бюджетное профессиональное образовательное учреждение

Вологодской области «Вологодский колледж технологии и дизайна»

УТВЕРЖДЕНО

приказом директора

БПОУ ВО «Вологодский колледж технологии и дизайна»

от 31.08.2022 № 580

**ФОНД ОЦЕНОЧНЫХ СРЕДСТВ УЧЕБНОГО ПРЕДМЕТА** ОУДБ.03 ИНОСТРАННЫЙ ЯЗЫК

Специальность 43.02.13 Технология парикмахерского искусства

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Фонд оценочных средств составлен в соответствии с ФГОС среднего общего образования и рабочей программой учебного предмета

Организация-разработчик:

бюджетное профессиональное образовательное учреждение Вологодской области «Вологодский колледж технологии и дизайна»

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Рассмотрено и рекомендовано к утверждению на заседании предметной цикловой комиссии БПОУ ВО «Вологодский колледж технологии и дизайна», протокол № 1 от 31.08.2022 г.

# 1. Общие положения

Фонд оценочных средств (ФОС) предназначен для контроля и оценки образовательных достижений обучающихся, освоивших программу учебного предмета общеобразовательного учебного цикла ОУДБ.03 Иностранный язык.

ФОС включает контрольные материалы для текущего контроля успеваемости и промежуточной аттестации в форме дифференцированного зачета.

ФОС разработан на основе ФГОС СОО, рабочей программы учебной предмета ОУДБ.03 Иностранный язык.

Оценка качества подготовки обучающихся осуществляется в направлении: оценка уровня освоения учебного предмета.

# Планируемые результаты освоения учебного предмета

Освоение содержания учебного предмета обеспечивает достижение следующих результатов:

***Личностных,*** с учетом рабочей программы воспитания***:***

|  |  |
| --- | --- |
| **Личностные результаты реализации программы воспитания**  *(дескрипторы)* | **Код личностных результатов реализации программы воспитания** |
| Осознающий себя гражданином и защитником великой страны. | **ЛР 1** |
| Проявляющий и демонстрирующий уважение к людям труда, осознающий ценность собственного труда. Стремящийся к формированию в сетевой среде личностно и профессионального конструктивного «цифрового следа». | **ЛР 4** |
| Демонстрирующий приверженность к родной культуре, исторической памяти на основе любви к Родине, родному народу, малой родине, принятию традиционных ценностей многонационального народа России. | **ЛР 5** |
| Проявляющий и демонстрирующий уважение к представителям различных этнокультурных, социальных, конфессиональных и иных групп. Сопричастный к сохранению, преумножению и трансляции культурных традиций и ценностей многонационального российского государства. | **ЛР 8** |
| Заботящийся о защите окружающей среды, собственной и чужой безопасности, в том числе цифровой. | **ЛР 10** |
| Проявляющий уважение к эстетическим ценностям, обладающий основами эстетической культуры. | **ЛР 11** |
| **Личностные результаты реализации программы воспитания,  определенные отраслевыми требованиями к деловым качествам личности** | |
| Готовность обучающегося соответствовать ожиданиям работодателей; ответственный специалист, дисциплинированный, трудолюбивый, нацеленный на достижение поставленных задач, эффективно взаимодействующий с членами команды | **ЛР 14** |
| Соблюдающий в своей деятельности этические принципы честности, открытости, противодейсвия коррупции и экстремизму, уважительного отношения к результатам собственного и чужого труда | **ЛР 15** |
| Проявляющий сознательное отношение к непрерывному образованию как условию профессиональной и общественной деятельности, | **ЛР 16** |
| **Личностные результаты реализации программы воспитания,  определенные субъектом Российской Федерации** | |
| Способный к самостоятельному решению вопросов жизнеустройства | **ЛР 18** |
| Осознающий значимость здорового образа жизни и законопослушного поведения собственных и общественно-значимых целей | **ЛР 20** |

**а также**

1) российскую гражданскую идентичность, патриотизм, уважение к своему народу, чувства ответственности перед Родиной, гордости за свой край, свою Родину, прошлое и настоящее многонационального народа России, уважение государственных символов (герб, флаг, гимн);

2) гражданскую позицию как активного и ответственного члена российского общества, осознающего свои конституционные права и обязанности, уважающего закон и правопорядок, обладающего чувством собственного достоинства, осознанно принимающего традиционные национальные и общечеловеческие гуманистические и демократические ценности;

5) сформированность основ саморазвития и самовоспитания в соответствии с общечеловеческими ценностями и идеалами гражданского общества; готовность и способность к самостоятельной, творческой и ответственной деятельности;

7) навыки сотрудничества со сверстниками, детьми младшего возраста, взрослыми в образовательной, общественно полезной, учебно-исследовательской, проектной и других видах деятельности;

8) нравственное сознание и поведение на основе усвоения общечеловеческих ценностей;

9) готовность и способность к образованию, в том числе самообразованию, на протяжении всей жизни; сознательное отношение к непрерывному образованию как условию успешной профессиональной и общественной деятельности;

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

11) принятие и реализацию ценностей здорового и безопасного образа жизни, потребности в физическом самосовершенствовании, занятиях спортивно-оздоровительной деятельностью, неприятие вредных привычек: курения, употребления алкоголя, наркотиков;

12) бережное, ответственное и компетентное отношение к физическому и психологическому здоровью, как собственному, так и других людей, умение оказывать первую помощь;

***метапредметных:***

3) владение навыками познавательной, учебно-исследовательской и проектной деятельности, навыками разрешения проблем; способность и готовность к самостоятельному поиску методов решения практических задач, применению различных методов познания;

4) готовность и способность к самостоятельной информационно-познавательной деятельности, владение навыками получения необходимой информации из словарей разных типов, умение ориентироваться в различных источниках информации, критически оценивать и интерпретировать информацию, получаемую из различных источников;

5) умение использовать средства информационных и коммуникационных технологий (далее - ИКТ) в решении когнитивных, коммуникативных и организационных задач с соблюдением требований эргономики, техники безопасности, гигиены, ресурсосбережения, правовых и этических норм, норм информационной безопасности;

8) владение языковыми средствами - умение ясно, логично и точно излагать свою точку зрения, использовать адекватные языковые средства;

9) владение навыками познавательной рефлексии как осознания совершаемых действий и мыслительных процессов, их результатов и оснований, границ своего знания и незнания, новых познавательных задач и средств их достижения.

*Метапредметные результаты освоения общеобразовательной учебной дисциплины должны отражать:*

* оценивать важность/новизну информации, определять свое отношение к ней
* описывать явления, события, излагать факты в письме личного и делового характера;
* заполнять различные виды анкет, сообщать сведения о себе в форме, принятой в стране/странах изучаемого языка

***предметных:***

* сформированность коммуникативной иноязычной компетенции, необходимой для успешной социализации и самореализации, как инструмента межкультурного общения в современном поликультурном мире;
* владение знаниями о социокультурной специфике англоговорящих стран и умение строить свое речевое и неречевое поведение адекватно этой специфике; умение выделять общее и различное в культуре родной страны/стран изучаемого языка;
* достижение порогового уровня владения иностранным языком, позволяющего выпускникам общаться в устной и письменной формах как с носителями английского языка, так и с представителями других стран, использующими данный язык как средство общения;
* сформированность умения использовать английский язык как средство для получения информации из англоязычных источников в образовательных и самообразовательных целях.

*Предметные результаты освоения курса общеобразовательной учебной дисциплины должны отражать:*

Обучающийся должен знать:

* лексический (1200-1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов общей направленности
* понимать относительно полно (общий смысл) высказывания на изучаемом иностранном языке в различных ситуациях общения;
* понимать основное содержание аутентичных аудио- и видеотекстов познавательного характера на темы, предлагаемые в рамках курса, выборочно извлекать из них необходимую информацию;
* читать аутентичные тексты разных стилей (публицистические, художественные, научно-популярные и технические), используя основные виды чтения (ознакомительное, изучающее, просмотровое/поисковое) в зависимости от коммуникативной задачи.

**2. Распределение основных показателей оценки результатов по видам аттестации**

|  |  |  |
| --- | --- | --- |
| **Код и наименование элемента умений или знаний[[1]](#footnote-1)** | **Виды аттестации** | |
| *Текущий контроль* | *Промежуточная аттестация* |
| Умения:  У.1.Ведение диалога и монолога в ситуациях бытовой, социокультурной и профессиональной сферах, используя эмоционально-оценочные средства.  У.2.Ведение диалога и монолога в ситуациях официального общения, используя аргументацию.  У.3. Описание событий в письме.  У.4. Самостоятельное чтение и понимание текстов разных стилей.  У.5. Понимание, анализ и оценка новизны прочитанной информации.  У.6. Умелое распознавание и использование грамматического и лексического материала для чтения и перевода текстов, в письменных работах.  У.7.Работа с разными типами словарей.  Знания:  З.1. Знание лексических единиц на повседневные темы.  З.2. Знание лексических единиц на профессиональные темы.  З.3. Знание грамматического минимума.  З.4. Знание лексических единиц и грамматического минимума, необходимого для устной и письменной речи.  3.5. Знание грамматического и лексического материала для чтения и перевода текстов.  З.6. Знание лексических единиц и грамматического минимума, необходимых для чтения и перевода (со словарём) иностранных текстов профессиональной направленности. | +  +  +  +  +  *+*  *+*    *+*  *+*  *+*  *+*  +  + | +  **-**  **-**  **-**  **-**  **-**  **-**  **-**  **-**  **-**  **+**  -  - |

Кодификатор оценочных средств

|  |  |  |  |
| --- | --- | --- | --- |
| № п/п | Наименование оценочного средства | Краткая характеристика оценочного средства | Представление оценочного средства в ФОС |
| 1 | 2 | 3 | 4 |
| 1 | Задания для самостоятельной работы | Средство проверки умений применять полученные знания по заранее  определенной методике для решения задач или заданий по дисциплине в целом. | Комплект заданий (размещены в методических рекомендациях по выполнению  самостоятельных работ) |
| 2 | Реферат | Продукт самостоятельной работы студента, представляющий собой  краткое изложение в письменном виде полученных результатов теоретического анализа определенной научной (учебно- исследовательской) темы, где автор раскрывает суть исследуемой проблемы, приводит различные точки зрения, а также собственные взгляды на нее. | Темы рефератов |
| 3 | Сообщение Доклад | Продукт самостоятельной работы студента, представляющий собой публичное выступление по представлению  полученных результатов решения определенной учебно-практической, учебно-исследовательской или научной темы | Темы докладов, сообщений |
| 4 | Тест | Система стандартизированных заданий, позволяющая автоматизировать процедуру измерения уровня знаний и умений обучающегося. | Комплект тестовых заданий |

# Оценка освоения курса

Предметом оценки освоения учебного предмета является достижение личностных, метапредметных, предметных результатов.

Соотношение типов задания и критериев оценки представлено в таблице

|  |  |  |
| --- | --- | --- |
| **№** | **Тип (вид) задания** | **Критерии оценки** |
| 1 | Тесты | Таблица 1. Шкала оценки образовательных достижений |
| 2 | Устные ответы | Таблица 2. Критерии и нормы оценки  устных ответов |
| 3 | Практическая работа | Выполнение не менее 80% - положительная оценка |
| 4 | Проверка конспектов, рефератов, творческих работ, презентаций | Соответствие содержания работы заявленной теме; правилам оформления работы |

Таблица 1

# Шкала оценки образовательных достижений (тестов)

|  |  |  |
| --- | --- | --- |
| Процент результативности (правильных ответов) | Оценка уровня подготовки | |
| балл (отметка) | вербальный аналог |
| 90 ÷ 100 | 5 | отлично |
| 89 ÷ 80 | 4 | хорошо |
| 79 ÷ 70 | 3 | удовлетворительно |
| менее 70 | 2 | неудовлетворительно |

**Критерии и нормы оценки на дифференцированном зачете**

Исходя из требований, устанавливаются критерии оценивания.

Критерии оценивания монологической речи

В основу критериев оценок положены психолингвистические свойства устной речи. Все речевые умения монологической речи проверяются комплексно.

*Оценкой 5 «отлично»* можно оценить монологическую речь обучающегося, если он:

1. Владеет умением правильно использовать комплекс изученных речевых образцов в высказывании.

2. Обладает умением в логической последовательности излагать мысли, соблюдая соответствующие связи смежных предложений в высказывании.

3. Умеет отразить в речи основные понятия и факты действительности, правильно оформленные с точки зрения норм языка.

4. Умеет составить рассказ, достаточно полно отражающий содержание ситуации, имеющий законченный по смыслу характер, при темпе речи, который равен темпу речи обучающегося на родном языке.

*Оценкой 4 «хорошо»* можно оценить монологическую речь обучающегося, если он:

1. Обладает умением употреблять изученные речевые образцы для того, чтобы правильно выразить мысль в рассказе.

2. Обладает умением в основном правильно с точки зрения смысла и логики строить высказывание, используя различные смысловые связи и речевые образцы.

3. Умеет создать рассказ, имеющий законченный смысл, вполне удовлетворительно отражающий содержание ситуации.

4. Владеет темпом речи, который приближается к нормальному темпу речи обучающегося на родном языке.

*Оценкой 3 «удовлетворительно»* можно оценить монологическую речь обучающегося, если он:

1. Обладает умением выразить основную мысль в своем высказывании с помощью нескольких речевых образцов в соответствии с содержанием ситуации.

2. Умеет отразить основные понятия и факты действительности. При этом допускаются нарушения в смысловых связях между предложениями и в нормах языка.

3. Владеет умением отразить простейшие связи смежных предложений.

4. Обладает темпом речи несколько ниже темпа речи, обучающегося на родном языке.

Все ответы обучающегося ниже нормы на оценку «3» должны оцениваться неудовлетворительной отметкой.

# Материалы к текущему контролю успеваемости

# по учебному предмету ОУДБ.03 Иностранный

# язык

**Входной контроль**

**Один Вариант**

Тесты используются для вводного контроля успешности обучения английскому языку, т.е. проверки усвоения лексических и грамматических навыков и умений. Тест состоит из 15 вопросов. К каждому вопросу дается 3 варианта ответа. Необходимо выбрать один правильный ответ.

Критерии оценки:

13- 15 правильных ответов – “5 “отлично

10- 13 правильных ответов – “4” хорошо

6- 9 правильных ответов – “3 “удовлетворительно

Менее 6 правильных ответов – “2 “неудовлетворительно

Тест

1. I am going to … countryside tomorrow.

A

The

–

2. Jane is … tallest girl in our class.

The

A

–

3. I don’t like going by car. If I have a chance, I always go on … .

foot

feet

foots

4. My mother \_\_\_\_ a bad headache.

have got

am

has got

5. Where \_\_\_\_\_ the Johnsons (live)?

do

are

does

6. There isn’t a cloud in the sky, but it (be) cloudy in the morning.

is

was

were

7. Mrs. Clay usually finishes her work at half past three, but she (finish) it later yesterday afternoon.

finish

finishes

finished

8. Every day I help my Mom about the house, but last week I was very busy with my exam. So I (not/help) her much.

not helped

didn’t helped

didn’t help

9. The building \_\_\_\_\_\_ two years ago.

destroyed

was destroyed

destroy

10. I \_\_\_\_\_\_ by the news he had told me the day before.

am surprising

surprised

was surprised

11. \_\_\_\_\_\_ he \_\_\_\_\_\_ at the airport tomorrow?

Is … being met

Will … be meet

Will … meet

12. The police \_\_\_\_\_\_ to me.

is hands

was handed

will be handing

13. There \_\_\_\_\_ a cat under my bed.

wasn’t

weren't

aren’t

14. There \_\_\_\_\_ many people in the room.

a. is

b. are

c. aren’t

15. I am tired. I (go) to bed.

a. I’ll

b. I go

c. I’d go

Ответы

1.b

2.a

3.a

4.c

5.a

6.b

7.c

8.c

9.b

10.c

11.a

12.b

13.a

14.a

15.a

**Срезовый контроль №1 (первый вариант)**

Задание 1. Прочитайте текст и ответьте на вопросы к тексту.

Jamie Oliver

Jamie Oliver is a genius in the world of food and one of Britain's most

famous cooks. His programmes are shown in over 100 countries including the

USA, Australia, South Africa, Brazil, Japan and Iceland.

Jamie Oliver was born in 1975 in England. From an early age he got

interested in food. His parents had a pub where he often helped them in the

kitchen. At the age of eight Jamie cut vegetables like any other ordinary worker

in the pub.

Jamie Oliver left school at 16 without any official certificate. He went

to college to study economics and after that travelled to France. Jamie knew that

in France cooking was a kind of art.

After returning from France, Jamie worked in a number of British

restaurants. At that time there was a programme on the telly about the café

where Jamie worked. TV producers were impressed by the young chef. The next

day Jamie received calls from five different TV companies wishing to work with

him. He soon became the best-liked celebrity chef on television.

However, Jamie devotes his time not only to cooking. He's a family

man, with a wife and four children. He also works on a number of projects. For

example, Jamie Oliver created the “Fifteen Foundation”. Each year, fifteen

young people are trained and taught to work in the restaurant business. He

chooses youngsters from unhappy families. Some of them were in prison or took

drugs. In this way Jamie Oliver tries to help them start a new life.

1. What did Jamie Oliver’s parents do?

2. What did Jamie Oliver study in the college?

3. What is the purpose of the “Fifteen Foundation”?

Задание 2. Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные

заглавными буквами в конце строк так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует

отдельному заданию.

School was finally over and I was about to enjoy my holidays.

I was going to stay with my Aunt Helen, who lived in

California. I thought that visiting \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ would

be great fun, but I felt nervous and scared.

SHE

When my mum \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ me to the airport, she

noticed that something was wrong with me.

DRIVE

“Are you all right?’ she asked. “You’re afraid of flying, aren’t

you?”

“I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ you to notice. Yes, I’m a bit scared.

Sorry.”

NOT/WANT

“There \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ nothing to be sorry about! It’s

natural to feel nervous before your first flight.

BE

I wish I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ go with you, but you know that

I can’t.”

CAN

It was true. My mum was the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ woman in

the world.

BUSY

“I’m fine, Mum. Don’t worry.” I tried to sound calm.

“I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ you as soon as we land.” CALL

The plane \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ off smoothly. The pilot

informed the passengers about the details of the flight.

TAKE

Then we \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ refreshing drinks. I had some

orange juice and closed my eyes.

OFFER

Задание 3.Переведите следующие фразы на английский язык-

ученик

парикмахер

стилист

парикмахерский салон

работа

профессия

училище/техникум

**Срезовый контроль №1 (второй вариант)**

Задание 1. Прочитайте текст и ответьте на вопросы к тексту.

Blues

Music can express different emotions: joy, happiness, love and, of course,

sadness. Music with sad themes is often called the blues.

Blues music appeared in the United States after the Civil War (1861 –

1865). When black slaves were brought from Africa, they tried to keep their

musical traditions. Blended with folk and popular music of white Americans, the

African melodies developed into the blues.

The blues is believed to come from the Mississippi Delta. It was a rural

area where the poorest black people lived. Their hard life conditions affected

their music and songs. You can hear strong notes of sadness there.

Poverty, racism, and hard work encouraged many black people to look for

a better life in the north. They started to move to big cities such as Chicago,

St. Louis and Detroit. The music travelled with them.

Soon the music became popular with white people too. Now the blues is

one of the most popular musical styles.

In 1978, the Mississippi Delta Blues and Heritage Festival was founded

to celebrate and promote the blues. It is a famous festival with twenty thousand

visitors and performances on several festival stages.

1. When and where did the blues appear?

2. Why is blues music so sad?

3. Is blues music popular in America nowadays? Why do you think so?

Задание 2. Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные

заглавными буквами в конце строк так,чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует

отдельному заданию.

William Shakespeare is one of the greatest writers. Though he

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ four centuries ago, a lot of theatres still

perform his plays.

LIVE

They are still popular, and Shakespeare’s fans believe they

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ popular in the future too!

BE

Shakespeare’s career started in London where he worked as an

actor, wrote sonnets and plays. When his first play

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, the young writer felt very happy.

PUBLISH

He thought it was the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ day in all his life.

GOOD

At that time he \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_what great fame was

waiting for him years later.

NOT/KNOW

All Shakespeare’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, like

Hamlet, Othello, King Lear and others are about love and

betrayal, honour and lies.

TRAGEDY

These things will always be important to

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, won’t they?

WE

Most people, however, prefer adapted versions of

Shakespeare’s works. This is because modern English

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a lot from the English Shakespeare

spoke and wrote.

DIFFER

I wish I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ read the original versions of his

sonnets, but it is too difficult for me yet.

CAN

Задание 3. Переведите следующие фразы на английский язык-

стилист

парикмахерский салон

работа

профессия

училище/техникум

ученик

парикмахер

**Семестровый контроль**

**1 вариант.**

Вставьте слова в правильной форме.

1. He received an excellent \_\_\_\_\_\_\_\_\_\_\_\_\_. EDUCATE

2. Are you taking part in the school \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? PRRFORM

3. Child actors cannot usually have a normal \_\_\_\_\_\_\_\_\_\_\_\_\_\_. CHILD

4. The police found the information he gave them very \_\_\_\_\_\_\_\_\_\_\_\_\_. USE

5. I’ve made some very important \_\_\_\_\_\_\_\_\_\_\_\_\_\_ about my life. DECIDE

6. You are looking really \_\_\_\_\_\_\_\_\_\_\_\_ in that dress. GLAMOUR.

7. You can’t hope to win the race without any \_\_\_\_\_\_\_\_\_\_\_\_\_\_. TRAIN

8. He has the best \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of ancient Greek coins. COLLECT

9. He was feeling quite \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ about the past. SENTIMENT

10. The oil spill caused massive \_\_\_\_ in the area. POLLUTE

Задание 2. Прочитайте текст и ответьте на вопросы к тексту.

The Irish Language Today

Until about the seventeenth century, Irish was the normal everyday

language of Ireland. At that time, though, the English who had colonised the

country began to impose their own language and the Irish people gradually

accepted this, mostly for economic reasons. All official business was conducted

in English. This practical motivation to use English grew even stronger when

people began to leave Ireland in vast numbers in the 19th century. Families

thought that it would be difficult to move to an English-speaking country such

as America, Australia or England if they knew nothing but Irish.

Nowadays it is estimated that little more than one per cent of the

population of the country use Irish as their daily first language. Even in the areas

of the country which are supposed to be Irish-speaking, the use of the language

is decreasing.

All children in Ireland have to learn Irish. Until 1973 pupils had to gain a

pass in Irish if they were to be awarded their school leaving certificate. This rule

was very unpopular and was dropped. Pupils still have to take Irish for these

examinations but it no longer seems to matter very much if they fail.

Most children in primary schools seem to enjoy their Irish lessons but in

secondary schools the situation is often different. As examination pressure

mounts, pupils often find Irish to be boring and irrelevant, as compared with

French or German, which can at least be useful for getting a job.

1. When was Irish the everyday common language in Ireland?

2. What is the attitude to Irish of the primary school children?

3. Why are French and German more popular than Irish among the

secondary school students?

Задание 3.Who are you? Tell about yourself

Introduce yourself. Use the words from the exercise 1

Hello, my name is . I am a j s I go to the Secondary of and in Vologda. I am going to be a h s . Are you junior stylist too? No, I work at a h s .

**Семестровый контроль**

**Вариант 2**

Вставьте слова в правильной форме:

1. A lot of people buy a newspaper to read about their \_\_\_\_ sport. FAVOUR

2. Young people like to listen to \_\_\_ news nowadays. POLITICS

3. Some people are interested in reading about \_\_\_\_ lives of stars. PERSON

4. He drove fast cars and liked \_\_\_ driving. DANGER

5. This advice is very \_\_\_. USE

6. I’m not sure she has a \_\_\_ character. STRENGTH

7. Nowadays young people like films with plenty of \_\_\_. ACT

8. They’ve made an amazing archaeological \_\_\_ in the Lebanon. DISCOVER

9. The children went to bed early but they were too \_\_\_ to sleep. EXCITE

10. We saw a wonderful \_\_\_ of the ballet Swan Lake. PERFORM

Задание 2. Прочитайте текст и ответьте на вопросы к тексту.

Buckingham Palace

Buckingham Palace is located in the heart of London. It is the place where

the Queen lives. It also serves as a place for administrative work and official

receptions. When the Queen is at home, Londoners and visitors to the capital

can see the Royal standard flying over Buckingham Palace. British monarchs

have lived in Buckingham Palace since 1837 when Queen Victoria moved there.

The interior of the Palace contains more than seven hundred rooms. It has

the Queen’s Gallery, a cinema, a swimming pool, a post office and a police

station.

About four hundred people work in Buckingham Palace. They are chefs,

cleaners, drivers and gardeners. There is special staff that looks after the three

hundred clocks, expensive pictures and statues in the palace.

Buckingham Palace’s garden covers 40 acres. There is a helicopter

landing area, a lake, and a tennis court in the garden. It is home to 30 different

species of birds and more than 350 different wild flowers, some of which are

extremely rare.

The palace is guarded by four divisions of Foot Guards wearing a special

uniform of red jackets and black hats. The morning ceremony of Changing of

the Guard is still very popular with tourists. They enjoy watching the guards

marching in front of Buckingham Palace.

Until 1992, the public could only watch the magnificent palace from

outside and wonder what was within. Today some of the rooms can be visited

during the Queen's annual trip to Scotland in August and September.

1. How can people learn if the Queen is in London or not?

2. People of which professions work in Buckingham Palace?

3. When can tourists visit some rooms in Buckingham Palace?

Задание 3.Who are you? Tell about yourself

Introduce yourself. Use the words from the exercise 1

Hello, my name is . I am a j s I go to the Secondary of and in Vologda. I am going to be a h s . Are you junior stylist too? No, I work at a h s .

**Срезовый контроль №2 (первый вариант**)

1. We started early in … morning.

A - B a C the

2. Can you play … piano?

A a B - C the

3. My favourite subject at school is … History.

A the B a C -

4. Would you like to be … doctor?

A a B an C the

5. Who are you waiting …?

A to B for C from

6. Do you really believe … ghosts?

A on B for C in

7. You will not need to worry ...... accommodation or food.

A for B about C in

8. Focus ..... the big picture and not the details.

A at B on C in

9. We generally … quite early during the week.

A eat B are eating C eating

10. –Where is Dickie? - He … in the garden.

A plays B is playing C will play

11. It … outside; 1 do not like to walk in such weather.

A rains B is raining C is rain

12. My colleagues usually … four days a week, and this week they … five days.

A work, work B are working, are working C work, are working

13. Ferdinand (just) … to Santa Monica.

A return B has returned C had returned

14. He looks angry. He … his wallet.

A lost B has lost C has been loosing

15. Why are you late? I … here four two hours.

A have been waiting B waited C will have been waiting

16. Two ..... ago, Rome ruled the Mediterranean.

A years B centuries C millennia

Match the customer's requests with phrases you use at a barber's.

"Take a little off the top please".

1. "I don't like my hair colour, I want to try something different."
2. "My hair is dirty, and it's far too long".
3. "I have a job interview, so I can't keep my beard."
4. "I want a brand new look. My hair should be very short."
5. "I need a new style, but my hair can't be wet when you finish because I'm going to the office."
6. "Cut it all off."
7. "Give me a trim".
8. "I'd like a wash and cut."
9. "I'd like a wash, cut and dry."
10. "I'd like my hair dyed".
11. "I need a shave."

**Срезовый контроль №2 (второй вариант)**

1. This time next week, I … on the beach.

A be lying B am lying C will be lying

2 A. Christie … detective stories.

A has written B had written C wrote

3. When I saw Mary last Sunday he was tired, he … a party the night before.

A had been to B was to C has been to

4. “What are you doing next Friday?” – “I … to Moscow, I have my ticket.”

A flies B fly C am flying

5. Flowers die if you … water them.

A wouldn’t B doesn’t C don’t

6. If I … a million dollars, I would buy a house.

A had B would have C will have

7. Daniel is … than Christie.

A older B elder C more older

8. Ann enjoys … to classical music.

A listen B listening C to listen

9. Would you mind … the door?

A to close B close C closing

10. I hope … see you again very soon.

A to see B seeing C see

11. They’ve decided … shopping.

A to go B going C go

12. You … have been here an hour ago. But you didn’t show up.

A should B could C would

13. When he was 6, he … swim very well.

A might B could C can

14. This is the girl … parents I know.

A who B which C whose

15. The chair, … is in my room, is very old.

A who B which C whose

16. It’s bad for your eyes to .... at a computer screen all day.

A stare B watch C browse

Match the customer's requests with phrases you use at a barber's.

1. "Take a little off the top please".
2. "I don't like my hair colour, I want to try something different."
3. "My hair is dirty, and it's far too long".
4. "I have a job interview, so I can't keep my beard."
5. "I want a brand new look. My hair should be very short."
6. "I need a new style, but my hair can't be wet when you finish because I'm going to the office."
7. "Cut it all off."
8. "Give me a trim".
9. "I'd like a wash and cut."
10. "I'd like a wash, cut and dry."
11. "I'd like my hair dyed".
12. "I need a shave."

# Материалы для промежуточной аттестации по учебному предмету ОУДБ.03 Иностранный язык

Промежуточная аттестация проводится в форме дифференцированного зачета (в устной форме). В дифференцированный зачет входят устные темы и тексты для чтения и перевода. Тексты для чтения и перевода содержатся в приложении 1.

**Перечень устных тем для подготовки к дифференцированному зачету.**

1. Семья. Семейные отношения.
2. Спорт. Виды спорта.
3. Любимый вид спорта.
4. Внешность. Характер.
5. Распорядок дня студента колледжа.
6. Увлечения. Хобби.
7. Традиции в странах изучаемого языка.
8. Погода. Любимое время года.
9. Праздники в Великобритании.
10. Праздники в России.
11. Путешествия. Туризм.
12. Российская Федерация.
13. Великобритания.
14. Лондон– столица Великобритании.
15. Москва – столица России.

Приложение 1

**Билет 1**

Millions of people all over the world spend their holidays travelling. They travel to see other countries and continents, modern cities and the ruins of ancient towns, they travel to enjoy picturesque places, or just for a change of scene. It's always interesting to discover new things, different ways of life, to meet different people, to try different food, to listen to different musical rhythms. People travel by train, by plane, by boat and by car.

All means of travel have their advantages and disadvantages. And people choose one according to their plans and destinations.

If we are fond of travelling, we see and learn a lot of things that we can never see or learn at home, though we may read about them in books and newspapers, and see pictures of them on TV. The best way to study geography is to travel, and the best way to get to know and understand people is to meet them in their own homes.

**Билет 2**

The United Kingdom consists of four parts: England, Scotland, Wales and Northern Ireland. England, the central part, occupies the most of the island of Great Britain. To the north lies Scotland and to the west the third part of the country, Wales, is situated. The fourth part is called Northern Ireland and is located on the second island. Each part has its capital. The capital of England is London, Wales has Cardiff, Scotland has Edinburgh and the main city of Northern Ireland is Belfast.

Great Britain is a country of forests and plains. There are no high mountains in this country. Scotland is the most mountainous region with the highest peak, Ben Nevis. The rivers of Great Britain are not long. The longest rivers are the Thames and the Severn. The capital of the United Kingdom, London, stands on the banks of the Thames.

Seas and oceans influence the British climate which is not too cold in winter but never hot in summer. Great Britain is a beautiful country with old traditions and good people.

**Билет 3**

There are a lot of places of interest in London. Among them there are: Westminster Abbey,the Houses of Parliament, Buckingham Palace, St Paul’s Cathedral, London Bridge, the Tower of London. London stands on the river Thames. Crossing the river by the Tower Bridge you can see the Tower of London. It is one of the oldest buildings of the city. Many centuries ago it was a fortress, a royal palace and then a prison. Now it is a museum of arms.

On the bank of the Thames, not far from the Tower of London, you can see Westminster Palace, or the Houses of Parliament. It is the seat of the British government and it is one of the most beautiful buildings in London. In one of its towers there is famous Big Ben, the largest clock of England. It strikes every quarter of an hour.

London has many fine squares. Some of them are quiet, others are busy like Trafalgar Square. Trafalgar Square is the central square of the city.

**Билет 4**

There are many national holidays in Russia, when people all over the country do not work and have special celebrations. major holidays are: New Year's Day, Women's Day, May Day, Victory Day, and Independence Day.

The greatest national holiday in our country is Victory Day. On the 9th of May, 1945, our army completely defeated the German fascists and the Great Patriotic War ended. We'll never forget our grandfathers and grandmothers who died to defend our Motherland. We honour their memory with a minute of silence and put flowers on the Tomb of the Unknown Soldier.

Independence Day is a new holiday in our country. On the 12th of June, 1992, the first President of Russia was elected.

We also celebrate Day of the Defender of Motherland on the 23d of February. There are other holidays, such as Day of Knowledge and lots of professional holidays which are not public holidays and banks, offices and schools do not close.

**Билет 5**

Moscow is the capital of Russia, its political, economic, commercial and cultural centre. It was founded 8 centuries ago by Prince Yuri Dolgoruky. Historians have accepted the year of 1147 as the start of Moscow's history. Moscow is one of the most beautiful cities in the world. The heart of Moscow is Red Square. It has more historic associations than any other place in Moscow. The Kremlin and St Basil's Cathedral (Vasily Blazheny) are masterpieces of ancient Russian architecture.

The main Kremlin tower, the Spasskaya Tower, has become the symbol of the country. On the territory of the Kremlin you can see old cathedrals, the Bell Tower of Ivan the Great, the Tzar-Cannon and the Tzar-Bell, the biggest cannon and bell in the world. St Basil's Cathedral was built in the mid-16th century in memory of the victory over Kazan. There's a legend that Ivan the Terrible blinded the architects Barma and Postnik, because he didn't want them to create another masterpiece. There are more than 100 museums in Moscow. The largest museums are the Pushkin Museum of Fine Arts and the State Tretyakov Gallery.

**Билет 6**

There are two great plains in Russia: the Great Russian Plain and the West Siberian Lowland. There are several mountain chains on the territory of the country: the Urals, the Caucasus, the Altai and others. The largest mountain chain, the Urals, separates Europe from Asia. There are over two million rivers in Russia. Europe’s biggest river, the Volga, flows into the Caspian Sea. The main Siberian rivers – the Ob, the Yenisei and the Lena – flow from the south to the north. The Amur in the Far East flows into the Pacific Ocean.

Russia is rich in beautiful lakes. The world’s deepest lake (1.600 meters) is Lake Baikal. It is much smaller than the Baltic Sea, but there is much more water in it than in the Baltic Sea. The water in the lake is so clear that if you look down you can count the stones on the bottom.

**Билет 7**

There are four seasons in a year: spring, summer, autumn and winter. Every season is beautiful in its own way.

Autumn begins in September. The days become shorter and the nights become longer. The leaves turn yellow, red and brown and fall to the ground. Most birds fly away to warm countries. There's a short spell of dry sunny weather in September which is called Indian Summer. It's a beautiful time when the sky is cloudless, the trees around are golden, the air is transparent and it's still warm. But gradually it gets colder and colder. It often rains in October and November which makes autumn an unpleasant season.

In winter the sun sets early and rises late. The rivers and lakes are frozen over. Everything is covered with snow. Sometimes it's very cold, about 25-30 degrees below zero. Going out in such weather isn't very pleasant. Winter is a good time for sports. People go in for skating and skiing. Tobogganing is also popular, not as a kind of sports, but rather as fun.

**Билет 8**

On weekdays the alarm-clock wakes me up at 6.30 and my working day begins. I'm not an early riser, that's why it's very difficult for me to get out of bed, especially in winter. I switch on my tape-recorder and do my morning exercises. Then I go to the bathroom, take a warm shower, clean my teeth and shave. After that I go to my bedroom to get dressed.

Usually my mother makes breakfast for me. But when she is away on business or just doesn't have to get up early, I make breakfast myself. While having breakfast, I listen to the latest news on the radio.

I leave the house at 7.30 and go to the nearest underground station. Last year I tried to enter Moscow University, but unfortunately I failed my entrance examinations. So I thought I should work somewhere. It wasn't easy to find a job, but I managed to get a position of a secretary in a small business company.

**Билет 9**

The British are known to be great sports-lovers, so when they are neither playing, nor watching games, they like to talk about them. Many of the games we play now have come from Britain. A great number of people play and watch tennis. Tennis tournaments at Wimbledon are known all over the world. The innumerable tennis courts of Britain are occupied by people between the ages of 16 and 60 who show every degree of skill — from practically helpless to the extremely able.

The British also like to play golf, baseball, hockey, grass-hockey. Various forms of athletics, such as running, jumping, swimming, boxing are also popular. You can sometimes hear that there are no winter sports in England. Of course the English weather is not always cold enough to ski, skate, or toboggan, but winter is a good season for hunting and fishing. Indeed, sport in one form or another is an essential part of daily life in Britain.

**Билет 10**

I am really fond of sport. I like tennis, swimming, figure skating, football, valley-ball. However, my favorite sport is soccer. I like football both in our country and in foreign countries. I think that this game is very strict and tough. There are many popular football-players.

My favorite football-player is Ronaldo. Many people don't like him, but I adore. He was born in Rio (Brazil). He hadn't got any money, but he wanted to play football. When he was sixteen he started playing in "Cruzeiro", then he went to the World Cup in USA. Then he played in "Barcelona", then he went to Milan and played in "Inter".Later he signed one of the biggest contract with "Real" Madrid and finished his career in "Corinthians" in February 2011.

**Билет 11**

Hobbies differ like tastes. If you have chosen a hobby according to your character and taste you are lucky because your life becomes more interesting.

Hobbies are divided into four large classes: doing things, making things, collecting things, and learning things. The most popular of all hobby groups is doing things. It includes a wide variety of activities, everything from gardening to travelling and from chess to volleyball.

Gardening is one of the oldest of man's hobbies. It's a well-known fact that the English are very fond of gardening and growing flowers, especially roses.

Both grown-ups and children are fond of playing different computer games. This is a relatively new hobby but it's becoming more and more popular. Making things includes drawing, painting, making sculpture, designing costumes, handicrafts. Two of the most famous hobby painters were President Eisenhower and Sir Winston Churchill.

**Билет 12**

Our family is neither big nor small. I have a mother, a father and a sister. We live together in a flat in one of the industrial districts of Moskow. We are an average family.

My father Ihor Ivanovych is 45 years old. He is a tall and well-built man with short black hair and grey eyes. He works as a manager at a big plant. He likes his work and spends most of his time there. By character my father is a quiet man, while my mother is energetic and talkative.

My mother’s name is Olga Petrovna. She is a teacher of music and plays the piano well. My mother always has a lot of work to do about the house and at school. She is a busy woman and we all help her.

**Билет 13**

I’d like to tell you about my best friend. Her name’s Maria, she’s 16. Maria attends the same school as I do. She’s tall and good looking girl with brown eyes and blonde hair.

We have much in common with Maria and we enjoy communicating with each other. She studies well, and her favourite subject at school is English. Maria likes to study foreign languages. Besides English she studies French and Italian by herself. She buys special books, watches TV programs, listens to radio programs and reads fiction in foreign languages. Maria wants to be an interpreter in the future, so she’s going to enter Linguistic University. When we gather together, we walk, watch new movies, discuss them and talk about everything. We like to spend time together. In summer we go to the beach, swim in the river and lake, play sport games outdoors, and walk in the park. In winter we go skiing and skating.

**Билет 14**

There are fewer public holidays in Great Britain than in other European countries. They are: Christmas Day, Boxing Day, New Year's Day, Easter, May Day, Spring Bank Holiday and Summer Bank Holiday. Public holidays in Britain are called bank holidays, because the banks as well as most of the offices and shops are closed.

The most popular holiday is Christmas. Every year the people of Norway give the city of London a present. It's a big Christmas tree and it stands in Trafalgar Square. Central streets are beautifully decorated.

Christmas is a family holiday. Relatives usually meet for the big Christmas dinner of turkey and Christmas pudding. And everyone gives and receives presents. The 26th of December, Boxing Day, is an extra holiday after Christmas Day. This is the time to visit friends and relatives or perhaps sit at home and watch football.

**Билет 15**

One of Englishmen’s traditions is their tender love for animals. Pets are members of English families and are protected by law. There are even special cemeteries for animals in Great Britain. Most English people love their gardens too. They enjoy gardening and decorating their houses with beautiful flowers and plants.

Sports play an essential part in the life of Britain and it is a popular leisure activity. Rugby, golf, cricket, polo and horse-racing are British national sports and they are played on village greens and in towns on Sundays.

Politeness and punctuality are typical features of all British people. They often say “Sorry”, “Please” and “Thank you” with a smiling face and they always try to arrive on time.

The British are also traditional about their breakfast. They usually eat bacon and eggs, a toast with orange jam, a bowl of cereals or porridge in the morning.

There are over 60 thousand pubs in the United Kingdom. Pubs are an important part of British life too. People talk, eat, drink, meet their friends and relax there.

1. [↑](#footnote-ref-1)