

АНО СПО «КИТП»

**Фонд оценочных средств по учебной дисциплине**  
**ОУД.03 ИНОСТРАННЫЙ ЯЗЫК (АНГЛИЙСКИЙ)**  
**основной профессиональной образовательной программы**  
**54.02.01 ДИЗАЙН (ПО ОТРАСЛЯМ)**

Щелково, 2022 г.

АНО СПО «КИТП»

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## 1. ПАСПОРТ ФОНДА ОЦЕНОЧНЫХ СРЕДСТВ

### 1.1 Область применения

Фонд оценочных средств (ФОС) предназначен для контроля и оценки образовательных достижений обучающихся, освоивших программу учебной дисциплины «Иностранный язык (английский)».

ФОС включает материалы для проведения входного контроля, текущего контроля успеваемости и промежуточной аттестации в форме дифференцированного зачета.

ФОС разработан в соответствии с требованиями ФГОС среднего общего образования к образовательным результатам, ФГОС СПО 54.02.01 Дизайн (по отраслям) и Рабочей программой воспитания обучающихся АНО СПО «КИТП».

### 1.2 Требования к результатам обучения

Контрольно-оценочные средства ФОС учебной дисциплины «Иностранный язык (английский)» направлены на оценку достижения образовательных результатов обучающихся:

#### **Личностные результаты:**

ЛР4. Сформированность мировоззрения, соответствующего современному уровню развития науки и общественной практики, основанного на диалоге культур, а также различных форм общественного сознания, осознание своего места в поликультурном мире;

ЛР5. сформированность основ саморазвития и самовоспитания в соответствии с общечеловеческими ценностями и идеалами гражданского общества; готовность и способность к самостоятельной, творческой и ответственной деятельности;

ЛР6. толерантное сознание и поведение в поликультурном мире, готовность и способность вести диалог с другими людьми, достигать в нем взаимопонимания, находить общие цели и сотрудничать для их достижения, способность противостоять идеологии экстремизма, национализма, ксенофобии, дискриминации по социальным, религиозным, расовым, национальным признакам и другим негативным социальным явлениям;

ЛР9. 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;

ЛР13. осознанный выбор будущей профессии и возможностей реализации собственных жизненных планов; отношение к профессиональной деятельности как возможности участия в решении личных, общественных, государственных, общенациональных проблем;

#### **Метапредметные результаты:**

МР1. умение самостоятельно определять цели деятельности и составлять планы деятельности; самостоятельно осуществлять, контролировать и корректировать деятельность; использовать все возможные ресурсы для достижения поставленных целей и реализации планов деятельности; выбирать успешные стратегии в различных ситуациях;

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МР2. умение продуктивно общаться и взаимодействовать в процессе совместной деятельности, учитывать позиции других участников деятельности, эффективно разрешать конфликты;

МР3. 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;

МР4. 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;

МР8. владение языковыми средствами - умение ясно, логично и точно излагать свою точку зрения, использовать адекватные языковые средства;

МР9. 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.

### **Предметные результаты:**

- сформированность коммуникативной иноязычной компетенции, необходимой для успешной социализации и самореализации, как инструмента межкультурного общения в современном поликультурном мире;

- владение знаниями о социокультурной специфике страны/стран изучаемого языка и умение строить свое речевое и неречевое поведение адекватно этой

- специфике; умение выделять общее и различное в культуре родной страны и страны/стран изучаемого языка;

- достижение порогового уровня владения иностранным языком, позволяющего обучающимся общаться в устной и письменной формах как с носителями изучаемого иностранного языка, так и с представителями других стран, использующими данный язык как средство общения;

- сформированность умения использовать иностранный язык как средство для получения информации из иноязычных источников в образовательных и самообразовательных целях.

### **Общие компетенции, формируемые в процессе освоения программы дисциплины на предпрофессиональном уровне**

ОК 01. Выбирать способы решения задач профессиональной деятельности применительно к различным контекстам;

ОК 02. Использовать современные средства поиска, анализа и интерпретации информации, и информационные технологии для выполнения задач профессиональной деятельности;

ОК 03. Планировать и реализовывать собственное профессиональное и личностное развитие, предпринимательскую деятельность в профессиональной сфере, использовать знания по финансовой грамотности в различных жизненных ситуациях;

ОК 04. Эффективно взаимодействовать и работать в коллективе и команде;

ОК 05. Осуществлять устную и письменную коммуникацию на государственном языке Российской Федерации с учетом особенностей социального и культурного контекста;

### 1.3 Система контроля и оценки результатов освоения обучающимися программы учебной дисциплины

Образовательные результаты	Формы и методы контроля и оценки результатов обучения
<p>Личностные результаты:</p> <p>ЛР4. Сформированность мировоззрения, соответствующего современному уровню развития науки и общественной практики, основанного на диалоге культур, а также различных форм общественного сознания, осознание своего места в поликультурном мире;</p> <p>ЛР5. сформированность основ саморазвития и самовоспитания в соответствии с общечеловеческими ценностями и идеалами гражданского общества; готовность и способность к самостоятельной, творческой и ответственной деятельности;</p> <p>ЛР6. толерантное сознание и поведение в поликультурном мире, готовность и способность вести диалог с другими людьми, достигать в нем взаимопонимания, находить общие цели и сотрудничать для их достижения, способность противостоять идеологии экстремизма, национализма, ксенофобии, дискриминации по социальным, религиозным, расовым, национальным признакам и другим негативным социальным явлениям;</p> <p>ЛР9. 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;</p> <p>ЛР13. осознанный выбор будущей профессии и возможностей реализации собственных жизненных планов; отношение к профессиональной деятельности как возможности участия в решении личных, общественных,</p>	<p><b>Входной контроль:</b></p> <ul style="list-style-type: none"> <li>– Тестирование</li> </ul> <p><b>Текущий контроль:</b></p> <ul style="list-style-type: none"> <li>– Наблюдение за учебно-научной речью обучающихся в процессе дискуссий</li> <li>– Защита презентаций</li> <li>– Подготовка и защита сообщений, рефератов</li> <li>– Подготовка к дискуссиям, круглым столам</li> <li>– Анализ выполненной аудиторной и внеаудиторной самостоятельной работы</li> <li>– контрольная работа, самостоятельная работа, опрос</li> </ul> <p><b>Промежуточная аттестация (дифференцированный зачет)</b></p> <ul style="list-style-type: none"> <li>– Выполнение практических заданий</li> </ul>

государственных, общенациональных проблем;

Метапредметные результаты:

МР1. умение самостоятельно определять цели деятельности и составлять планы деятельности; самостоятельно осуществлять, контролировать и корректировать деятельность; использовать все возможные ресурсы для достижения поставленных целей и реализации планов деятельности; выбирать успешные стратегии в различных ситуациях;

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Предметные результаты:

- сформированность коммуникативной иноязычной компетенции, необходимой для успешной социализации и самореализации, как инструмента межкультурного общения в современном поликультурном мире;

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <ul style="list-style-type: none"><li>– владение знаниями о социокультурной специфике страны/стран изучаемого языка и умение строить свое речевое и неречевое поведение адекватно этой</li><li>– специфике; умение выделять общее и различное в культуре родной страны и страны/стран изучаемого языка;</li><li>– достижение порогового уровня владения иностранным языком, позволяющего обучающимся общаться в устной и письменной формах как с носителями изучаемого иностранного языка, так и с представителями других стран, использующими данный язык как средство общения;</li><li>– сформированность умения использовать иностранный язык как средство для получения информации из иноязычных источников в образовательных и самообразовательных целях.</li></ul> |  |
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## 2. ЗАДАНИЯ ДЛЯ КОНТРОЛЯ И ОЦЕНКИ ОСВОЕНИЯ ПРОГРАММЫ УЧЕБНОЙ ДИСЦИПЛИНЫ

### 2.1 Задания для входного контроля

Цель входного контроля – определить начальный уровень подготовленности обучающихся, степень владения базовыми знаниями, умениями и навыками обучающихся; выявить пробелы в усвоении базового уровня образования, а также установление соответствия уровня подготовки обучающегося к требованиям рабочей программы учебной дисциплины, необходимыми для начала изучения дисциплины «Иностранный язык».

Тестовые задания для входного контроля позволяют определить уровень владения новым материалом до начала его подробного изучения. Для проведения входного контроля предлагаются тесты. По каждой из тем подготовлены тестовые задания не только для промежуточного контроля знаний, но и для активизации самостоятельной работы и самоконтроля. Форма проведения – контрольная работа.

Длительность контрольной работы – 15 минут.

#### Вариант 1

1. Вставьте пропущенный глагол to be в настоящем времени.

1. Ann ... a good daughter.
2. Peter. .. my father.
3. These ... my mom`s friends.
4. ... you at home?
5. They ... not angry for me.
6. Where ... Matt and Alice?
7. She ... in the kitchen.
8. The children ... clever.

2. Вставьте пропущенные вопросительные слова.

1. .. are my sisters? – They are in the garden.
2. .. is he so happy? – Because his mom is cooking the pie.
3. ..likes watching TV at home? – Ann and Peter do.
4. ..plates should I place on the table? – Four plates, please.
5. ..do you like most: biscuits or cakes? – I like chocolate cakes most of all.
6. ..are you going to visit your grandma? – Tomorrow.

3. Переведите предложения с русского на английский.

1. Я имею большую семью.
2. Моя семья состоит из трех человек.
3. Вечером мы любим пить чай вместе.
4. Моя семья очень гостеприимная.
5. Наша собака большая и умная. Ее зовут Пэт.
6. Мой брат любит слушать музыку.

**Вариант 2**

1. Вставьте пропущенный глагол to be в настоящем времени.

1. Vera ... my mother.
2. My sister ... fifteen. She goes to school.
3. They ... in the garden.
4. I ... a student in the University.
5. Mary goes to a kindergarten. The girl ... four years old.
6. We ... a happy family.
7. How old ... you?
8. Nick ... a very smart.

2. Вставьте пропущенные вопросительные слова.

1. .. do you go to school?
2. .. are you so sad about your mark?
3. ..do you study this language?
4. ..likes chocolate cakes?
5. ..do you do in the morning?
6. .. are you, Harry?

3. Переведите предложения с русского на английский.

1. Наша семья очень маленькая.
2. У меня есть два кузена.
3. Мою маму зовут Анна. Она работает в школе.
4. У меня двое детей. Они близнецы.
5. Она работает в больнице.
6. У них двое детей.

*Критерии оценки: максимальное количество баллов: 20*

*Оценка «5» ставится: 17-20 баллов*

*Оценка «4» ставится: 13-16 баллов*

*Оценка «3» ставится: 10-12 баллов*

## 2.2 Задания для проведения текущего контроля успеваемости

Фонетические упражнения. Напишите транскрипцию гласных звуков следующих слов:

- a) be, feel, we, me, see, meet, deed, feet, need
- b) it, is, in, ill, sit, fill, live, win, till, mill
- c) bed, pen, ten, tell, set, let, met
- d) tie, lie, my, pie, die, life, time, five, nine, smile
- e) man, bad, hat, lamp, glad, fat, cat, black, sack
- f) day, late, tale, main, pain, rain, male, fail
- g) park, mark, arm, are, car, farm, large
- h) air, chair, care, fair, rare, parent
- i) there, where
- j) here, near, mere, clear, fear, bear
- k) hire, fire, tyre, buyer, flyer
- l) our, flour, power, flower, down, town
- m) her, term, bird, firm, burn, turn, fur, learn
- n) sorry, story, warm, word, door, all, taught, talk

Напишите транскрипцию согласных звуков следующих слов:

- a) think, thing, thin, thought, death, threat.
- b) sing, song, bang, long, something, going, hung, wrong.
- c) this, that, those, the, these, there, other, another.
- d) ship, shop, she, clash, sharp, shine, shame, shape.
- e) chess, chop, chamber, charm, charity, future.
- f) phone, photo, phenomenon, phantom, pharos, philharmonic, phase.
- g) knife, know, knock, knit, knight, knee, knack.
- h) what, where, when, wheel, whiff, whig, whip, whim.

**Грамматические упражнения:** Заполните предложения правильными неопределенными местоимениями.

1. There's something on your coat.
2. There isn't \_\_\_\_\_ at home. Where is everyone?
3. There isn't \_\_\_\_\_ to do.
4. I don't like \_\_\_\_\_ in this store.
5. I can't see my phone \_\_\_\_\_.
6. \_\_\_\_\_ is in class doing an exam.
7. There's \_\_\_\_\_ outside. I can hear them.
8. Where on earth is everyone? There isn't \_\_\_\_\_ here at all!

9. The kitchen is a mess. There are cups and plates \_\_\_\_\_.
10. I can see \_\_\_\_\_ in the water. Is it a boat?
11. I've cleared my desk and put \_\_\_\_\_ in my locker.
12. Is there \_\_\_\_\_ I can do to help?
13. The concert was fantastic. \_\_\_\_\_ had a great time.
14. I've looked \_\_\_\_\_ but I can't find it.
15. I met \_\_\_\_\_ at the movies last night.
16. We didn't see \_\_\_\_\_ we knew downtown.
17. You have \_\_\_\_\_ in your hair.
18. I don't have \_\_\_\_\_ to wear to the party.

**Грамматические упражнения:** Вставьте подходящие по смыслу личные местоимения в объектном падеже.

1. Where is Nick? I want to play tennis with ... .
2. Bess is here. Do you want to speak to ... ?
3. My sister speaks French. She learns ... at school.
4. Look at that man. Do you know ... ?
5. Do you want to read this newspaper? I can give ... to ... .
6. If you see Ben and Bess, please, don't tell ... anything.
7. We want to phone Helen and invite ... to the party.

**Грамматические упражнения:** Вставьте личные местоимения.

1. Is your house new? – Yes, ... is.
2. Are the students at the English lesson now? - Yes, ... are.
3. Is your university in Green Street? – Yes, ... is.
4. Are Helen and Bess your sisters? – Yes, ... are.
5. Is Ben's sister an engineer? – Yes, ... is.
6. Are the pencils red? – No, ... are not.
7. Is this room comfortable? - No, ... isn't.
8. Are the textbooks on the shelf? - Yes, ... are.
9. Does the girl often visit the museum? – No, ... doesn't.
10. Does this pen write well? – Yes, ... does.
11. Is Ben on holiday now? – No, ... isn't.
12. Is Helen nice? - Yes, ... is.

**Переведите на английский язык, используя местоимения much, many, few, little:**

## АНО СПО «КИТП»

Немного денег, мало денег, несколько машин, много машин, несколько песен, мало песен, немного веселья, много веселья, мало мальчиков, немного воды, несколько человек, мало воды, много воздуха, несколько кошек, мало травы, несколько книжек, мало работы, немного соли, мало яиц.

**Грамматические упражнения.** Раскройте скобки, употребляя требующуюся форму прилагательного.

1. Which is (large): the United States or Canada? 2. What is the name of the (big) port in the United States? 3. Moscow is the (large) city in Russia. 4. The London underground is the (old) in the world. 5. There is a (great) number of cars and buses in the streets of Moscow than in any other city of Russia. 6. St. Petersburg is one of the (beautiful) cities in the world. 7. The rivers in America are much (big) than those in England. 8. The island of Great Britain is (small) than Greenland. 9. What is the name of the (high) mountain in Asia? 10. The English Channel is (wide) than the straits of Gibraltar. 11. Russia is a very (large) country.

**Грамматические упражнения.** Выберите правильную форму слов, данных в скобках.

1. This is quite (*clear, clearly*).
2. He dreamed of acting (*brave, bravely*) in emergency.
3. It isn't (*bad, badly*).
4. It was (*angry, angrily*) at what he did.
5. He certainly has done (*good, well*) in his studies this year.

**Поставьте наречия в нужной степени.**

1. I like this dress \_\_\_\_\_ (*well*) than the black one.
2. Now she visits me \_\_\_\_\_ (*frequently*) than last year.
3. Who works \_\_\_\_\_ (*harder*), Mike, Pete or Jack?
4. He speaks English \_\_\_\_\_ (*fluently*) of all in my class.
5. The little girl sang far \_\_\_\_\_ (*well*) than her sister.

**Грамматические упражнения.** Раскройте скобки, употребляя глаголы в Present Simple или Past Simple.

1. They (to have) a nice weekend last week.
2. What your sister (to do) every Sunday? – She (to meet) with her friends.
3. His brother (to come) yesterday? – No, he (not to come). He (to be busy).

4. You (to get) up early on Sunday? – Yes. But last Sunday I (to sleep) till ten o'clock.
5. How many lessons you (to have) every day?
6. Your brother (to be) a teacher? – Yes, he (to become) a teacher two years ago.
7. She (not to understand) the teacher at the last lesson.
8. You (to go) to the theatre? – Not very often. Usually we (to go) there once a month.
9. He usually (to sleep) well. But last night he (to sleep) badly.
10. As a rule I (to walk) to the institute but yesterday I (to take) a bus.
11. She (to buy) a new dress yesterday? – No, she (not to buy) it.
12. They (to sell) their house a week ago? – I (not to know).
13. She (to be) ill now. She (to eat) an ice-cream yesterday.
14. When you (to leave) the office yesterday?
15. They (to be) happy to see you now?

**Грамматические упражнения.** Выберите правильный ответ, используя правило Active, Passive voice.

1. Last summer I taught\ was taught my brother to swim.
2. These cakes were eaten\ ate yesterday.
3. The teacher gave\ was given me a good mark.
4. A new museum opened\ was opened a week ago.
5. My friend didn't tell\ wasn't told me the truth.
6. This beautiful picture was painted\ painted by famous artist.
7. Mike taught\was taught two languages four years ago.

Составить предложения, используя правило Active, Passive voice.

1. before, were, the window, not, the lesson, opened.
2. by, were, all, the teacher, the mistakes, corrected.
3. ago, were, 500 years, the houses, built.
4. were, at, these, not, the market, vegetables, bought.
5. the other day, was, the window, broken.
6. not, the exercises, done, at, lesson, the last, were.
7. into, were, these, Russian, novels, from, translated, English.

**Грамматические упражнения.** Вставьте **there is / there are** в соответствующей форме.

1. Look! \_\_\_\_\_ their telephone number in the letter.
2. Chester is a very old town. \_\_\_\_\_ many old buildings there.
3. Excuse me, \_\_\_\_\_ a restaurant near here?
4. How many students \_\_\_\_\_ in your group?
5. I was hungry but \_\_\_\_\_ anything to eat.
6. \_\_\_\_\_ a football match on TV last night.

7. \_\_\_\_\_ many people at the meeting?
8. Look! \_\_\_\_\_ an accident. Call the ambulance!
9. \_\_\_\_\_ 24 hours in a day.
10. This box is empty. \_\_\_\_\_ nothing in it.
11. \_\_\_\_\_ somebody at the airport to meet you when you arrive tomorrow.
12. When we arrived at the cinema \_\_\_\_\_ a lot of people outside.

**Грамматические упражнения.** Выберите соответствующие модальные глаголы.

1. You **can/could** buy the present yesterday.
2. I think we **could/will be able to** buy the tickets beforehand.
3. Eddy **must/had to** return me this book yesterday.
4. The students **must/mustn't** make a noise in the classroom.
5. The children **may/will be allowed to** play in the park today.
6. My mother **may not/won't allow** me to take her camera.
7. Your cousin **can/may** play guitar very well.
8. All the students **had to/will have to** pass the exams at the end of the year.
9. Last year Ben **could/couldn't** speak English, but now he can/can't speak English rather well.
10. I think they **can/will be able to** take part in this festival next year.

**Грамматические упражнения.** Раскройте скобки, употребляя требующуюся форму сослагательного наклонения после "I wish".

1. I wish I (can) give up smoking.
2. She wishes she (to see) him at yesterday's party.
3. I wish I (to pass) my driving test last Monday.
4. I wish I (not to forget) my friend's birthday yesterday.
5. The boy is sad. He wishes he (not to break) the window.
6. My aunt wishes she (to stay) at home last weekend.
7. He wishes he (to know) something about cars.
8. I wish it (to be) sunny.
9. I wish it (to be) sunny during our picnic last Saturday.
10. She wishes she (to live) in the Crimea.
11. My friend wishes he (not to do) that last night.
12. I wish I (to bring) my camera last summer.
13. I wish I (can) tell the future.
14. Do you wish you (to be) in the Guinness Book of Records?
15. Some people wish they (can) appear on a TV game show and become famous.
16. She often wishes things (to be) different.

Темы рефератов, эссе, докладов, презентаций, направленных на подготовку обучающихся к будущей профессиональной деятельности:

- Сообщение по теме «История развития дизайна»
- Мой интерьер

## АНО СПО «КИТП»

- Материалы, используемые в производстве мебели
- Интерьер моей мечты
- Профессии и профессиональные качества

Примерные темы индивидуальных проектов, направленных на подготовку обучающихся к будущей профессиональной деятельности:

- Англицизмы в профессиональной лексике Дизайнера.
- Отражение зарубежных тенденций моды в российских реалиях.
- Представление Дизайнерских проектов зарубежных тенденций.
- Особенности коммуникации с англоязычным клиентом.
- Сравнение и сопоставление образов субкультур в России и Британии (на примере готов).
- Анализ английской лексики, связанной с гостиничным бизнесом.
- Роль речевого этикета в изучении иностранного языка.
- Успешная межкультурная коммуникация с иноязычными клиентами.
- Сравнение и сопоставление формул прощания и приветствия в английском и русском языках.
- Москва и Лондон: сходство и различие архитектуры зданий столиц?

### **2.3 Задания для промежуточной аттестации (дифференцированный зачет)**

#### **Практические задания**

##### **ПЗ<sub>1</sub>**

Составление тематического словаря по теме «Дизайн». Сообщение по теме «История развития дизайна». Составление таблицы: «Способы оформления интерьера».

##### **ПЗ<sub>2</sub>**

Эссе по теме: «Мой интерьер». Чтение и перевод текста:

All rooms in my house are very nice but most of all I love my room. I use it both as a bedroom and a study. It is a perfect place for my studies and rest. It is cosy and light. Although my room is the smallest one, it has some advantages.

First of all, it is my own room and I am happy that I don't share it with anyone. My room is the most distant one in our apartment, so I always admire the peace and quietness here. Being alone in this room for some time, gives me a chance to clear my head and collect my thoughts.

The window of my room faces the kindergarten which I used to attend in my childhood. I enjoy looking out of my window in sunny weather and watching beautiful sunsets in the evenings. The walls in my room are green, so they give me the illusion of sitting somewhere outside, alone with nature. The color of curtains matches the wallpapers perfectly. Besides I have some green plants on the



windowsill. There are photos of my family and friends and posters with my favourite music bands and sportsmen on the walls. I think they make my room special. There isn't much furniture in my room but I have everything I need. The wooden floor is covered with thick beige rug in the middle of the room. There is a writing table with a computer, a printer and a lamp on it. I keep my notebooks, pens and pencils and other necessary things in its drawers. The room is also furnished with a built-in wardrobe to keep my clothes in and a bookcase for my textbooks, favourite books and CDs. My comfortable sofa-bed is just to the left of the window. I like sitting in it, drinking hot tea and reading some interesting book or listening to music. There is a beige lamp on the ceiling but I don't use it often. I prefer the lamp on the table and a floor-lamp near my bed.

The atmosphere of my room helps me relax and gives me a sense of comfort and stability after a hard day.

### ПЗ<sub>3</sub>

Доклад по теме: «Материалы, используемые в производстве мебели».  
Чтение и перевод текста «Materials».

Materials used in building. Building material is any material which is used for a construction purpose. Many natural substances, such as clay, sand, wood and rocks have been used to construct buildings. Many man-made products are in use, some more and some less synthetic. Building materials can be categorized into two sources, natural and synthetic. Natural building materials are those that are unprocessed or minimally processed by industry (lumber or glass). Synthetic materials are made in industrial settings after human manipulations (plastics and paints). Rock is the longest lasting building material available. It is a very dense material so it gives a lot of protection too. Dry-stone walls have been built for as long as humans have put one stone on top of another. Eventually different forms of mortar were used to hold the stones together, cement being the most commonplace now. Wood is a product of trees and sometimes other fibrous plants used for construction purposes when cut or pressed into lumber and timber, such as boards or planks. Wood can be very flexible under loads, keeping strength while bending, and is incredibly strong when compressed vertically. A brick is a block made of kiln-fired material, usually clay or shale. Clay bricks are formed in a mould, or in commercial manufacture more frequently by extruding clay through a die and then cutting them to the proper size. Bricks have been used as a building material since the 1700s.

The term plastics covers a range of synthetic or semi-synthetic organic polymerization products. Plastics vary in heat tolerance, hardness, and resilience. Combined with this adaptability, the general uniformity of composition and lightness of plastics ensures their use in almost all industrial applications today. More recently synthetic polystyrene or polyurethane foam has been used on a limited scale. It is light weight, easily shaped and an excellent insulator. It is usually used as

part of a structural insulated panel where the foam is sandwiched between wood or cement.

#### ПЗ<sub>4</sub>

Подготовка проектных работ и мультимедийных презентаций по теме «Интерьер моей мечты». Использование лексики:

1. смежные комнаты — adjoining rooms
2. детская — nursery
3. кабинет — study
4. коридор — corridor, passage
5. крашенные стены — painted walls
6. обои — wallpaper
7. кухня-столовая — kitchen is combined with dining room
8. полностью оборудованная — fully equipped
9. совмещенный санузел — toilet combined with a bathroom
10. плитка на полу- tiled floor
11. плитка — tile
12. линолеум — linoleum
13. пол с подогревом — heated floor
14. кладовая — closet, store-room
15. чулан — cupboard
16. подвесные потолки — suspend ceilings
17. лоджия — loggia [ˈlɒdʒə]
18. подоконник — window-sill
19. французские окна — French windows
20. форточка — high-ventilated window, fortochka, small opening window pane
21. занавески — curtains
22. жалюзи — jalousie

#### ПЗ<sub>5</sub>

Чтение и перевод текста по теме «Искусство».

Centuries of British development have been reflected in the characteristic features of national art, such as the stability of traditions, the aspiration for practicality and the portrayal of everyday life, characters of the ordinary English. Imagery of works and sophistication of masters' decorative fantasy peculiarly echoes with a detailed rendering of the surroundings.

The central place in English painting of the 16-17th centuries belongs to the portrait: creative traditions of Н. Holbein, who was visiting the United Kingdom, were developed in the works of English miniature masters А. Oliver, Н. Hilliard and С. Cooper. In their works the artists combined the usual subtlety of miniature art and thoughtful individual characteristics of the image. Impressive aristocratic portrait

which had been introduced by foreign artists, found somewhat greater simplicity, objectivity and rigor in works of British followers George Riley and William Dobson.

Having taken in 1641 a position of a court painter, W. Dobson created many portraits of the royal retinue, knights and dukes. His paintings have become valuable because of their technical brilliance, integrity and disclosure of models' image and character.

### **ПЗ<sub>6</sub>**

Презентация на тему «Музеи города Челябинска». Чтение текста: творческие деятели России.

Today everybody knows such names as Pushkin, Tolstoy, Lomonosov, Tchaikovsky, Gagarin, Tereshkova, etc. It is impossible to name a scientific branch in which the Russian scientists haven't played a great role. For example, Dmitri Mendeleev, who was the creator of the Periodic System of Elements. Another important scientist, who made important contributions to literature, education and science, was Mikhail Lomonosov. He discovered the atmosphere of Venus and influenced the formation of Russian literary language. He was also the founder of Moscow State University. People, who love listening to radio, should know that the inventor of this device was Russian physicist Alexander Popov.

Art lovers admire paintings of Repin, Surikov, Aivazovsky, Levitan, Vasnetsov, Shishkin, Roerich and many other outstanding Russian painters.

World literature was largely influenced by Russian writers and poets. Perhaps the most famous names are Pushkin, Lermontov, Dostoevsky, Turgenev, Gogol, Tolstoy, Marshak, Mayakovsky. Works of these writers have been translated into many languages.

### **ПЗ<sub>7</sub>**

Составление сообщений по теме «Взаимодействие природы и человека». Пример:

We are the caretakers of the earth. We know that polluted air, water and land are harmful to plants, animals and people. In Russia there a lot of regions which are severely polluted. It is plants that pollute our atmosphere with tons of harmful substances. These are very dangerous wastes. They go into the air and are carried by winds for great distances. 60% of the air pollution is caused by different means of transport: cars, trucks, buses. Then we must remember that when we use aerosol sprays, we destroy the ozone layer which protects the Earth from the dangerous ultraviolet rays of the sun. The list of serious environmental problems can be continued.

**ПЗ<sub>8</sub>**

Составление тематического словаря на тему: «Рабочий день студента».  
Заучивание лексических единиц.

**ПЗ<sub>9</sub>**

Работа с текстом «Досуг»:

**Leisure. Entertainment**

Nowadays everybody knows that people are very busy and don't have much spare time. The English say: "Who knows how to work, knows how to rest".

Rest is as important as work. Some people prefer spending their free time with their family and friends; some prefer spending their spare time alone. Young people like going to the cinema, theatre, disco clubs, concert halls.

There are people who want to broaden and enrich their knowledge during their free time. They spend their free time reading books. They can go to the museums, picture galleries where they can see the works of well-known painters and sculptors of all times. If people want to be strong and healthy, they go in for sports.

Moreover, there are a lot of people, who prefer less energetic activities, such as chess, cards, and crosswords. There are so many hobbies to choose: painting, computer programming, photography, fishing, gardening, cooking, learning languages, collecting something.

Tastes differ and if you have chosen a hobby according to your character and taste you are lucky.

Travelling is also a good way to spend spare time. Visiting new places, sightseeing and meeting new people is a very exciting and useful relaxation. People can go hiking, camping.

Each person chooses his own way of spending free time, either passive or active. In any case leisure should be refreshment and a source of inspiration.

**Find English equivalents of these sentences in the text:**

1. Существует так много хобби, которые можно выбрать: рисование, компьютерное программирование, фотография, рыбалка, садоводство, приготовление еды, изучение иностранных языков, коллекционирование чего-либо.
2. Для всех, кто любит спорт есть много спортивных клубов, бассейнов и спортзалов.
3. Путешествие- это также хороший способ провести свободное время.
4. Молодые люди любят ходить в кинотеатры, театры, дискотеки, концертные залы.

5. Если люди хотят быть сильными и здоровыми , они занимаются спортом.
6. Они проводят свое время, читая книги.
7. Они могут пойти в музеи, картинные галереи , где могут увидеть работы известных художников и скульпторов всех времен.

### **ПЗ<sub>10</sub>**

Составление эссе по теме «Досуг».

### **ПЗ<sub>11</sub>**

Составление доклада о произошедших событиях из жизни мира. Перевод текста на тему «Новости».

People are always interested in news and information about events. In ancient times news used to be spread among people by words. Later on important messages were delivered by staffettes and bellmen.

Rich and noble people used to have their own correspondents that served to them and let them know all the news. There were some kinds of newspapers that looked like handwritten wooden tablets in Ancient Rome. The very first printed newspaper was created in China in the VIII century. It was called Dibao. News about the imperial edicts and important city events was published there. With the development of the printing press (in 1450) newspapers active dissemination started. People where able to print several copies of one and the same page. Later the first news bureau was opened in Venice (XVI century) and new profession was established - a news writer. The news started spreading super fast around the world when telegraph, radio and television were invented. Nowadays we have unlimited access to everything happening around the globe online in real time.

Technology development gives us a lot of opportunities aside of news broadcasting. Every person is free to choose what news he wants to see. He can pick politics, cultural news or sports. Other people might be more interested in fashion and show-business. Of course, it has certain disadvantages as well. First of all, information that we receive from mass media is not always true. I think you should only trust independent channels that were never caught spreading fake news.

### **ПЗ<sub>12</sub>**

Активизация и контроль лексического и грамматического материала.

**A.** 1. There ... a pen and two pencils on the desk. 2. There ... two pencils and a pen on the desk. 3. There ... a lot of snow in the streets. 4. There ... much bread on the table. 5. There ... twelve chairs and a table in the room. 6. There ... a table and twelve

chairs in the room. 7. ... there much water in the jug? 8. ... there much or little money in the purse? 9. ... there any chalk on the blackboard? 10. How many pages ... there in the book? 11... there much food in the fridge?

**B.** 1. There... news from them. 2. There... a lot of vegetables in the market. 3. There ... so little hair on his head that he looked much older. 4. There ... some money for you to spend. 5. The room seemed empty. There ... hardly any furniture. 6. There... a lot of children's summer clothes in our shop. 7. In the newspapers there ... a lot of information about computers.

### **ПЗ<sub>13</sub>**

Составление таблицы о художественных стилях в живописи.  
Ознакомительное чтение текста:

People reflect their lives in art. Real, live art appeals to the heart and mind of every person, to their feelings and ideals, it proclaims life. Art is truthful only when it serves life, only when the artist hopes to arouse a warm response in the heart of a person. That was the case in the days of Giotto and Raphael, that was the case in the subsequent stages of the world's artistic development, and that was the truthful relationship of art and life in the days of Renato Guttuso and Rockwell Kent. Art belongs to people.

The history of art from the Renaissance to our days confirms this. It is close contact with the life of the nation that gives artists' work its power.

One can see masterpieces of old and modern art in various picture galleries and museums. There is nearly a thousand museums in Russia, many of them are world famous. The largest collection of Russian art is the Tretyakov Art Gallery in Moscow. It is a real treasury of canvases by prominent Russian painters. It contains priceless collections of icons, 17—20th century paintings and sculptures and contemporary Russian paintings and sculpture.

### **ПЗ<sub>14</sub>**

Составление связанного текста о применяющихся в нынешнее время художественных стилях в живописи.

### **ПЗ<sub>15</sub>**

Сообщения по теме «Дизайн одежды». Составление презентации «Мой стиль в одежде».

### **ПЗ<sub>16</sub>**

Рассказ о политическом устройстве страны изучаемого языка.  
Составление таблицы о промышленности страны изучаемого языка.

**ПЗ<sub>17</sub>**

Ознакомительное чтение текста на тему «Наука». Образец:

Science is important to most people living in the modern world for a number of reasons. In particular, science is important for world peace and understanding, for understanding of technology, and for our understanding of the world.

Science is important for world peace in many ways. On the one hand, scientists have helped to develop many of the modern tools of war. On the other hand, they have also helped to keep the peace through research, which has improved life for people. Scientists have helped us understand the problem of supplying the world with enough energy; using energy of the sun and of the atom. Scientists have also analysed the world's resources. Scientists study the Universe and how to use its possibilities for the benefit of men.

Scientists are also important for everyone who is affected by modern technology. Many of the things that make our lives easier and better are results of advances in technology. In some cases, such as technology of producing salt from ocean water, technology may be essential for our lives on Earth.

**ПЗ<sub>18</sub>**

Фонетические упражнения для развития фонетического слуха и навыков произношения.

Swan swam over the sea  
Swim, swan, swim;  
Swan swam back again,  
Well swum, swan!

Скороговорки: - The black cat sat on a mat and ate a fat rat.

- Betty Botta bought some butter, But she said, this butter's bitter.

But a bit of better butter will make my batter better.

-She sells seashells on the seashore, the shells that she sells are seashells,  
and I'm sure.

-A big black bug bit a big black bear, A big black bear bit a big black bug.

-Thirty-three thousand people think that Thursday is their thirtieth birthday.

-What noise annoys an oyster most? A noisy noise annoys an oyster most.

-Ripe white wheat reapers reap ripe white wheat right.

**ПЗ<sub>19</sub>**

Составление эссе по теме «Профессии и профессиональные качества».

**ПЗ<sub>20</sub>**

Чтение и перевод текста по теме «Дизайн».

Designing a product is a process that allows you to improve the world for the benefit of everyone. You are not just making something. A major part of working with timber to produce a product is the design process itself. Good design begins with the needs of the intended user. No product, no matter how beautiful or ingenious, is any good if it does not fulfil the needs or wants of the user it was intended for. The first stage of what designers do involves finding out what the customer, client or company (or in this case, your teacher) require. The designer then constructs drawings, diagrams, plans or concepts based upon those discussions. The Design process leads to innovative products and services. Different designers, or companies use different design processes. There are as many different ways to design as there are designers, but most design processes combine research, user testing, prototyping and analysis. Any product launch is ultimately a gamble, but the design process helps to uncover many problems before costly production, and therefore decreases the risk of failure, a fact that often comes as a surprise to clients. Designers such as yourself must learn that some ideas may seem strange, but they are still worth exploring, especially in the initial stages of the design process and that the 'common-sense' solution is not always the right one. Designers must work through concepts using methods such as drawing, prototyping, brainstorming, mentor or peer feedback and user testing.

**ПЗ<sub>21</sub>**

Чтение и перевод текста по теме «Карьера».

«What to be» is the most important question young people ask themselves. Your destiny and family relationship depend on it. Many aspects of life should be taken into consideration while answering the question «what to be». Different circumstances can influence our choice, we may follow someone's experience or advice or be encouraged by certain people and events.

At early years of mankind development there were just a few jobs such as farmers, bakers, butchers or carpenters. In 17-th century I Russia it was about 200 professions. Now days exists 40000 varieties of jobs, but new kinds of work appears all the time. There is no doubt that it's difficult to chose correct. We have so many professions to choose of. Challenging, rewarding, exciting, prestigious, professions seem to be attractive. If a job is monotonous, exhausting, messy you will say it doesn't appeal to you. We divide jobs into caring, creative, outdoor, office professions and forces.

We refer nursing, teaching to caring professions. Creative professions include the job of a journalist, designer. To work in the office means to be a bank worker, a secretary, a receptionist. If you work in agriculture, horticulture, conservation you



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are a representative of the outdoor profession. Those who work in the police, army or navy choose forces. Besides these professions you may make a career in law, finance, international business relations, tourism business, banking and others.

### ПЗ<sub>22</sub>

Составление тематического словаря. Перевод текста на тему «Народные промыслы»

“Vologda Lace” is a world-famous brand carefully keeping ancient traditions of hand-made lacework. Like a few centuries ago, it represents the glory of Russian lace, its impeccable quality and style. In the last century the lacer’s labour was valued as high as the jeweller’s one.

Vologda/Russian lace is a bobbin tape lace. The tape is made with bobbins at the same time as the rest of the lace, curving back on itself, and joined using a crochet hook. Vologda laces were always notable for their characteristic ornaments. Their lines are smooth and flowing. Even geometrical patterns become rounded. Their design is generalized, it often has just a hint of a real prototype. The main feature of those laces is delicacy. Local lace makers created lots of transparent nets that served as ground and types of laces that looked like a frosty window or blossoming garden, or a meadow full of flowers. But they are not spider web like. Made of firm flax or cotton threads, Vologda lace are strong and weighty.

### ПЗ<sub>23</sub>

Ситуации общения в аэропорту, на вокзале, в отеле. Ознакомительное, изучающее чтение. Устные высказывания в форме диалога

Hello! How can I help you?	— Здравствуйте! Как я могу вам помочь?
— Are there any flights to Baku tomorrow?	— Есть рейсы в Баку на завтра?
— Just a second. Yes, there are two: one leaves at 7 am and the other one at 7 pm.	— Секундочку. Да, есть два: один улетает в 7 утра, а другой в 7 вечера.
— We’d like to buy two tickets for tomorrow at 7 pm.	— Мы бы хотели купить два билета на завтра на 7 вечера.
— Economy, business class or first class?	— Эконом, бизнес или первый класс?
— Economy, please.	— Эконом, пожалуйста.
— Give me your documents, please... Alright, 306 dollars, please. Would you like to pay in cash or by credit card?	— Дайте мне ваши документы, пожалуйста. Хорошо, 306 долларов. Вы будете платить наличными или кредитной картой?
— By card, thank you.	— Картой, спасибо.

### ПЗ<sub>24</sub>

## АНО СПО «КИТП»

Составление диалогов по теме «Деловая поездка за границу».

### ПЗ<sub>25</sub>

Доклад по теме «Жанры музыки».

### ПЗ<sub>26</sub>

Эссе на тему: «Мой любимый жанр музыки»

### ПЗ<sub>27</sub>

Работа с текстом «Литература и авторы произведений»

Great Britain gave the world a lot of talented people. Many famous writers and poets were born and lived in Great Britain.

One of the best known English playwrights was William Shakespeare. He drew ideas for his tragedies and comedies from the history of England and ancient Rome. Many experts consider Shakespeare the greatest writer and the greatest playwright in English language. William Shakespeare wrote 37 plays which may be divided into: comedies (such as "A Midsummer Night's Dream"), tragedies (such as "Hamlet", "Othello", "King Lear", "Macbeth") and historical plays (such as "Richard II", "Henry V", "Julius Caesar", "Antony and Cleopatra").

Robert Burns represents the generation of Romantic writers. In his poems he described with love and understanding the simple life he knew. Among his well-known poems are "Halloween", "The Jolly Beggars", "To a Mouse".

Lord George Gordon Byron. His free-spirited life style combined with his rare poetic gift makes him one of the most famous figures of the Romantic Era. His famous works such as "Stanzas to Augusta", "The Prisoner of Chillon", "Childe Harold's Pilgrimage", "Manfred" draw readers into the passion, humors and conviction of a poet whose life and work truly embodied the Romantic spirit.

Sir Walter Scott wrote the first examples of historical novel.

Lewis Carroll became famous when he published "Alice's Adventures in Wonderland".

### ПЗ<sub>28</sub>

Сочинения по теме «Мои любимые авторы произведений». Пример:

My favorite writer is Charles Dickens and I'm fond of reading his books. He is very popular English writer and novelist.

Dickens was born in Portsmouth February 7, 1812, and spent his childhood in Kent and London, both of which frequently appear in his novels.

He went to school being at the age of nine. When his father was committed to prison for debt in 1824, Dickens interrupted the school. The boy started working in a factory. Then from 1824 to 1826 Dickens attended the school again. However, at most, he was self-educated.

In 1827 Charles Dickens started to work as a legal clerk. Dickens published the first series of descriptive sketches in December 1833, using the pseudonym Boz. These series describe the daily life in London.

The success of the first novel The Pickwick Papers brought popularity to Dickens. And then he maintained subsequently his fame with a great string of novels.

Being a man of wide talents and enormous energy, he also dealt in other different activities. He composed the travel books such as Pictures from Italy and American Notes, edited the weekly periodicals such as All the Year Round and Household Words, administered charity organizations, and also pressed for numerous social reforms. In 1843 he was published a wonderful Christmas Carol, an ever-popular children story.

In June 9, 1870 he suffered a fatal flood stroke and was buried in the Westminster Abbey. He contributed much to the world literature, he wrote Bleak House, The Pickwick Papers, Dombey and Son, Oliver Twist, and other stories and novels.

### ПЗ<sub>29</sub>

Составление презентации на тему «Маркетинг в современном мире».  
Чтение и перевод текста:

A market can be defined as all the potential customers sharing a particular need or want. Marketing is the process of developing, pricing, distributing and promoting the goods or services that satisfy such needs. Marketing therefore combines market research, new product development, distribution, advertising, promotion, product improvement, and so on. According to this definition, marketing begins and ends with the customer. Truly successful marketing understands the customers so well that the product or service satisfies a need so perfectly that the customer is desperate to buy it. The product almost sells itself. Of course this will only happen if the product or service is better than those of competitors.

Companies are always looking for marketing opportunities – possibilities of filling unsatisfied needs in areas in which they are likely to enjoy a differential advantage, due to their particular competencies. Marketing opportunities are generally isolated by market segmentation – dividing a market into submarkets or segments according to customers' requirements or buying habits. Once a target market has been

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identified, a company has to decide what goods or services to offer, always remembering the existence of competitors.

Marketers do not only identify consumer needs, they can anticipate them by developing new products. They will then have to design marketing strategies and plan marketing programmes, and then organize, implement, and control the marketing effort. Once the basic offer, for example a product concept has been established, the company has to think about the marketing mix – the set of all the various elements of a marketing programme, their integration, and the amount of effort that a company can expend on them in order to influence the target market. The best-known classification of these elements is the 4 P's: Product, Price, Promotion and Place.