn't get his job.

D. made Edward swim round the beacon.

11. When Edward offered Lenny the job

- A. he had a vacancy in his office.
- B. he wanted to help him.
- C. he wanted to see if Lenny was a good swimmer.
- D. he didn't have a vacancy in his office.

Keys: 1-c, 2-a, 3-d, 4-b, 5-d, 6-a, 7-c, 8-b, 9-b, 10-b, 11-d

Reading

Ruthless

Judson Webb was an American businessman. He had a comfortable flat in New York but in summer he used to leave the dusty city and go to the country. There he had a cottage which consisted of three rooms, a bathroom and a kitchen. In one of the rooms there was a big closet where he kept his guns, fishing rods, wine and other things. It was his own closet and he didn't like anybody to touch his things.

It was autumn now and Judson was packing his things for the winter. In a few minutes he would be driving back to New York.

As he looked at the shelf on which the whiskey stood his face became serious. All the bottles were unopened except one which was less than half full. It was placed in front with a whiskey-glass by its side. As he took it from the shelf, Helen, his wife, spoke from the next room:

"I've packed everything. Hasn't Alec come to get the key? "

Alec was their neighbor and took care of the cottage.

"He's at the lake taking the boats out of the water. He said he'd be back in half an hour."

Helen came into the room carrying her suit-case. She stopped and looked in surprise as she saw the bottle in her husband's hand.

"Judson," she exclaimed. "What are you doing?"

"I am just putting something into the bottle." He took two small white tablets out of his pocket and put them on the table. Then he opened the bottle.

"The person who broke into my closet last winter and drank my whiskey will probably try to do it again while we are away," he went on, "only this time he'll be sorry if he comes."

Then one by one he dropped the tablets into the bottle. His wife looked at him in horror.

"What are they?" she asked at last. "Will they make the man sick?"

"Not only sick. They will kill him," he answered.

He closed the bottle and put it back on the shelf near the little whiskey-glass. He was pleased. He said:

"Now, Mr. Thief, when you break in, drink as much as you wish..."

Helen's face was pale.

"Don't do it, Judson," she cried. "It's horrible, it's murder!"

"The law does not call it murder if I shoot a thief who is entering my house by force."

"Don't do it," she asked. "What right do you have?"

"When it comes to protecting my property I make my own laws."

He was now like a big dog which was afraid that somebody would take away his food.

"But all they did was to take a little whiskey," she said, "probably some boys."

"It does not matter. If a man robs me of five dollars it is the same as if he took a hundred. A thief's a thief."

She knew it was useless to argue. He had always been ruthless in business. She went to the door.

"I'll walk down the road and say good-bye to the neighbours," she said quietly.

She had made up her mind to tell Alec's wife about it. Someone had to know.

Helen went down the road and Judson started to close the closet door. He suddenly remembered that he had not packed his boots drying outside on the heavy table in

the garden. So, leaving the door open, he went to get them. But when he wanted to reach for his boots he suddenly slipped on a stone and his head struck the table as he fell.

Several minutes later he felt a strong arm round him and Alec's voice was saying: "It's all right, Mr. Webb, it was not a bad fall. Take this – it'll make you feel better."

A small whiskey-glass was pressed to his lips and he drank.

Read the text. Are the following statements about the text true or false? Change the false statements to make them true.

1. Judson Webb was an English businessman.
2. He spent summer in New York.
3. In his cottage there was a big closet where he kept his guns, fishing rods and wine.
4. It was summer and Judson was packing his things for the autumn.
5. Judson Webb saw that somebody had opened a bottle of whiskey and drunk half of it.
6. He decided to kill the thief.
7. He put some poisoned water into the bottle.
8. His wife wanted to stop him but she couldn't.
9. She decided to be quiet and not to tell anybody about poison in the bottle.
10. Suddenly Judson slipped on a stone and his head struck the table as he fell.
11. To help Judson his neighbor Alec gave him some whiskey and he drank.

Keys:

1. False. He was an American businessman.
2. False. He spent summer in the country.
3. True

4. False. It was autumn and Judson was packing his things for the winter.
5. True
6. True
7. False. He put two small tablets into the bottle.
8. True
9. False. She decided to tell Alec's wife about the poison in the bottle.
10. True
11. True

Лексика грамматика

Choose the right variant.

1. The children hadn't met ... their grandparents or their uncle before.
a) or, b) neither; c) nor, d) either.
12. Before she started university, Jane ... in the States for six months working as a nanny.
a) lives; b) has been living; c) has lived; d) had lived.
13. He was ... tired to go on.
a) to; b) enough; c) so; d) too.
14. I ... saw Michael two years ago.
a) lastly; b) last time; c) last; d) the last time.
15. I like the red dress and the pink shoes. The trouble is that they don't ...very well.
a) match not each other; b) match themselves; c) go with each other; d) go on with the other.
16. He's as polite as his brother is ...polite. (подобрать префикс)

a) im; b) non; c) dis; d) un.

17. It's been quite a long time ... I had a holiday abroad,

a) ago; b) since; c) for; d) when.

18. You ... pay for this information. It's free.

a) oughtn't to; b) don't have to; c) shouldn't to; d) mustn't.

19. ... quite a lot of rain forecast for today.

a) It has; b) Is; c) It's; d) There's.

20. I'm free this evening. ... we go out to dinner?

a) Will; b) Would; c) Shall; d) Won't.

11-d; 12-d; 13-d; 14-c; 15-c; 16-a; 17-b; 18-b; 19-d; 20-c;

ПИСЬМО

You have 20 min to do this task.

You have received a letter from your English-speaking pen friend Sheryl, who writes:

... Do you ever argue with your parents about what you wear? My parents and I don't seem to agree about clothes at all! Is it important to you to be fashionable? What sort of clothes do you like wearing? Why? Do you think I should wear what my parents tell me to? Have you got any advice?

Looking forward to hearing your opinion.

Love,

Sheryl

Write a letter to Sheryl. In your letter:

- answer his questions

- ask 3 questions about the trip

Write 100 – 140 words. Remember the rules of letter writing.

Творческое задание

Task 4. Imagine that this is the year of Ballet and Contemporary Dance in Russia and all over the world and you, working for World News, have to write a news article (300 – 350 words) about some events describing the two pictures below. Your correct answer gives you 60 points

Follow the plan:

1. Make up some special events held this year.
2. Name the date/s of the events and the places.
3. Describe the places in the pictures.
4. Say why such events are important.

Revise the rules of news article writing. Make sure your article has:

- a headline
- a byline and a placeline
- a lead paragraph
- body paragraphs
- a conclusion