МИНИСТЕРСТВО ПРОСВЕЩЕНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ
федеральное государственное бюджетное образовательное учреждение высшего образования
КРАСНОЯРСКИЙ ГОСУДАРСТВЕННЫЙ ПЕДАГОГИЧЕСКИЙ УНИВЕРСИТЕТ им. В.П. АСТФЬЕВА
(КГПУ им. В.П. Астафьева)

Филологический факультет

Кафедра – разработчик:
Кафедра английской филологии

УТВЕРЖДЕНО:	**ОДОБРЕНО:**
на заседании кафедры английской филологии	научно-методическим советом филологического факультета КГПУ им. В.П. Астафьева
Протокол № 7 от « 07 » мая 2025 г.	Протокол № 9 от « 14 » мая 2025 г.
Заведующий кафедрой:	Председатель НМСС(С) ФФ:
Битнер И.А.	Бариловская А.А.

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ

для проведения текущего контроля и промежуточной аттестации обучающихся по практике

«Иностранный язык»

Направление подготовки: 44.03.02 Лингвистика
Направленность (профиль) образовательной программы
Русский язык как иностранный

Квалификация (степень): Бакалавр

Составитель: А.А. Сокк, старший преподаватель;
Н.О.Лефлер, к.ф.н., доцент;
Е.В.Филоненко, старший преподаватель;
А.Е. Крашенинникова, старший преподаватель

Красноярск, 2025

ДОКУМЕНТ ПОДПИСАН ЭЛЕКТРОННОЙ ПОДПИСЬЮ

Сертификат: 00BE888A562437DD0D6A077C2C7EE44514
Владелец: Холина Мария Валерьевна
Действителен: с 17.06.2024 до 10.09.2025

1.**Назначение фонда оценочных средств**

1.1. **Целью** создания ФОС дисциплины «Иностранный язык» является установление соответствия учебных достижений запланированным результатам обучения и требованиям основной профессиональной образовательной программы, рабочей программы дисциплины.

1.2. ФОС по дисциплине «Иностранный язык» решает **задачи**: повышение уровня практического владения иностранным (английским) языком. Критерием практического владения иностранным языком является умение достаточно уверенно пользоваться наиболее употребительными и относительно простыми языковыми средствами в основных видах речевой деятельности: говорении, аудировании, чтении и письме. Практическое владение языком специальности предполагает также умение самостоятельно работать со специальной литературой на иностранном языке с целью овладения профессиональными компетенциями.

1.3. ФОС разработан на основании нормативных **документов**:

- федерального государственного образовательного стандарта высшего образования по направлению подготовки 45.03.02 Лингвистика, направленность (профиль) образовательной программы: Русский язык как иностранный», *квалификация (степень): бакалавр;*
- образовательной программы высшего образования по направлению подготовки 45.03.02 Лингвистика, направленность (профиль) образовательной программы: Русский язык как иностранный, *квалификация (степень) бакалавр;*
- Положения о формировании фонда оценочных средств для текущего контроля успеваемости, промежуточной и итоговой аттестации обучающихся по образовательным программам высшего образования – программам бакалавриата, программам специалитета, программам магистратуры, программам подготовки научно-педагогических кадров в аспирантуре в федеральном государственном бюджетном образовательном учреждении высшего образования «Красноярский государственный педагогический университет им. В.П. Астафьева» и его филиалах.

2. Перечень компетенций, формируемых в процессе изучения дисциплины «Иностранной язык»:

УК-4: Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах).

УК-5: Способен воспринимать межкультурное разнообразие общества в социально-историческом, этическом и философском контекстах.

ОПК-4: Способен осуществлять межъязыковое и межкультурное взаимодействие в устной и письменной формах как в общей, так и профессиональной сферах общения.

3. Описание показателей и критериев оценивания компетенций, описание шкал оценивания

Код и наименование компетенциии для ОП ВО, индикаторы достижения компетенции (ИДК)	Шкала оценивания			
	«отлично»	«хорошо»	«удовлетворительно»	«неудовлетворительно»
	«зачтено»			«не зачтено»
УК-4.Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)				
	Обучающийся демонстрирует на высоком уровне: -знание лексики иностранного языка, позволяющей осуществлять устную и письменную коммуникацию в рамках повседневного общения в бытовой и профессиональной среде; - знание грамматического материала, позволяющего вести коммуникацию на иностранном языке на уровне B1-B1+ в соответствии с международной системой сертификационных уровней владения иностранным языком (далее – уровеньB1- B1+). -умение выбирать и	Обучающийся допускает грамматические и лексические ошибки, демонстрирует на хорошем уровне - знание грамматического материала, позволяющего вести коммуникацию на иностранном языке на уровне B1-B1+ в соответствии с международной системой сертификационных уровней владения иностранным языком (далее– уровень B1-B1+). -умение выбирать и корректно использовать лексические	Обучающийся допускает грубые грамматические и лексические ошибки, позволяющие осуществлять устную и письменную коммуникацию в рамках повседневного общения в бытовой и профессиональной среде. Обучающийся демонстрирует на удовлетворительном уровне - знание грамматического материала, позволяющего вести коммуникацию на иностранном языке на уровне B1-B1+ в соответствии с международной системой сертификационных уровней владения иностранным языком (далее– уровень B1-B1+). -умение выбирать и корректно использовать	Обучающийся допускает грубые грамматические и лексические ошибки, не позволяющие осуществлять устную и письменную коммуникацию в рамках повседневного общения в бытовой и профессиональной среде; Обучающийся не демонстрирует - знание грамматического материала, позволяющего вести коммуникацию на иностранном языке на уровне B1 в соответствии с международной системой сертификационных уровней владения иностранным языком . -умение выбирать и корректно

	корректно и спользовать лексические е диницы, соответствующие конкретной коммуникативной ситуации; использовать грамматические формы иностранного языка на уровне, обеспечивающем успешную коммуникацию; распознавать и понимать в устной и письменной речи грамматические формы на уровне достаточном, для понимания грамматического единицы высказывания. - навыки: общения на повседневные и бытовые темы на иностранном языке на уровне не ниже B1-B1+;-чтение и понимание текстов разных жанров на иностранном языке, лексически и грамматически соответствующ их уровню не ниже B1-B1+;- письма на иностранном языке на	единицы, соответствующи е конкретной коммуникативной ситуации; использовать грамматические формы иностранного языка на уровне, обеспечива ющем успешную коммуникацию; распознавать и понимать в устной и письменной речи грамматически е формы на уровне достат очном, для понимания грамматическог о единицы высказывания. - навыки: общения на повседневные и бытовые темы на иностранно м языке на уровне не ниже B1- B1+;- чтение и понимание текстов разных жанров на иностранном языке, лексически и грамматически соответствующ их уровню не ниже B1-B1+;- письма на иностранном языке на уровне не	лексические ед иницы, соответствующие конкретной коммуника тивной ситуации; использовать грамматические формы иностранного языка на уровне, обеспечиваю щем успешную коммуникацию; распознавать и понимать в устной и письменной речи грамматические формы на уровне достаточном, для понимания грамматического единицы высказывания. - навыки общения на повседневные и бытовые темы на иностранном языке; чтение и понимание текстов разных жанров на иностранном языке; письма на иностранном языке; с трудом может слышать, распознавать и адекватно реагировать на звучащую речь на иностранном языке на уровне B1-B1+.	использовать лексические ед иницы, соответствующие конкретной коммуникативной ситуации; испол ьзовать грамматические формы иностранного языка на уровне, обеспечива ющем успешную коммуникацию; распознавать и понимать в устной и письменной речи грамматические формы на уровне достаточно м, для понимания грамматического единицы высказывания. - навыки общения на повседневные и бытовые темы на иностранном языке; чтение и понимание текстов разных жанров на иностранном языке; письма на иностранном языке; с трудом может слышать, распознавать и адекватно реагировать на звучащую речь на иностранном языке на уровне B1-B1+.

	уровне не ниже B1-B1+;может слышать, распознавать и адекватно реагировать на звучащую речь на иностранном языке на уровне B1-B1+.	ниже B1-B1+;может слышать, распознавать и адекватно реагировать на звучащую речь на иностранном языке на уровне B1-B1+.		
УК-5: Способен воспринимать межкультурное разнообразие общества в социально-историческом, этическом и философском контекстах.				
	Уверенно ориентируется в правилах и нормах коммуникации и взаимодействия в цифровой среде; нормах речевого этикета, принятых в цифровом пространстве; принципах размещения информации в различных разделах виртуального пространства (сайты, социальные сети и т.п.). Демонстрирует умение составлять электронные письма и прочие типы сообщений, используемых для виртуального	Достаточно уверенно ориентируется в правилах и нормах коммуникации и взаимодействия в цифровой среде; нормах речевого этикета, принятых в цифровом пространстве; принципах размещения информации в различных разделах виртуального пространства (сайты, социальные сети и т.п.). Допускает грамматические и лексические ошибки при составлении электронных п	На удовлетворительном уровне ориентируется в правилах и нормах коммуникации и взаимодействия в цифровой среде; допускает ошибки в нормах ре чевого этикета, принятых в цифровом пространстве; следует принципам размещения информации в различных разделах виртуального пространства (сайты, социальные сети и т.п.).Допускает грамматические и лексические ошибки при составлении электронных писем и прочих т ипов сообщений, используемых для виртуальног	Не ориенти руется в правилах и нормах коммуникаци и и взаимодейств ия в цифровой среде; нормах речевого этикета, приняты х в цифровом пространстве; принципах размещения информации в различных разделах виртуаль ного пространства (сайты, социальные сети и т.п.). Не

	общения; оформлять электронные сообщения с учетом ситуации общения, взаимоотношений участников коммуникации и т.п.; искать и находить необходимую информацию в иноязычном цифровом пространстве. Владеет навыками деловой коммуникации на иностранном языке; навыками понимания иностранного языка медиадискурса.	исем и прочих типов сообщений, используемых для виртуального общения; демонстрирует умение оформлять электронные Сообщения с учетом ситуации общения, взаимоотношений участников коммуникации и т.п.; искать и находить необходимую информацию в иноязычном цифровом пространстве. Допускает грамматические ошибки в процессе деловой коммуникации на иностранном языке; навыками понимания иностранного языка медиадискурса.	о общения; не демонстрирует умение оформлять электронные Сообщения с учетом ситуации общения, взаимоотношений участников коммуникации и т.п.; на удовлетворительном уровне демонстрирует умение искать и находить необходимую информацию в иноязычном цифровом пространстве. Допускает грамматические, лексические и фонетические ошибки в процессе деловой коммуникации на иностранном языке; владеет навыками понимания иностранного языка медиадискурса.	демонстрирует умение составлять электронные письма и прочие типы сообщений, используемых для виртуального общения; оформлять электронные сообщения с учетом ситуации общения, взаимоотношений участников коммуникации и т.п.; искать и находить необходимую информацию в иноязычном цифровом пространстве. Допускает грамматические, лексические и фонетические ошибки в процессе деловой коммуникации на иностранном языке; не владеет навыкам и понимания иностранного языка медиадискурса.

ОПК-4: Способен осуществлять межъязыковое и межкультурное взаимодействие в устной и письменной формах как в общей, так и профессиональной сферах общения				
	Демонстрирует уверенное владение нормами и правилами речевого этикета иностранного языка, необходимыми для корректной устной и письменной коммуникации на уровне повседневного общения в бытовой и профессиональной среде; нормами и правилами оформления письменных текстов разных жанров (письмо, обращение, предложение, запрос и т.п.), используемых в рамках делового общения на иностранном языке. Демонстрирует навыки выбора соответствующего конкретному контексту / жанру / ситуации общения устойчивые сочетания и клише; -навыки выбора лексические	Демонстрирует недостаточно уверенное владение нормами и правилами речевого этикета иностранного языка, необходимыми для корректной устной и письменной коммуникации на уровне повседневного общения в бытовой и профессиональной среде; нормами и правилами оформления письменных текстов разных жанров (письмо, обращение, предложение, запрос и т.п.), используемых в рамках делового общения на иностранном языке. Демонстрирует навыки выбора соответствующего конкретному контексту / жанру / ситуации общения устойчивые сочетания и клише; - навыки выбора лексические	Демонстрирует неуверенное владение - нормами и правилами речевого этикета иностранного языка, необходимыми для корректной устной и письменной коммуникации на уровне повседневного общения в бытовой и профессиональной среде; нормами и правилами оформления письменных текстов разных жанров (письмо, обращение, предложение, запрос и т.п.), используемых в рамках делового общения на иностранном языке. Демонстрирует на удовлетворительном уровне навыки выбора соответствующего конкретному контексту / жанру / ситуации общения устойчивые сочетания и клише; -навыки выбора лексические и грамматические средства для составления письменных	Не владеет нормами и правилами речевого этикета иностранного языка, необходимыми для корректной устной и письменной коммуникации на уровне повседневного общения в бытовой и профессиональной среде; нормами и правилами оформления письменных текстов разных жанров (письмо, обращение, предложение, запрос и т.п.), используемых в рамках делового общения на иностранном языке. Не демонстрирует навыки выбора соответствующего конкретному контексту / жанру / ситуации общения устойчивые сочетания и клише. Не демонстрирует навыки выбора лексических и грамматических

	и грамматические средства для составления письменных текстов разных жанров, используемых в рамках делового общения на иностранном языке Владеет: - навыками использования норм и правил речевого этикета, устойчивых сочетаний и клише в устной и письменной речи на иностранном языке на уровне, соответствующем уровню В1-В1+; - навыками распознавания и понимания устойчивых сочетаний и клише в письменной и звучащей речи на иностранном языке на уровне В1-В1+; -навыками построения письменных текстов разных жанров, используемых в рамках делового общения на иностранном языке.	и грамматические средства для составления письменных текстов разных жанров, используемых в рамках делового общения на иностранном языке Владеет на хорошем уровне: -навыками использования норм и правил речевого этикета, устойчивых сочетаний и клише в устной и письменной речи на иностранном языке на уровне, соответствующем уровню В1- В1+; - навыками распознавания и понимания устойчивых сочетаний и клише в письменной и звучащей речи на иностранном языке на уровне В1-В1+;	текстов разных жанров, используемых в рамках делового общения на иностранном языке Владеет на удовлетворительном уровне: - навыками использования норм и правил речевого этикета, устойчивых сочетаний и клише в устной и письменной речи на иностранном языкена уровне, соответствующем уровню В1- В1+; - навыками распознавания и понимания устойчивых сочетаний и клише в письменной и звучащей речи на иностранном языке на уровне В1-В1+; -навыками построения письменных текстов разных жанров, используемых в рамках делового общения на иностранном языке.	средств для составления письменных текстов разных жанров, используемых в рамках делового общения на иностранном языке. Не владеет: - навыками использования норм и правил речевого этикета, устойчивых сочетаний и клише в устной и письменной речи на уровне, соответствующем уровню В1-В1+;-навыками распознавания и понимания устойчивых сочетаний и клише в письменной и звучащей речи на уровне В1- В1+; - не владеет навыками построения письменных текстов разных жанров, используемых в рамках делового общения на иностранном языке.

		-навыками построения письменных текстов разных жанров, используемых в рамках делового общения на иностранном языке.		

4. Фонд оценочных средств для промежуточной аттестации

Фонд оценочных средств для промежуточной аттестации включает: тесты, вопросы к зачету.

Критерии оценивания по оценочному средству: Тест

Формируемые компетенции	Продвинутый уровень сформированности компетенций	Базовый уровень сформированноти компетенций	Пороговый уровень сформированности компетенций
	(87-100 баллов) отлично/зачтено	(73-86 баллов) хорошо/зачтено	(60 - 72 баллов) удовлетворительно/ зачтено
УК-4	Обучающийся способен к коммуникации в письменной форме на иностранном языке.	Обучающийся способен в большинстве случаев к коммуникации в письменной форме на иностранном языке.	Обучающийся способен в основном к коммуникации в письменной форме на иностранном языке.
УК-5	Обучающийся способен воспринимать межкультурное разнообразие общества в социально-историческом, этическом и философском контекстах.	Обучающийся способен в большинстве случаев воспринимать межкультурное разнообразие общества в социально-историческом, этическом и философском контекстах.	Обучающийся способен в основном воспринимать межкультурное разнообразие общества в социально-историческом, этическом и философском контекстах.

ОПК-4	Обучающийся способен осуществлять межъязыковое и межкультурное взаимодействие в устной и письменной формах как в общей, так и профессиональной сферах общения.	Обучающийся способен в большинстве случаев способен осуществлять межъязыковое и межкультурное взаимодействие в устной и письменной формах как в общей, так и профессиональной сферах общения.	Обучающийся способен в основном осуществлять межъязыковое и межкультурное взаимодействие в устной и письменной формах как в общей, так и профессиональной сферах общения.

Оценочное средство: <u>Вопросы к зачету</u>

Критерии оценивания по оценочному средству «Вопросы к зачету»

Формируемые компетенции	Продвинутый уровень сформированности компетенций	Базовый уровень сформированности компетенций	Пороговый уровень сформированности компетенций
	(87-100 баллов) отлично/зачтено	(73-86 баллов) хорошо/зачтено	(60-72 баллов) удовлетворительно/ зачтено
УК-4	Обучающийся способен к Коммуникации в устной форме на Иностранном языке для решения задач межличностного и межкультурного взаимодействия.	Обучающийся способен в большинстве случаев к коммуникации в устной форме на иностранном языке для решения задач межличностного и межкультурного взаимодействия	Обучающийся способен в основном к коммуникации в устной форме на иностранном языке для решения задач межличностного и межкультурного взаимодействия
УК-5	Обучающийся способен воспринимать межкультурное разнообразие общества в социально-историческом, этическом и философском контекстах.	Обучающийся способен в большинстве случаев воспринимать межкультурное разнообразие общества в социально-историческом, этическом и философском контекстах.	Обучающийся способен в основном воспринимать межкультурное разнообразие общества в социально-историческом, этическом и философском контекстах.

ОПК-4	Обучающийся способен осуществлять межъязыковое и межкультурное взаимодействие в устной и письменной формах как в общей, так и профессиональной сферах общения.	Обучающийся способен в большинстве случаев способен осуществлять межъязыковое и межкультурное взаимодействие в устной и письменной формах как в общей, так и профессиональной сферах общения.	Обучающийся способен в основном осуществлять межъязыковое и межкультурное взаимодействие в устной и письменной формах как в общей, так и профессиональной сферах общения.

5. Фонд оценочных средств для текущего контроля успеваемости

Фонд оценочных средств включает: пересказ текста, выполнение лексико-грамматических тестов, диалог, мини-сочинение, деловое письмо, эссе, монологическое высказывание. Критерии оценивания см. в технологической карте рейтинга в рабочей программе дисциплины «Иностранный язык».

Критерии оценивания по оценочному средству 1- Пересказ текста

Критерии оценивания	Количество баллов (вкладв рейтинг)
Коммуникативная задача полностью решена; обучающийся полностью понимает и осмысливает содержание текста в объеме, предусмотренном заданием (чтение с общим, выборочным или полным пониманием содержания).	2
Демонстрирует хорошие навыки и умения определять тему/основную мысль текста; выделяет главные факты, исключая второстепенные; может догадаться о значении незнакомых слов; верно устанавливает причинно-следственную взаимосвязь между событиями/фактами текста.	2
Максимальный балл	4

i. Критерии оценивания по оценочному средству 2- Лексико-грамматический тест

Критерии оценивания	Количество баллов (вкладв рейтинг)
Лексика в рамках изучаемой темы полностью усвоена в семантическом, грамматическом и социокультурном аспекте.	1
Студент использует синонимы и антонимы с учетом сочетаемости лексических единиц и регистра их функционирования. Отсутствуют нарушения в использовании лексики.	1
Студент способен использовать разнообразные граматические структуры в соответствии с поставленной задачей. Отсутствуют ошибки.	2
Максимальный балл	4

Критерии оценивания по оценочному средству 3- Диалог

Критерии оценивания	Количество баллов (вклад в рейтинг)
Задание полностью выполнено: цель общения достигнута, тема раскрыта в заданном объѐме (все перечисленные в задании аспекты были раскрыты в высказывании). Социокультурные знания использованы в соответствии с ситуацией общения.	1
Демонстрирует способность логично и связно вести беседу: начинает при необходимости, и поддерживает ее с соблюдением очередности при обмене репликами, проявляет инициативу при смене темы, восстанавливает беседу в случае сбоя. Используемый лексико-грамматический материал соответствует поставленной коммуникативной задаче.	2
Используемый лексико-грамматический материал соответствует поставленной коммуникативной задаче. Обучающийся демонстрирует большой словарный запас и владение разнообразными грамматическими структурами. Допущены отдельные ошибки, которые не затрудняют понимание.	1
Максимальный балл	4

Критерии оценивания по оценочному средству 4- Деловое письмо

Критерии оценивания	Количество баллов (вкладв рейтинг)
Используемый словарный запас соответствует поставленной задаче; практически нет нарушений в использовании лексики.	2
Используемые лексические и грамматические структуры соответствуют поставленной коммуникативной задаче. Лексические, грамматические и орфографические ошибки отсутствуют.	2
Максимальный балл	4

Критерии оценивания по оценочному средству 5- Мини-сочинение

Критерии оценивания	Количество баллов (вклад в рейтинг)
Студент грамматически, стилистически лексически правильно излагает свои мысли на иностранном языке в письменной форме	1
Логичность и последовательность ответа, полнота раскрытия темы. Содержание всестороннее и глубокое.	2
Работа целостна, использован творческий подход	1
Максимальный балл	4

Критерии оценивания по оценочному средству 6- Эссе

Критерии оценивания	Количество баллов (вклад в рейтинг)
Полное раскрытие всех аспектов; наличие в тексте точных, развернутых ответов; грамотно выбранный стиль изложения; соответствие цели высказывания; употребление привычных англичанам норм вежливости.	1
Отсутствие орфографических неточностей и описок, правильное применение знаков препинания. Все грамматические и лексические структуры соответствуют высокому уровню, фактическая грамматическая и лексическая правильность.	2
Стилистически и логически правильный текст, структура строго по плану, верная разбивка на абзацы	1
Максимальный балл	4

Критерии оценивания по оценочному средству 7- Монологическое высказывание

Критерии оценивания	Количество баллов (вклад в рейтинг)
Используемый лексико-грамматический материал соответствует поставленной коммуникативной задаче. Студент демонстрирует большой словарный запас и владение разнообразными грамматическими структурами.	2
Логичность и последовательность ответа, полнота раскрытия темы. Содержание всестороннее и глубокое.	2
Максимальный балл	4

6. Оценочные средства (контрольно-измерительные материалы) по дисциплине «Иностранный язык»

Темы мини-сочинений и эссе:

1. Traditional Russian Cuisine
2. English Cuisine
3. My Favorite How to Stay Fit
4. Places to Visit in Russia
5. My Future Career
6. How to Pursue Higher Education
7. How to Advance in My Profession
8. Social Networks: Advantages and Disadvantages

Темы деловых писем:

1. A Job Application Letter
2. A Complaint Letter
3. An Apology Letter

Вопросы к зачету 2семестр:

1. My Family
2. My Best Friend
3. Why We Need Social Connections
4. How to Stay Fit
5. My Favorite Kind of Sport
6. My Favorite Food
7. Cooking at Home vs. Ordering Food
8. My Favorite Online Food Delivery Services
9. Which Jobs Are in Demand in Russia?
10. How to Build a Successful Career
11. My Future Career
12. Higher Education in Russia
13. Higher Education in the UK
14. Higher Education in the USA
15. Why Is Higher Education Important?
16. How to Earn a Master's Degree
17. How to Obtain a Postgraduate Degree
18. How to Be a Good Teacher
19. Why Is the Teaching Profession Important?
20. Career Options with a Teaching Degree
21. How to Improve Your Teaching Qualifications
22. The Importance of Business Communication
23. Types of Business Communication (
24. How to Prepare for Business Communication
25. Business Trips: How to Prepare

<u>Входной тест</u> Grammar section

1. Choose the correct form of the verb "to be":

a) am b) is c) are d) was e) were

1. Last year she ... 22, so she ... 23 now.
2. Today the weather ... nice, but yesterday it... cold.
3. I... hungry. Is there anything to eat?
4. I... hungry last night.
5. Where ... you at 11 o'clock last Friday?
6. Don't buy those shoes. They ... too expensive.
7. Why ... you so angry yesterday?
8. We must go now. It... very late.
9. This time last year I... in Paris.
10. My sister and brother ... so tired at the end of the last term.
11. Charlie Chaplin, the famous film star, ... born in 1889.
12. Where ... the children? -I don' know. They ... in the garden 10 minutes ago.

2. Choose the correct form:

a) there is b)is there c)there are d)there was e)there were f)there will be g) will there be

1 ..... an interesting film on TV yesterday evening.
2 ..... 24 hours in a day.
3 ..... a party at the club last Friday
4 ..... anybody at the station to meet you tomorrow?
5. Ten years ago ... 500 children at this school. Now ..... over a thousand.
6. Look! The bag is empty. .....nothing in it.
7. The room is very dark. .....too much furniture in it.
8 ..... a seminar and 2 lectures yesterday.
9 ..... any bread at home?
10..... a lot of work for you to do next week.

3. Put in:

a) there b) it

1 ..... s a train at 10.30.
2. Let's buy this dress ..... is very smart.
3. What's wrong? ..... is something in my eye.
4. ... a car in front of the house. Is .... your car?
5. Is ... anything on TV? - Yes, ... a film at 8.15.
6. ... is a letter on the floor. Is .....for you?

4. Choose the correct form of the verb:

a) have got b) has got c) had d) will have

1. They like animals. They..... 3 dogs and 2 cats.
2. Sarah ... not.. bad habits. She is a nice girl.

3. Tom is very sociable. He ... a lot of friends.
4. Next year I ... a new flat.
5. They ... many exams last year.
6. Mr. and Mrs. Johnson ... two children: a boy and a girl.
7. I'm afraid I ... not... much time.
8. Alice was absent on Monday. She ... a toothache.
9. Ben is a student of the Faculty of Foreign Languages. He ... a lot of English books at home. ... you ... any money?
10. They ... a party next Saturday. Will you come?
11. He ... a lot of work to do two days ago.

5. Choose the right negative form:

a) not b) no

1. He is ... a doctor.
2. There was ... dictionary on the table.
3. There will be ... seminars tomorrow.
4. There is ... much furniture in the flat.
5. They have ... any relatives.
6. He has ... friends.

1. Choose the right pronoun:

2. My sister and (I, me) are good friends.
3. Who is there? - It's (me, I).
4. Give some money to (they, them).
5. Do you see (her, she)?
6. She would like to meet (him, he).
7. Helen and (they, them) are neighbors.
8. Tell (them, their) about it.
9. (Our, us) friends will come to see (our, us) tomorrow.
10. There is (somebody, anybody) in the room.
11. Have you got (anything, something) interesting to read?
12. Is there (many, much) snow in the street?
13. They have (few, little) English books at home.
14. Is this (your, yours) book?
15. It's (their, theirs) problem, not (our, ours).
16. Are these shoes (your, yours)?
17. This is not (my, mine) umbrella. (My, mine) is yellow.
18. They know (our, ours) address, but I don't know (their, theirs).
19. (My, mine) room is bigger than (her, hers), but (her, hers) is nicer.

7. Choose the right degree of comparison:

1. She is much ... than her sister

a) young b) younger c) youngest

2. You speak English ... of all.

a) well b) better c) best

3. This book is the ... one in the store.
a) expensive b) more expensive c) most expensive
4. Arm's marks are ... than mine,
a) bad b) the worst c) worse
5. He is as ... as a lion.
a) stronger b)strong c) the strongest
6. Your dress is ... than hers.
a) the most beautiful b) more beautiful c) beautiful

Reading section

Read and translate the text.

"At Home with Sheri and Leo"

It was love at first sight for 29-year-old Sheri Casey and 24-year-old Leo Jordan when they met at the "Sports Person of the Year" TV awards last year. She's a popular TV newsreader and he's an international football star. They're an unusual couple. Sheri was born in Dublin, Ireland and has got a first class degree in politics from Oxford University. Leo plays football for England, and he left school at sixteen. Leo lives in a penthouse flat in Manchester, and Sheri lives in an 18th century house in London. They're both very busy, and they only meet two days a week. "It's difficult," says Sheri, "because I work in the evenings in london, and Leo trains in the mornings in Manchester. I fly to Manchester, or Leo drives to London in his Ferrari on Saturday night, and then we both go back to work on Tuesday morning".

Leo's hobby is cooking. "My father is a chef," he says, "And my mother's a great cook too." Sheri likes reading biographies of famous people, and she is a keen chess player, but she doesn't like cooking. She watches every news programme on TV, but Leo only watches sports programmes. They eat at home on Sundays and Mondays. "I am in restaurants and hotels every day of the week," she says, "I go to a lot of charity dinners. Leo cooks a romantic dinner with wine and candies on Sundays, but I'm happy with a sandwich and a nice hot cup of tea in front of the telly."

1. Find the information and complete the table.

	Him	*Her*
Full name		
Age		
Job		
Hobbies		

2. Are these sentences true or false?

1. Sheri is Irish.
2. Leo plays tennis for England.

3. Sheri lives in Manchester.
4. Leo doesn't train in the evenings.
5. Leo has got an expensive car.
6. Sheri likes playing chess.
7. Leo doesn't watch the news on TV.
8. Sheri goes to a lot of charity dinners.

Writing section Write a letter to your classmate about

yourself.

Speaking section Speak on the topic "About myself
Remember to speak about:

- when and where you were born
- what you do
- where you live
- what hobbies are

<u>Промежуточный тест 1</u>

1. **Read about Tomas who comes from Vienna.**

I'm Tomas and I live in Vienna with my parents and my sisters. I'm the youngest in my family. I turned 13 last month. My sisters are Martina, 16, and Betta, 19. Betta's very serious and she always tells me what to do, I guess because she's the oldest. I go to a nice school not too far from our home and I really enjoy it. I have a lot of friends there and I enjoy studying. My best subject is Geography, probably because it's the easiest too! My most difficult subject is Math - I'm terrible and I don't like my teacher. I love playing sports, especially basketball. I'm the tallest player on the school team and I usually play really well. It's the happiest part of my day. My coach says that one day I could play professional basketball! On the weekend I spend a lot of time with my friends Ralf and Kurt. We do everything together and they are the most important people in my life, apart from my family of course!

Are the following sentences True or False?

1. Tomas is older than Martina.
2. Betta is the oldest.
3. Geography is the easiest subject.
4. English is more difficult than Math.
5. Tomas is the tallest on the team.
6. Kurt is more important than Betta.

2. **Write 8positive and 8 negative sentences about youself or someone you know. Use am, is, are, am not, isn't, aren't.**

3. **Read the text and complete the sentences after it**

My name is Ben

My name is Ben and I come from Australia. I am 24 years old and I live in a small town near Sydney called Branton.

I don't have a job now, but normally I clean shop windows. I am not married but I live with my very beautiful girlfriend, Maria, in a nice house in Branton. We don't have any children...maybe next year.

My girlfriend is an actress, but she isn't very famous. She acts in a small theatre in our town. At the weekend, we like to go swimming in a big lake near our house.

I normally get up at eight o'clock, but on Thursday I get up at six o'clock because that is the day when I go running in the park.

1. Where does Ben come from? - He comes from _____.
2. How old is Ben? - He's _____old.
3. Where does Ben live? - Ben lives in _____, in Australia.
4. Is Ben married? - No, he _____.
5. What is Ben's girlfriend called? - Her name is _____.
6. Do they have any children? - No, they _____.
7. Do they live in a house or an apartment? - They live in a _____.
8. What does his girlfriend do? - She is an _____.
9. What do they do at the weekend? - They go _____in a lake.
10. When does Ben go running? - He goes running on _____mornings.

4. Choose the correct item.

1. Do you say his _____name is Boris?

A full B first C last

2. His mother remarried, he has a _____now.

A stepfather B stepmother C stepaunt

3. Some children _____to read before they start school.

A study B learn C teach

4. In history we had to learn a lot of dates by _____.

A hard B hand C heart

5. Where is she? She is _____home.

A at B in C on

6. There _____ not fifteen children in the classroom.

A is B am C are

7. He hasn't got _____ brothers or sisters.

A some B any C no

8. I don't remember where _____relatives were born.

A my B mine C me

9. My aunts are _____.

A housewifes B housewives C housewife

10. My uncle _____very muscular arms.

A haven't B has got C have got

11. If the person you marry dies, you are a _____.

A bachelor B widower C partner

12. Your _____is the one that all the family have.

A name B surname C nickname

13. In the second form many pupils _____two foreign languages.

A study B teach C learn

14. Bye, see you _____Tuesday!

A on B at C in

15. She _____very pale face.

A has got B have got C have get

16. I met _____teacher at the bus stop.

A ours B our C us

17. Hello, I am Kate. And what _____your name?

A is B am C are

18. The _____books are on the table.

A children's B children' C childrens'

19. What _____eyes have you got?

A kind B colour C type

20. Where are you _____?

A from B come C be

21. The Russians are _____for their hospitality.

A known B good C angry

22. My favourite _____at school was history.

A topic B subject C theme

23. How many examinations have you got _____winter?

A on B in C at

24. All members of this family _____good friends.

A are B is C am

25. I'm going to invite a friend of _____.

A her B hers C him

5. Underline the correct words.

e.g. She's my <u>mother</u>/father.

Liz: (1) *This/These* are (2) our holiday *photos/ photoes*. Jo:

Oh really! Is (3*) this/these* (4) *you/your* husband?

Liz: No, it's my cousin. (4) *He's/His* name's Tom. And (5) *this/these* are Tom's children.

(6) *They're/Their* names are Keri and Steve and (7) *they're/their* six and eight.

Jo: And where is this?

Liz: It's Disneyland in Paris. (8) It is fantastic for *children/ childs*.

Jo: It looks great!

6. Complete the gaps with the correct form of 'have got'.

e.g. I _____*'ve got*_____ a new computer.
(1) _____your camera with you? I (2) _____my camera but I (3) _____my mobile phone. It (4) _____a camera.

My family's very big. Greg and I (5) _____five children and my older brother (6) _____six! My younger brother (7) _____any children. He's only ten years old!

Тест 2

1. Read the following text and answer the questions below.

Tom's day

On Sunday, Tom gets up at 10 o'clock. Then he reads his newspaper in the kitchen. He has breakfast at 11.30 and then he telephones his mother in Scotland.
In the afternoon, at 1.00, Tom plays tennis with his sister and after that, they eat dinner in a restaurant. At 6.00, Tom swims for one hour and then he goes by bike to his brother´s house. They talk and listen to music.
Tom watches television in the evening and drinks a glass of Jack Daniel's whiskey. He goes to bed at 11.30.

1. Where does Tom have breakfast?

a. In the kitchen
b. In his bedroom
c. In the lounge

2. Who does he telephone in the morning?
a. His sister
b. His brother
c. His mother

3. Where does his mother live?
a. In England
b. In his brother's house
c. In Scotland

4. What time does he play tennis with his sister?
a. 1pm
b. 2pm
c. 11.30am

5. How long does Tom swim for?

a. One hour
b. Two hours
c. Six hours
6. How does Tom go to his brother's house?
a. By bike
b. By car
c. On foot
7. What does Tom drink in the evening?
a. Wine
b. Beer
c. Whiskey
8. What time does Tom go to bed?
a. 11pm
b. 11.30pm
c. Midnight

1. Read the text and answer the questions after it

My Working Day

My working day starts very early. From Monday to Friday I get up at half past three and I have a shower and a cup of coffee. I usually leave the house at ten past four because the car always arrives a few minutes early. I get to the studio at about five o'clock and start work. My programme Good Morning Britain starts at seven o'clock and finishes at nine o'clock. Then I leave the studio at a quarter past ten. After that, I go shopping and visit some friends. I get home at three o'clock. A woman helps me with the housework and the ironing. I read a newspaper and do some work.

Then my husband gets home at half past five in the evening and I cook dinner. We stay at home in the evening. We don't go out because I go to bed very early. We usually watch television and then I go to bed at half past eight, I'm usually asleep by nine o'clock.

At weekends, I don't get up until ten o'clock. In the evening, we often see some friends or go to the cinema. But I'm always up early again on Monday morning.

1. What time does Cynthia get up during the week?
2. How does Cynthia get to the studio in the morning?
3. What time does she arrive at the studio?
4. What time does the TV show begin?
5. How long does "Good Morning Britain" last?
6. What time does Cynthia get home after finishing at the studio?
7. What time does her husband arrive home?
8. Do Cynthia and her husband go out in the evening?
9. What time does Cynthia go to bed?
10. Does Cynthia stay in bed longer at the weekend?

3. Complete the sentences. Use the present simple.

1. _____TV very often. (we /not /watch)
2. How often _____your hair? (you /wash)

3. I want to go to the cinema but _____to go. (Chris /not / want)
4. _____to go out this evening. (you /want)
5. I enjoy travelling but _____very much. (I /not /travel)
6. What _____? (Jill /do)
7. The president is not popular. The _____him. (people /not /like)
8. How many _____in that house? (people /live)

4. Complete the sentences. Put the verb into the correct form, positive or negative.

1. It was warm, so I off my coat. (take)
2. The film wasn't very good. I _____ it very much. (enjoy)
3. I was very tired, so I _____to bed early. (go)
4. Sue wasn't hungry, so she _____anything. (eat)
5. We went to Kate's house but she _____at home. (be)
6. The hotel wasn't very expensive. It _____very much. (cost)
7. The bed was very uncomfortable, so I _____very well. (sleep)
8. I was in a hurry, so I _____time to phone you. (have)

5. Ask questions using the past simple.

1. (where/go?)
2. (go/alone?)
3. (how long/stay here?)
4. (stay/at a hotel?)
5. (the weather/fine?)
6. (what/do in the evenings?)
7. (meet/anybody interesting?)

6. **Complete the dialogue with the appropriate sentence(s) A-I.**

Shopping for a Sweater

A. It's too large. Do you have a smaller one?
B. Yes, I'm looking for a sweater.
C. Thank you. I'll have it, please.
D. Thank you.
E. Do you take credit cards?
F. Yes, that's nice. Can I try it on?
G. Thank you, goodbye
H. I'm an extra large.
I. OK, here's my Visa

Can I help you?

1. __ What size are you?
2. __ How about this one?
3. _____

Certainly, the changing rooms are over there.

4. __ How does it fit?
5. __ Yes, here you are.
6. _____

OK, how would you like to pay?

7. _____

Yes, we do. Visa, Master Card and American Express.

8. __ Thank you. Have a nice day!
9. _____

Промежуточный тест 2

1. Read this letter from Milena to her pen-pal, Elena. There are six paragraphs. Match each paragraph to a subject by writing the correct letter (A-F) for what it talks about.

Pen Pals

Dear Elena,

1) Thank you for the letter you sent me last week. I'm very happy to hear that you and Francesco are well and that your exam results were so good. Well done! I know you studied hard and you deserve your success.

2) Mine are next week so at the moment I'm studying a lot. I'm really nervous about them because, if you remember, I was ill for a couple of months at the end of the year and so I missed a lot of lessons. When they finish I would like to come and visit you for a few days, if that's OK with your mom and dad.

3) Do you remember I told you about my friend Amanda from Scotland? She's going to come here next month and is going to stay for two weeks. I'd like you to come too so you can meet her and we can all go out together. What do you think? We can practice our English!

4) I remember last year we had such a good time. The beaches near your house are wonderful and I really enjoyed meeting your friends (especially Roberto! Is he still single?) I can't remember the name of the disco next to the train station but I'd like to go there again - it was fun.

5) Oh, guess what! Jason broke his arm last weekend! He went to the skateboard park with his friends from school and fell down some steps (he doesn't know how to skateboard!) He's got a plaster cast and he's going to have it for at least six weeks. He's such an idiot!

6) My mom's calling me for lunch so I'll finish this letter now. Say hello to your family and don't forget to congratulate Francesco for me.

lots of love
Milena

PS. Say Hi to Roberto too!

A. Memories
B. Well done!
C. Plans
D. Me
E. News
F. Bye!

2. The teachers below are looking for a holiday to suit their students. There are descriptions of eight holidays below. Decide which holiday (A–H) would be the most suitable for each teacher (1–5). For each of those numbers mark the correct letter.

1. Ms Robson's students are studying French and German. She would like to find a holiday which gives them the chance to speak both languages at some point while they're away.
2. Hilary's students are fourteen years old. Some of them learn French, so she wants to find a holiday course which can offer individual language lessons for those who would like to improve their French.
3. Rosie has a small group of students. They all want to sail but unfortunately some of them are unable to swim, although they're keen to learn.
4. Mr Pearson's class has just started to learn German but he wants a holiday which mixes studying the language with plenty of free time to explore the foreign country.
5. John has a class of eleven-year-olds who are crazy about sport. He'd like a course which organizes a complete programme including all kinds of sport, meals and entertainment.

A	***Summer Schools in the Czech Republic***

Spend a week in a sports centre 15 minutes south of Prague. Each day's programme is organized by our professional trainers for children aged 10–14. Prices include breakfast, lunch and dinner as well as sightseeing trips.

B	***Greek Sailing Holidays***

Arrive by air and then hire one of our new boats with all the latest equipment to sail around the Greek islands. These boats sleep up to twenty students and two teachers. Trained sailing staff are available but you must be able to swim.

C	***Touring in France***

Fly to Paris and spend a few days sightseeing in this wonderful city before travelling on to Toulouse. All our tours have a French-speaking guide and accommodation is in comfortable hotels. Prices include breakfast and evening meal only.

D	***Summer in Austria***

We will arrange a programme to suit your students. All our courses take place at the university in Linz. Morning classes are held in German, evening lectures on Austrian

history are in English. We offer an exciting programme of evening activities including music, dance and theatre.

E ***Summer Courses in Finland***

If you love water sports you'll love our one-week sports holiday on the Finnish lakes. There are opportunities to swim, sail and water-ski. Lessons are available if you need them. There is also a chance to learn Finnish at no extra cost! Everyone welcome.

F ***Holiday Programmes in Germany***

We offer morning classes in the German language at all levels from beginners upwards. In the afternoon you are free to join our mountain walks or to go shopping in the nearby town. In the evening we organize a full programme of entertainments. All ages welcome.

We offer summer schools for students between the ages of 12 and 16. Live with a French

G ***Summer Schools in France***

family and choose from a range of different activities including horse-riding, indoor hockey, football, swimming and dry skiing. Private language lessons arranged if requested.

H ***Swiss Study Tours***

Using the excellent Swiss railway system we offer an unusual holiday, sport and study programme. Your hotel is a train: eat and sleep on board and spend each day in a different part of Switzerland. Opportunities to speak French, German and Italian.

3. Match the words 1–13 with the explanations A–M.

1. advanced
2. canteen
3. club
4. full-time course
5. hostel
6. noticeboard
7. part-time course
8. reading list
9. rent
10. sports centre
11. student card
12. university term
13. welfare office

A. a place where students can go for general help and advice
B. money paid to your landlord
C. something you can use to prove that you are a student
D. a place to eat
E. a group who join together for a leisure activity
F. studying for a few hours every week
G. studying all day, from Monday to Friday
H. a place for students to live cheaply
I. the books that students must read for their course
J. where you can play volleyball, do gymnastics, etc.
K. where people put posters and other information
L. a word to describe students who know a lot about their subject
M. part of the students' year

4. Match the words (1–7) to the definitions (A–G).

1. a grant
2. lectures
3. a degree
4. undergraduates
5. research
6. lecturers
7. graduates

A. the money some students receive if they get a place at university

B. the qualification you get at the end of university

C. the name we give students during this period at university

D. teachers at university

E. the study of one subject in great depth and detail, often to get new information

F. the talks/lessons that students go to while they are at university

G. students when they have completed their first degree

5. Rewrite each sentence using an opposite adjective. *Example: Gold is more expensive than silver. Silver <u>is cheaper than gold.</u>*

1. Lambs are younger than sheep.
   Sheep _____.
2. Steel is heavier than aluminium.
   Aluminium _____.
3. California is wetter than Arizona.
   Arizona _____.
4. Listening is more difficult than reading.
   Reading _____.
5. The Third World is poorer than the West.
   The West _____.

6. Complete the sentences. Use a comparative. *Example: Helen's car is not very big. She wants a <u>bigger</u> one.*

1. You are not very tall. Your brother is _____.
2. David doesn't work very hard. I work _____.
3. My chair isn't very comfortable. Yours is _____.
4. Your plan isn't very good. My plan is _____.
5. These flowers aren't very nice. The blue ones are _____.
6. My bag isn't very heavy. Your bag is _____.
7. It isn't very warm today. It was _____yesterday.
8. These tomatoes don't taste very good. The other ones taste _____.

7. Rewrite the sentences in the passive voice.

*Example: Somebody **stole** my bag in the shop. My bag **was stolen** in the shop.*

1. The bill includes service. Service ____.
2. People don't use this road very often. This road _____.
3. Somebody robbed Jane in the street. Jane _____.
4. We make cream from milk. Cream _____.
5. He gave you an answer on Monday. An answer _____.

8. Complete the sentences with the suitable form of the adjectives in the brackets.

1. Which is _____(long) day of the year?
2. Winter is _____(cold) season.
3. Moscow is _____(large) than St. Petersburg.
4. Where is it _____(beautiful), in the mountains or near the sea?
5. It was _____(bad) cold I've ever had.
6. In spring the days are _____(long) than in winter.
7. It is _____(cold) today than it was yesterday.
8. Health is _____(good) than wealth.

<u>Промежуточный тест 3</u>

1. Make questions with to *be going to for* each situation

1) Your friend says that he wants to start doing sports. You ask: What sport …?

2) Your friend tells you that his mother has a birthday next week. You ask: … a present?

3) Your friend says that Jane won a lottery yesterday. You ask: What …?

4) Your friend has just bought a new computer. You ask: Where …? (put)

5) Your friend has decided to have a party. You ask: Who…? (invite)

2. Complete the sentences with the words from the box. There are two extra words.

Let's	~~idea~~	keen	afraid	busy	Shall	Actually	better

Great **idea**! I'd love to go out this evening.

1 _____we meet at the restaurant?
2 I'm not free I'm _____. Could we meet tomorrow instead?
3 _____, I don't really like spicy food.
4 _____go to the cinema at the weekend.
5 I'm not _____on pizza.

3. Complete the sentences with the words from the box. There are three extra words.

baked	boiled	fresh	fried	raw	~~roast~~	savoury	spicy	sweet

My father cooks **roast** beef every Sunday.

1 I bought lots of _____fruit and vegetables at the market yesterday.
2 The Japanese eat sushi which is _____fish. This can be quite strange if you haven't tried it before.
3 I love _____food like Indian and Thai curries.
4 Michael likes _____food so he always has a dessert when we go out.
5 _____food isn't healthy because there's a lot of fat in it.

4. Complete each sentence with one word from the box

encourage	**fan**	**allergic**	**diet**	**serves**	**menu**	**recipe**
a waste of time		**~~dish~~**		**vegetarian**	**celebrity**	

Fish and chips is the traditional *dish* of England.

1 I'm _____to nuts so I can't eat them at all.
2 I'm going to start a _____tomorrow because I want to lose some weight.
3 I'm a _____so I don't eat meat or fish.
4 Can you give me your chocolate cake _____– it's so delicious.
5 The café on the corner … great coffee.
6 I have never been on a diet. I think a lot of them are **…** . They don't really work.
7 I am a huge … of healthy food. Vegetables are always on my … .
8 Jamie Oliver is a … … chef in the UK.
9 Schools should … children to eat healthy food.

5. Read the restaurant review. Match the headings (1–5) with the paragraphs (A–F)

Indian & Bangladeshi Restaurant

A I was very happy to receive an invitation to the new Indian restaurant last week, so I called my dear friend Louis and we went to the Neel Akash, which means 'blue sky', to see what all the fuss was about.

B The Neel Akash is near the town square at the end of Sussex Street, opposite the library. It is very central, so we walked there, but it is easy to get to from the train and bus stations and it also has its own car park.

C The restaurant has only been open for two weeks, so it still feels very new. The décor is traditional with a lot of wood and dark reds and greens. The lighting isn't too bright and the atmosphere is warm and friendly. I particularly liked the flowers and candles on all the tables. There were already a lot of people there, so it was lively but not too noisy.

D When we arrived, a pleasant young waiter showed us to our table which was in the window overlooking the garden. As soon as we sat down, another waiter brought the menu and took our drinks order. He explained the different dishes to us, recommended the specialities of the restaurant and then gave us some time to make our choices.

E I love Indian food and wanted to taste everything, but in the end I ordered a selection of starters for us to share. We had *shami kebab* – spiced lamb, *aloo chat* – spicy potatoes, and *egg akuri* which is egg cooked with onions and served with bread. For my main course I had *chicken tikka korma* which is a mild chicken cooked in a cream sauce. I don't like very spicy food so that was hot enough for me. This came with delicious boiled rice and bread. My friend ordered a very spicy fish curry which he had with a side dish of *raita* which is yoghourt with cucumber. Everything looked perfect and tasted absolutely delicious.

F When the bill came we were pleasantly surprised as it was very reasonable. We paid £20 per person which included drinks and a tip. For a cheaper option, you can have a buffet lunch during the week which costs £7.95 and you can eat as much as you like for that.

the invitation _A_

1 the food _____
2 the location _____
3 the service _____
4 the prices _____
_____5_ the atmosphere

Промежуточный тест 4

1. Complete the sentences with the Present Simple or Present Continuous form of the verbs in brackets.

1. She usually _____(work) at a café, but today she _____(help) her friend with a project.
2. They _____(not/watch) TV right now; they _____(study) for their exam.
3. My brother _____(play) football every weekend, but this Sunday he _____(visit) our grandparents.
4. The train _____(leave) at 7 PM, so we _____(hurry) to get ready.
5. I _____(not/like) coffee, but I _____(drink) it today because I'm tired.

2. Underline and correct the mistakes in these sentences. Some may be correct.

1. He is wanting to buy a new phone now.
2. Look! The baby cries because she's hungry.
3. Does your sister studies at this university?
4. I'm usually going to the gym on Mondays.
5. Right now, they play video games in the living room.

3. Write 5 sentences about your daily routine (Present Simple) and 5 sentences

about what you're doing at the moment (Present Continuous).

4. Read the text "How's it going at work"

Si-Woo, South Korea

I LEFT UNIVERSITY two years ago with a degree in Media Studies and I applied for jobs in the film industry – hundreds of jobs! – but there's so much competition, I didn't get one! Not even an interview! Everyone asked for experience, but how can you get work experience if nobody offers you a job? In the end, I agreed to spend time at a public relations company without pay. At first, I only did boring jobs like making coffee, but I'm beginning to do more interesting things now. We're working with a film company to promote their new film. I'm helping to organize some events with the actors. It's good to get new skills, but I'm not even getting the minimum wage. I want to learn and earn – so I'm going to an interview for a properly paid job next week. Wish me luck!

Talita, Uruguay

BEFORE, I DIDN'T WORK MUCH. Because I had children, I had a parttime job for a while, but a couple of times my children were sick, so I took time off, and the second time my boss said don't come back. Later I also cared for my dad. I was happy to do it, but it's a full-time job without pay! Then a few years ago, the government started providing support for people like me. I got some training and now I work in a centre that teaches parents new skills and provides free day care for kids. I love my work and seeing the kids grow up. Obviously, they can be difficult sometimes, but if I'm having a bad day, I think of how I'm helping so many other parents and I'm grateful for my life now.

Jada, UK

I'M STUDYING PART-TIME here and working as a delivery driver at the same time. I can borrow money to pay for my course, but it's not enough. I started doing deliveries by bike through an app, but thankfully, I have a van now! I work for a company on a flexible contract. It means the hours change each week and sometimes you hardly earn anything because you don't get enough work – and then if you're late with a delivery, you can lose money too. It depends a lot on the manager. Luckily, I get on with mine, so it's OK for me. During the holidays, I have lots of hours, but then if I'm working on a project or an essay, I tell her I can't work and it's fine. So it suits me and I'm really enjoying getting to know Manchester!

5. Answer the following questions in 1-2 sentences:

1. Why did Si-Woo struggle to find a job in the film industry?
2. How did Talita's life change after receiving government support?
3. What are the advantages and disadvantages of Jada's delivery job?

6. Match the words/phrases from the text (A) with their correct meanings (B):

A

"minimum wage"

"flexible contract"

"public relations" "day

care"

B

a) A job agreement with changing hours

b) The lowest legal salary for workers

c) Supervised care for children while parents work

d) Managing a company's public image

7. Choose one of the three people (Si-Woo, Talita, or Jada) and write a 5-sentence response:

If you were in their situation, would you make the same choices? Why/why not? What

challenges would you find most difficult in their job?

<u>Промежуточный тест 5</u>

1. Read about Martin, an English teenager, who is going to school in Australia.

School in Australia is different from school in the UK. When I went to school in England, we had to wear a school uniform, but here we don't have to wear one. In Australia, if you don't pass your exams, you have to repeat the whole year again, whereas in England, you don't. The Australian way makes you work harder!

The school year is different too. Here, there are four terms per year as in the UK, but the school year starts in early January or February and ends in December. In the UK, the school year starts in September and finishes in the middle of July. My school hours have also changed – we start at 8 o'clock and finish at 2 o'clock, whereas in England we used to start later, at 8.45, and finish at 3.30.

My parents used to complain that we had too much stress and worry at school. Now they say they are happy with the better mix between schoolwork and free-time.

The relationship between students is great here – I think it's because the class sizes are smaller than in England. The school has a good atmosphere and there's no violence or bullying.

The amount of homework is the same as I used to have in England, but the approach is different – here they teach you to be independent and to look for information by yourself, on the internet, for example, but also to work with other students to build good relationships. In both countries the attitude to homework is the same – you mustn't copy another person's work and pretend that it is your own.

The subjects we study are very similar. We have English, Maths, Art subjects and Languages, Studies of Society and the Environment (which we didn't have in the UK), Information Technology and Personal Development, Health and Physical education. Most students stay at school until year 12, when they are 17 or 18 years old. That's when students take their final exams to go to university or for vocational training.

If I pass my finals and get the grades I want, I'll go to university in Sydney. The career advisor said that I could take a year out after leaving school, but I prefer to continue studying. If I work hard enough on my course, I'll be able to get a good job when I graduate.

2. Which school is it about?

1. Students have to wear uniform
2. Students work harder
3. The school year is divided into four terms
4. Students have a good balance between schoolwork and free time
5. School makes students stressed
6. Students start the school year in January
7. Students mustn't cheat
8. The class sizes are big
9. Teachers make students to be more independent and work on their own
10. There is no violence or bullying at school
11. Students have to take exams to get a place at university

3. Complete the gaps in the text with the words from the box

Discipline is very strict in our school. We …. to take our phones to school and we … bring unhealthy food for lunch, like crisps or fizzy drinks. Most children behave well, but if you misbehave, for example, talk too much in class, you will be punished and the teacher will probably make you stay behind after class. If you do something more serious, like cheat in an exam, you might be expelled. Students at primary school …. go

home for lunch, but at secondary school students …. stay at school. There are also strict rules about dress. All students … be in their school uniform at all school activities. Students …. bring any valuables to school as well as electronic games, cards and toys to the school. Students … take pets to school.

must	mustn't	shouldn't	can	have to	mustn't	are not allowed

4. Choose two pairs of situations below. Write 10 sentences comparing the two situations, using can, can't, be allowed to, have to, don't have to.

- primary and secondary school
- secondary school and university
- university and work

<u>Промежуточный тест 6</u>

1. Choose the correct answer

1. Our manager … in the office all day.
a) stay b) stays c) is staying
2. As a rule I … customers in the evening.
a) meet b) meets c) am meeting
3. We usually …our work at 6.
a) finishes b) finish c) are finishing
4. He often … to London.
a) go b) goes c) is going
5. They … customers in different cities.
a) have got b) has got c) are having
6. Adam Smith is one of …… economists.
a) great b) the greatest
7. A man can leave … job and look for another one that suits him.
a) his b) your c) her
8. Some farm workers get most of … work in summer.
a) its b) their c) her
9. She explain how she had lost … job.
a) my b) your c) her
10. A nation's wealth depended on … owning precious metals.
a) its b) my c) their

2. Use the Past Continuous or Past Simple Tenses.

1. While I for the bus, I my friend Ercan. (meet / wait)
2. She dinner when the telephone . (cook / ring)
3. It to rain while they in the garden. (sit / begin)
4. While she home, she an accident. (have / drive)

5. While we TV, the cat the dinner. (steal / watch)

3. Read the text and answer the questions

Sixteen - What now?

You're 16 and finally you can leave school! By now, you're probably sick of teachers, desks, tests and exams. But don't just run for the exit. You need to think carefully about what to do next. If you want a professional career, you will need to go to university and get a degree. To do that, you need to stay at high school for another two years. But you needn't stay at the same place. There are several options in the district of Northacre. St. Leopold's School has the best pass rate of all the high schools in the district. It offers a wide range of subjects in the humanities and sciences. St Leopold's is, of course, a private school, so may be too expensive for you. But don't worry, there are several other options if you want to follow the academic route. Knowle Grammar School is a state school, so there are no fees, and it has excellent tuition and facilities. It is a boys'school from the ages of 11-16, but from 16-18 it is co-educational. But it is selective, so you'll have to pass an exam to get in. If you're interested in going into Business, check out Wyle River Academy. This school specialises in subjects like Business Studies, Management and Economics. If you prefer the arts, look at the courses on offer at Northacre College. Here you can study woodwork, art, textiles and much more. Northacre College also offers a wide range of vocational qualifications. You can do a 1-year certificate or a 2-year diploma in subjects like electrics, plumbing, roofing and hairdressing. If you'd prefer to work outdoors, look at Milldown College, where there are courses in Farm Mechanics, Land Management, Animal Management and much more. A final option is to get an apprenticeship with a local or national company. You will get on-the-job training, gain certificates or diplomas and start earning straight away. But be warned - places are limited! Find out more at the Jobs Fair on 26th May at Northacre College.

1. Anna wants to work with horses. Where is the best place for her to study?
a. Wyle River Academy
b. Northacre College
c. Milldown College

2. Harry wants to be a builder. Where is the best place for him to study?
a. Wyle River Academy
b. Northacre College
c. Milldown College

3. Kevin wants to be a fashion designer. Where is the best place for him to study?
a. Wyle River Academy
b. Northacre College
c. Milldown College

4. Caroline wants to run her own company. Where is the best place for him to study?
a. Wyle River Academy
b. Northacre College
c. Milldown College

5. What is the problem with apprenticeships?
a. There are few available
b. They are expensive.
c. They don’t give you any qualifications

Итоговый тест

GRAMMAR PART

1. Choose the proper variant:

1) Your sister used to visit your parents quite often, ?
a) didn't she b) wouldn't she c) doesn't she d) hadn't she
2) I that the students should study more.
a) am feeling b) feel c) is feeling d) feels
3) How many times (you) to Rome?
a) were b) was c) have been d) had been
4) Look sitting on the wall.
a) There is a kitten b) There is a kitten is c) There a kitten is d) There is a kitten who are
5) I have no idea .
a) who's book is this. b) whose book is this c) who's book this is d) whose book this is
6) Nancy tried to get a thread the eye of the needle.
a) to b) out c) in d) through
7) You'd hurry up or else we'll be late.
a) rather b) should c) better d) have to
8) I can hear a noise; I think is outside.
a) some b) somebody c) somehow d) somewhere
9) Jane doesn't have tonight.
a) many homeworks b) much homeworks c) much homework d) many homework
10) Have you written names?
a) them b) theirs c) their d) they
11) Let me give you .
a) an advice b) the advices c) some advice d) some advices
12) I don't like it here. Let's go somewhere .
a) else b) again c) more d) once

13) Where is center of earth?

a) - ..... - b) a ..... the c) - ..... the d) a ..... a e) the ..... – f) the .....the

14) in Moscow.

a) Most my friends lives b) Most of my friends lives c) Most my friends live d) Most of my friends live

15) I have interest in his problems.

a) very few b) very little c) a very few d) a very little

16) I like these dishes, but is a little small.

a) the cup of tea b) the tea's cup c) the tea cup d) the cup for the tea

17) Although your sister is very popular, she is not as mine.

a) pretty as b) prettier than c) so pretty d) more pretty than

18) We came here to your parents.

a) speak b) speaking c) to speak d) to speaking

19) When I saw the girl I was sure I her before.

a) meet b) have met c) met d) had met

20) I wish the weather not so cold.

a) will b) were c) be d) is

2. Choose the correct verb form:

1. He cannot join us/ He busy.

a) was b) is c) has d) be

2. My friend didn't go to the country because he a lot of work to do.

a) was b) had c) has d) will be

3. Come next week. He at home.

a) were b) will be c) will have d) is

4. What performance ? - I didn't see anything.

a) did you see b) do you see c) have you seen d) saw

5. She go to school. She is too young.

a) didn't b) wasn't c) don't d) doesn't

6. If they in time we'll go to the cinema.

a) is coming b) come c) comes d) will come

7. I saw him when he the bus.

a) was taking b) will take c) taking d) took

8. They at this plant for 10 years.

a) are working b) worked c) work d) have been working

9. She a lot of books this month.

a) had read b) was reading c) has read d) read

10. They this article by 9 o'clock.

a) have been translating b) translate c) will have translated d) were translated

11. We to the south next summer.

a) went b) were going c) have gone d) will go

12. They for 3 hours when you came.

a) were training b)had trained c) will be training d) had been training

13. My parents to the theatre tonight.

a) goes b) went c) are going d) will have gone

14. They already breakfast.

a) are having b) had had c) have had d) will have

3. Choose the correct verb form.

1. She said her parents at home.

a) are b) were c) will be

2. We believed they about it.

a) knew b) know c) have known

3. We wanted to know if he the exam.

a) has passed b) will pass c) had passed

4. I was sure the letter .

a) would be posted b) was posted c) will be posted

5. I asked him if he TV then.

a) is watching b) was watching c) had been watching

6. I wondered if she swim.

a) can b) could

7. Mother wondered how long I about it.

a) was thinking b) had been thinking c) have been thinking

4. Choose the correct modal verb:

5. If you want to have good diction you read aloud.

a)may b) have to c) shall

6. He run for hours without any rest.

a)need b) can c) may

7. She skate well when she was only 4.

a)must b) need c) could

8. You make your bed every morning.

a) must b) may c) are allowed to

9. I wait for you here?

a) ought to b) may c) need

10. Soon he play chess with champions.

a)will be able to b) should c) has to

11. You wait for some days, we can solve the problem now.

a)shall b) will have to c) needn't

12. We had a lot of books at home and I go to the library.

a)could b) might c) didn't have to

13. you help me?

a) must b) should c) could

READING PART

I. Прочитайте текст и заполните пропуски 1–6 частями предложений, обозначенными буквами A–G. Одна из частей в списке A–G – лишняя. Занесите букву, обозначающую соответствующую часть предложения, в таблицу.

Youth Problems

Today it is fashionable to speak about teenage problems. A few years ago alcohol,

fights, murders and other kinds of violence (1). But now, (2), violence, AIDS, drugs and alcohol are more and more associated with youngest. For many children from poor families violence, drinking problems and all that is associated with poverty becomes more and more real.

The Government surveys show that every fifth teenager _____ (3), was younger than 14 and couldn't be sent to prison. Almost half of teenagers have an experience with drugs, alcohol and sex under age of 16. A lot of teenagers who have drug or alcohol addiction almost never believe that they are dependent. These things are often combined with family and school problems.

What has gone wrong? Some specialists explain that the changes of our society, the system of our life (4). On the one hand, our society agrees that 15-17-years old people are old enough to be responsible for what they do and gives them quite a lot of freedom and rights. On the other hand, most adults think that teenagers (5). This misunderstanding has produced many problems. Actually, a lot of teenagers say that their parents let them do anything they want and are quite indifferent to their problems. Many teenagers get upset or depressed (6). As a result, it makes them believe that there is only one way out - to stop living and commit suicide. No doubt, the teens' problems will increase. And young people should feel that they are cared about.

A force young people to choose their own lifestyle
B when they can't solve their problems
C as official reports admit
D it is a part of everyday life of many generations
E who was arrested for criminal actions
F were more problems of adults rather than young people.
G are too young to be taken seriously

Таблица ответов к заданиям по чтению 1 2 3
4 5 6

SPEAKING PART

—Tell about your favorite sport (it`s advantages and disadvantages) and your sports achievements.‖

WRITING PART

Injuries on your way to success. What is the real cost of professional sport?

- The introduction, where you give general information about healthy way of life.
- The main body where you give advantages and disadvantages of professional sport.
- The conclusion where you express your own opinion.

Тексты для проведения промежуточной аттестации: Text1. Higher Education in the United States

Prior to higher education, American students attend primary and secondary schools for 12 years. These years are referred to as grades. Around age six, US children begin primary school, which is called ―elementary school.‖ They attend five or six years and then go onto secondary school. Secondary school consists of two programs: the first is ―middle school‖ or ―junior high school‖ and the second program is ―high school.‖ A diploma or certificate is awarded upon graduation from high school. After graduating high school (12th grade), US students may go on to college or university. College or university study is known as ―higher education.‖

There are several types of higher educational institutions in the USA such as state and private colleges and universities, community colleges and technical institutes.

A state school is supported and run by a state or local government. Each of the 50 US states operates at least one state university and several state colleges. Many of these public universities have the name of the state, or the word ―State‖ in their names: for example, Washington State University and the University of Michigan. Tuition at private colleges is usually higher than at state schools. Private US universities and colleges are normally smaller in size than state schools.

Four-year colleges usually offer a greater range of studies, and provide the bachelor's degree, mostly the Bachelor of Arts (B.A.) or Bachelor of Science (B.S.). The first year of a Bachelor's degree program is called a freshman year, the second – sophomore, the third – junior, and the fourth – senior. Each course is worth a certain number of credits or credit hours (usually three to five credits).

Universities are research-oriented educational institutions which provide both undergraduate and graduate programs. For historical reasons, some universities (such as Boston College and The College of William and Mary) have retained the term "college" as their name. Graduate programs grant a variety of master's degrees (like the Master of Arts (M.A.), Master of Science (M.S.), Master of Business Ad- ministration (M.B.A.) or Master of Fine Arts (M.F.A.)) in addition to doctorates such as the Doctor of Philosophy (Ph.D). Some universities have professional schools. Examples include journalism schools, business schools, medical schools, law schools, veterinary schools, pharmacy schools, and dental schools. A common practice is to refer to different units within universities as colleges or schools instead of faculties.

Community colleges are two-year colleges that award associate's degrees. The degrees can be transferable. Community college graduates can transfer to four-year colleges or universities to complete their degree. Community colleges have open admissions, with lower tuition than other state or private schools. Other graduates get vocational degrees and begin to work.

An institute of technology is a school that provides four years of study in science and technology. Some have graduate programs, while others offer short- term courses.

The school calendar usually begins in August or September and continues through May or June. The academic year at many schools is composed of two terms called ―semesters.‖ Some schools use a three-term calendar known as the ―trimester‖ system. Still, others divide the year into the quarter system of four terms, including an optional summer session.

Mark the sentences True (T) or False (F):

1. There are twelve years of school education in the US.
2. Most Americans go to college after the tenth grade.
3. High school (in the US) is a school for children aged between 14 and 17.
4. There are only private higher educational institutions in the US.
5. State universities are larger in size.

1. Comment on one of the following statements:

Education is the most valuable thing for a teenager. Distance learning is the best form of education. Write 100–120 words.

Text 2. Food and Restaurants

Are you looking for somewhere special to go this weekend? Do you want to try something new? Check out one of these hot new restaurants.

Last Days of the Raj

A centrally located Indian restaurant, perfect for eating before or after the cinema or a show. In summer enjoy your meal in the beautiful garden. The most popular dishes are lamb and chicken cooked with mild, medium or hot spices. For brave customers there is extra hot!

A Taste of Tuscany

Whether you'd like a great value-for-money lunch or a relaxed evening meal in stylish surroundings, this is the place for you. The chefs have all been trained in Italy and they make both traditional and contemporary dishes. We recommend the pasta and seafood.

Your Local Caff

Remember when cafés served full English breakfasts –sausages, beans, fried bread, bacon and eggs –with a strong cup of tea? Well, this place still does and you can have your breakfast at any time you like during the day while you listen to your favourite tunes from the 1980s.

The Lemon Tree

This pretty restaurant serves healthy food that's tasty too. Come in for a vegetarian snack at lunchtime or a great fruit smoothie or a cappuccino and a delicious piece of cake in the afternoon. Food is bought from local producers whenever possible.

Cheesy Bites

A restaurant that only serves cheese, but hundreds of cheeses from many countries and in lots of different forms. They serve reasonably priced lunches but dinner can be expensive. Lovely food and a very elegant dining room, looking onto an amazing flower garden.

Fast Best

Fast food doesn't have to be junk food, as this café proves. Do you fancy a really good hamburger made with the best ingredients, or old-fashioned fish and chips fried to perfection, all on the table in super-quick time? Speed and quality are important here, and the prices aren't bad either.

The Chocolate Box

The owner of this small café used to cook all kinds of food, but then she realised she preferred desserts to anything else. If you want meat or fish, don't come here. They only do desserts! Lots of different kinds of sweets. Chocolate lovers will be excited by the

range of chocolate cakes.

Musical Chairs

Have you noticed how music improves the taste of your food? This new restaurant has different types of live music every night except Sundays, and excellent food to go with it. Great fish dishes, steak and pizza. Monday is classic rock night, so see you there!

1. Match the people with the best restaurant for them.

'My girlfriend and I are vegetarian. Could you recommend a suitable restaurant for us?' Tom, aged 18	A Taste of Tuscany
'My friend has a sweet tooth and I want to take her somewhere special this weekend.' Lucy, aged 16	Last Days of the Raj
'My mates and I all love spicy food. Can you recommend somewhere good for us to go tonight"	The Chocolate Box
'I only get 30 minutes off for lunch and I'm in a hurry. Where can I get something quick to eat?' Melissa, aged 27 ght?' Dino, aged 21	The Lemon Tree
'Breakfast is the most important meal of the day in my opinion. Do you know anywhere that serves a good brekkie?' Micky, aged 38	Your Local Caff
'We love Italian food, especially pasta. Everyone loves Italian, don't they? Any good Italians near here?' Momo, aged 22	Fast Best

ТЕХНОЛОГИЧЕСКАЯ КАРТА РЕЙТИНГА ДИСЦИПЛИНЫ

Иностранный язык

Наименование дисциплины	Направление подготовки и уровень образования (бакалавриат, магистратура, аспирантура) Наименование программы/профиля	Количество зачетных единиц
Иностранный язык	45.03.02 Лингвистика	6

Смежные дисциплины по учебному плану

Предшествующие:
Школьный курс иностранного языка
Русский язык и культура речи

Последующие:
Деловой иностранный язык - уровень магистратура
Русский язык и культура речи
Цифровое творчество

1-2 семестры

ВХОДНОЙ КОНТРОЛЬ (проверка «остаточных» знаний по ранее изученным смежным дисциплинам)			
	Форма работы*	Количество баллов 3 %	
		min	max
	Тестирование	**1**	**3**
Итого		**1**	**3**

БАЗОВЫЙ РАЗДЕЛ № 1			
	Форма работы*	Количество баллов 10 %	
		min	max
Текущая работа	Пересказ текста	**2**	**3**
	Диалог	**2**	**4**
Промежуточный рейтинг-контроль	Лексико-грамматический тест	**2**	**3**
Итого		**6**	**10**

БАЗОВЫЙ РАЗДЕЛ № 2			
	Форма работы*	Количество баллов 10 %	
		min	max
Текущая работа	Пересказ текста	**2**	**4**
	Диалог	**2**	**3**
Промежуточный рейтинг-контроль	Лексико-грамматический тест	**1**	**3**
Итого		**5**	**10**

БАЗОВЫЙ РАЗДЕЛ № 3			
	Форма работы*	Количество баллов 10 %	
		min	max
Текущая работа	Пересказ текста	**2**	**4**
	Диалог	**2**	**3**
Промежуточный рейтинг-контроль	Лексико-грамматический тест	**2**	**3**
Итого		**6**	**10**

БАЗОВЫЙ РАЗДЕЛ № 4			
	Форма работы*	Количество баллов 10 %	
		min	max
Текущая работа	Пересказ текста	**1**	**2**
	Диалог	**2**	**3**
	Мини-сочинение	**2**	**3**
Промежуточный рейтинг-контроль	Лексико-грамматический тест	**1**	**2**
Итого		**6**	**10**

БАЗОВЫЙ РАЗДЕЛ № 5			
	Форма работы*	Количество баллов 15 %	
		min	max
Текущая работа	Пересказ текста	**3**	**4**
	Диалог	**1**	**3**
	Мини-сочинение	**3**	**4**
Промежуточный рейтинг-контроль	Лексико-грамматический тест	**2**	**4**
Итого		**9**	**15**

БАЗОВЫЙ РАЗДЕЛ № 6			
	Форма работы*	Количество баллов 15 %	
		min	max
Текущая работа	Пересказ текста	**2**	**3**
	Диалог	**3**	**4**
	Рекламное объявление	**2**	**4**
Промежуточный рейтинг-контроль	Лексико-грамматический тест	**2**	**4**
Итого		**9**	**15**

БАЗОВЫЙ РАЗДЕЛ № 7			
	Форма работы*	Количество баллов 12 %	
		min	max
Текущая работа	Пересказ текста	**2**	**3**
	Диалог	**2**	**3**
	Личное письмо	**2**	**3**
Промежуточный рейтинг-контроль	Лексико-грамматический тест	**2**	**3**
Итого		**8**	**12**

ИТОГОВЫЙ РАЗДЕЛ			
	Форма работы*	Количество баллов 15 %	
		min	max
	Зачет с оценкой	**10**	**15**
Итого		**10**	**15**

Соответствие рейтинговых баллов и академической оценки:

Общее количество набранных баллов*	***Академическая оценка***
0-60	**(2) неудовлетворительно**
60 – 72	**(3) удовлетворительно**
73 – 86	**(4) хорошо**
87 – 100	**(5) отлично**

3 семестр

БАЗОВЫЙ РАЗДЕЛ № 8			
	Форма работы*	Количество баллов 20 %	
		min	max
Текущая работа	Пересказ текста	**1**	**3**
	Диалог	**1**	**2**
	Эссе-заявление	**1**	**3**
Промежуточный рейтинг-контроль	Лексико-грамматический тест	**8**	**12**
Итого		**11**	**20**

БАЗОВЫЙ РАЗДЕЛ № 9			
	Форма работы*	Количество баллов 20 %	
		min	max
Текущая работа	Пересказ текста	**1**	**3**
	Диалог	**1**	**2**
	Деловое письмо	**1**	**3**
Промежуточный рейтинг-контроль	Лексико-грамматический тест	**8**	**12**
Итого		**11**	**20**

БАЗОВЫЙ РАЗДЕЛ № 10			
	Форма работы*	Количество баллов 30 %	
		min	max
Текущая работа	Пересказ текста	**3**	**6**
	Диалог	**1**	**3**
	Мини-сочинение	**3**	**6**
Промежуточный рейтинг-контроль	Лексико-грамматический тест	**10**	**15**

Итого		**17**	**30**

ИТОГОВЫЙ РАЗДЕЛ			
	Форма работы*	Количество баллов 30 %	
		min	max
	Экзамен	**20**	**30**
Итого		**20**	**30**

Соответствие рейтинговых баллов и академической оценки:

*Общее количество набранных баллов**	*Академическая оценка*
0-60	**(2) неудовлетворительно**
60 – 72	**(3) удовлетворительно**
73 – 86	**(4) хорошо**
87 – 100	**(5) отлично**