



УТВЕРЖДЕНО:

**Ученым советом Института
сервисных технологий
Протокол №24 от «16» января 2025 г.**

**РАБОЧАЯ ПРОГРАММА
ДИСЦИПЛИНЫ
*ОУД.03 ИНОСТРАННЫЙ ЯЗЫК***

**основной профессиональной образовательной программы среднего
профессионального образования – программы подготовки специалистов среднего
звена**

по специальности: 40.02.04 Юриспруденция

Квалификация: юрист

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Разработчики:

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Рабочая программа согласована и одобрена руководителем ППСЗ:

должность	ученая степень и звание, ФИО
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1. ОБЩАЯ ХАРАКТЕРИСТИКА РАБОЧЕЙ ПРОГРАММЫ ДИСЦИПЛИНЫ ИНОСТРАННЫЙ ЯЗЫК

1.1 Место дисциплины в структуре основной образовательной программы:

Учебная дисциплина «Иностранный язык» является обязательной частью базовых дисциплин общеобразовательного цикла, основной профессиональной образовательной программы в соответствии с ФГОС по профессии (специальности) СПО **40.02.04 Юриспруденция**

Рабочая программа дисциплины разработана в соответствии с ФГОС среднего общего образования с учетом ФГОС СПО по специальности **40.02.04 Юриспруденция**

Дисциплина направлена на формирование ОК по специальности:

<i>Код компетенции</i>	<i>Наименование компетенции</i>
ОК-09	Пользоваться профессиональной документацией на государственном и иностранном языках.

1.2. Цели и планируемые результаты освоения дисциплины:

Содержание программы общеобразовательной дисциплины «Иностранный язык» направлено на достижение следующих целей:

- понимание иностранного языка как средства межличностного и профессионального общения, инструмента познания, самообразования, социализации и самореализации в полиязычном и поликультурном мире;
- формирование иноязычной коммуникативной компетенции в совокупности ее составляющих: речевой, языковой, социокультурной, компенсаторной и учебно-познавательной;
- развитие национального самосознания, общечеловеческих ценностей, стремления к лучшему пониманию культуры своего народа и народов стран изучаемого языка.

1.3 Планируемые результаты освоения общеобразовательной дисциплины в соответствии с ФГОС СОО

Общие (личностные и метапредметные) результаты обучения:

В части трудового воспитания:

- готовность к труду, осознание ценности мастерства, трудолюбие;
- готовность к активной деятельности технологической и социальной направленности, способность инициировать, планировать и самостоятельно выполнять такую деятельность;
- интерес к различным сферам профессиональной деятельности,

Овладение универсальными учебными познавательными действиями:

а) базовые логические действия:

- самостоятельно формулировать и актуализировать проблему, рассматривать ее всесторонне;
- устанавливать существенный признак или основания для сравнения, классификации и обобщения;
- определять цели деятельности, задавать параметры и критерии их достижения;
- выявлять закономерности и противоречия в рассматриваемых явлениях;



- вносить коррективы в деятельность, оценивать соответствие результатов целям, оценивать риски последствий деятельности;

- развивать креативное мышление при решении жизненных проблем

б) базовые исследовательские действия:

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

- выявлять причинно-следственные связи и актуализировать задачу, выдвигать гипотезу ее решения, находить аргументы для доказательства своих утверждений, задавать параметры и критерии решения;

- анализировать полученные в ходе решения задачи результаты, критически оценивать их достоверность, прогнозировать изменение в новых условиях;

-- уметь переносить знания в познавательную и практическую области жизнедеятельности;

- уметь интегрировать знания из разных предметных областей;

- выдвигать новые идеи, предлагать оригинальные подходы и решения;

и способность их использования в познавательной и социальной практике

В области ценности научного познания:

- сформированность мировоззрения, соответствующего современному уровню развития науки и общественной практики, основанного на диалоге культур, способствующего осознанию своего места в поликультурном мире;

- совершенствование языковой и читательской культуры как средства взаимодействия между людьми и познания мира;

- осознание ценности научной деятельности, готовность осуществлять проектную и исследовательскую деятельность индивидуально и в группе.

Овладение универсальными учебными познавательными действиями:

в) работа с информацией:

- владеть навыками получения информации из источников разных типов, самостоятельно осуществлять поиск, анализ, систематизацию и интерпретацию информации различных видов и форм представления;

- создавать тексты в различных форматах с учетом назначения информации и целевой аудитории, выбирая оптимальную форму представления и визуализации;

- оценивать достоверность, легитимность информации, ее соответствие правовым и морально-этическим нормам;

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

- владеть навыками распознавания и защиты информации, информационной безопасности личности

готовность к саморазвитию, самостоятельности и самоопределению;

- овладение навыками учебно-исследовательской, проектной и социальной деятельности;

Овладение универсальными коммуникативными действиями:

б) совместная деятельность:

- понимать и использовать преимущества командной и индивидуальной работы;

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



- координировать и выполнять работу в условиях реального, виртуального и комбинированного взаимодействия;
- осуществлять позитивное стратегическое поведение в различных ситуациях, проявлять творчество и воображение, быть инициативным.

Овладение универсальными регулятивными действиями:

г) принятие себя и других людей:

- принимать мотивы и аргументы других людей при анализе результатов деятельности;
 - признавать свое право и право других людей на ошибки;
 - развивать способность понимать мир с позиции другого человека
- наличие мотивации к обучению и личностному развитию;

В области ценности научного познания:

- сформированность мировоззрения, соответствующего современному уровню развития науки и общественной практики, основанного на диалоге культур, способствующего осознанию своего места в поликультурном мире;
- совершенствование языковой и читательской культуры как средства взаимодействия между людьми и познания мира;
- осознание ценности научной деятельности, готовность осуществлять проектную и исследовательскую деятельность индивидуально и в группе

Овладение универсальными учебными познавательными действиями:

б) базовые исследовательские действия:

- владеть навыками учебно-исследовательской и проектной деятельности, навыками разрешения проблем;
 - способность и готовность к самостоятельному поиску методов решения практических задач, применению различных методов познания;
 - овладение видами деятельности по получению нового знания, его интерпретации, преобразованию и применению в различных учебных ситуациях, в том числе при создании учебных и социальных проектов;
 - формирование научного типа мышления, владение научной терминологией, ключевыми понятиями и методами;
- осуществлять целенаправленный поиск переноса средств и способов действия в профессиональную среду.

Дисциплинарные (предметные) результаты обучения:

- владеть основными видами речевой деятельности в рамках следующего тематического содержания речи: Межличностные отношения в семье, с друзьями и знакомыми. Конфликтные ситуации, их предупреждение и разрешение. Внешность и характер человека и литературного персонажа. Повседневная жизнь. Здоровый образ жизни. Школьное образование. Выбор профессии. Альтернативы в продолжении образования. Роль иностранного языка в современном мире. Молодежь в современном обществе. Досуг молодежи. Природа и экология. Технический прогресс, современные средства информации и коммуникации, Интернет-безопасность. Родная страна и страна/страны изучаемого языка. Выдающиеся люди родной страны и страны/стран изучаемого языка; Современный мир профессий. Ценностные ориентиры молодежи в современном обществе. Деловое общение. Проблемы современной цивилизации. Россия и мир: вклад России в мировую культуру, науку, технику говорение: уметь вести разные виды диалога (в том числе комбинированный) в стандартных ситуациях неофициального и официального общения объемом до 10 реплик со стороны каждого собеседника в рамках



отобранного тематического содержания речи с соблюдением норм речевого этикета, принятых в стране/странах изучаемого языка;

- создавать устные связные монологические высказывания (описание/характеристика, повествование/сообщение) с изложением своего мнения и краткой аргументацией объемом 17-18 фраз в рамках отобранного тематического содержания речи; передавать основное содержание прочитанного/прослушанного текста с выражением своего отношения; устно представлять в объеме 17-18 фраз результаты выполненной проектной работы;

- аудирование: воспринимать на слух и понимать звучащие до 3,5 минут аутентичные тексты, содержащие отдельные неизученные языковые явления, не препятствующие решению коммуникативной задачи, с разной глубиной проникновения в содержание текста: с пониманием основного содержания, с пониманием нужной/интересующей/запрашиваемой информации;

- смысловое чтение: читать про себя и понимать несложные аутентичные тексты разного вида, жанра и стиля объемом 700-900 слов, содержащие отдельные неизученные языковые явления, с различной глубиной проникновения в содержание текста: с пониманием основного содержания, с пониманием нужной/интересующей/запрашиваемой информации, с полным пониманием прочитанного; читать несплошные тексты (таблицы, диаграммы, графики) и понимать представленную в них информацию;

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

- писать электронное сообщение личного характера объемом до 140 слов, соблюдая принятый речевой этикет; создавать письменные высказывания объемом до 180 слов с опорой на план, картинку, таблицу, график, диаграмму и/или прочитанный/прослушанный текст объемом до 250 слов; комментировать информацию, высказывание, цитату, пословицу с выражением и аргументацией своего мнения;

- владеть фонетическими навыками: различать на слух и адекватно, без ошибок, ведущих к сбою коммуникации, произносить слова с правильным ударением и фразы с соблюдением их ритмико-интонационных особенностей, в том числе применять правило отсутствия фразового ударения на служебных словах; владеть правилами чтения и осмысленно читать вслух аутентичные тексты объемом до 150 слов, построенные в основном на изученном языковом материале, с соблюдением правил чтения и интонации; овладение орфографическими навыками в отношении изученного лексического материала; овладение пунктуационными навыками: использовать запятую при перечислении, обращении и при выделении вводных слов; апостроф, точку, вопросительный и восклицательный знаки;

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

- знать и понимание основных значений изученных лексических единиц (слов, словосочетаний, речевых клише), основных способов словообразования (аффиксация, словосложение, конверсия) и особенностей структуры простых и сложных предложений и различных коммуникативных типов предложений;

выявление признаков изученных грамматических и лексических явлений по заданным основаниям;

- владеть навыками распознавания и употребления в устной и письменной речи не менее 1650 лексических единиц (слов, словосочетаний, речевых клише), включая 1350 лексических единиц, освоенных на уровне основного общего образования; навыками



употребления родственных слов, образованных с помощью аффиксации, словосложения, конверсии;

- владеть навыками распознавания и употребления в устной и письменной речи изученных морфологических форм и синтаксических конструкций изучаемого иностранного языка в рамках тематического содержания речи в соответствии с решаемой коммуникативной задачей;

- владеть социокультурными знаниями и умениями: знать/понимать речевые различия в ситуациях официального и неофициального общения в рамках тематического содержания речи и использовать лексико-грамматические средства с учетом этих различий; знать/понимать и использовать в устной и письменной речи наиболее употребительную тематическую фоновую лексику и реалии страны/стран изучаемого языка (например, система образования, страницы истории, основные праздники, этикетные особенности общения); иметь базовые знания о социокультурном портрете и культурном наследии родной страны и страны/стран изучаемого языка; представлять родную страну и ее культуру на иностранном языке; проявлять уважение к иной культуре; соблюдать нормы вежливости в межкультурном общении;

- владеть компенсаторными умениями, позволяющими в случае сбоя коммуникации, а также в условиях дефицита языковых средств использовать различные приемы переработки информации: при говорении - переспрос; при говорении и письме - описание/перифраз/толкование; при чтении и аудировании - языковую и контекстуальную догадку;

- уметь сравнивать, классифицировать, систематизировать и обобщать по существенным признакам изученные языковые явления (лексические и грамматические);

- иметь опыт практической деятельности в повседневной жизни: участвовать в учебно-исследовательской, проектной деятельности предметного и междисциплинарного характера с использованием материалов на изучаемом иностранном языке и применением информационно-коммуникационных технологий; соблюдать правила информационной безопасности в ситуациях повседневной жизни и при работе в информационно-телекоммуникационной сети "Интернет" (далее - сеть Интернет); использовать приобретенные умения и навыки в процессе онлайн-обучения иностранному языку; использовать иноязычные словари и справочники, в том числе информационно-справочные системы в электронной форме;

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

- владеть социокультурными знаниями и умениями: знать/понимать речевые различия в ситуациях официального и неофициального общения в рамках тематического содержания речи и использовать лексико-грамматические средства с учетом этих различий; знать/понимать и использовать в устной и письменной речи наиболее употребительную тематическую фоновую лексику и реалии страны/стран изучаемого языка (например, система образования, страницы истории, основные праздники, этикетные особенности общения); иметь базовые знания о социокультурном портрете и культурном наследии родной страны и страны/стран изучаемого языка; представлять родную страну и ее культуру на иностранном языке; проявлять уважение к иной культуре; соблюдать нормы вежливости в межкультурном общении;

- владеть компенсаторными умениями, позволяющими в случае сбоя коммуникации, а также в условиях дефицита языковых средств использовать различные приемы переработки информации: при говорении - переспрос; при говорении и письме -



описание/перифраз/толкование; при чтении и аудировании - языковую и контекстуальную догадку;

- уметь сравнивать, классифицировать, систематизировать и обобщать по существенным признакам изученные языковые явления (лексические и грамматические);

-иметь опыт практической деятельности в повседневной жизни: участвовать в учебно-исследовательской, проектной деятельности предметного и межпредметного характера с использованием материалов на изучаемом иностранном языке и применением информационно-коммуникационных технологий; соблюдать правила информационной безопасности в ситуациях повседневной жизни и при работе в информационно-телекоммуникационной сети "Интернет" (далее - сеть Интернет); использовать приобретенные умения и навыки в процессе онлайн-обучения иностранному языку; использовать иноязычные словари и справочники, в том числе информационно-справочные системы в электронной форме

- говорение: уметь вести разные виды диалога (в том числе комбинированный) в стандартных ситуациях неофициального и официального общения объемом до 9 реплик со стороны каждого собеседника в рамках отобранного тематического содержания речи с соблюдением норм речевого этикета, принятых в стране/странах изучаемого языка; создавать устные связные монологические высказывания (описание/характеристика, повествование/сообщение) с изложением своего мнения и краткой аргументацией объемом 14-15 фраз в рамках отобранного тематического содержания речи; передавать основное содержание прочитанного/прослушанного текста с выражением своего отношения; устно представлять в объеме 14-15 фраз результаты выполненной проектной работы;

-иметь опыт практической деятельности в повседневной жизни: участвовать в учебно-исследовательской, проектной деятельности предметного и межпредметного характера с использованием материалов на изучаемом иностранном языке и применением информационно-коммуникационных технологий; соблюдать правила информационной безопасности в ситуациях повседневной жизни и при работе в информационно-телекоммуникационной сети "Интернет" (далее - сеть Интернет); использовать приобретенные умения и навыки в процессе онлайн-обучения иностранному языку; использовать иноязычные словари и справочники, в том числе информационно-справочные системы в электронной форме;

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

-аудирование: воспринимать на слух и понимать звучащие до 3,5 минут аутентичные тексты, содержащие отдельные неизученные языковые явления, не препятствующие решению коммуникативной задачи, с разной глубиной проникновения в содержание текста: с пониманием основного содержания, с пониманием нужной/интересующей/запрашиваемой информации;

-владеть навыками распознавания и употребления в устной и письменной речи не менее 1650 лексических единиц (слов, словосочетаний, речевых клише), включая 1350 лексических единиц, освоенных на уровне основного общего образования; навыками употребления родственных слов, образованных с помощью аффиксации, словосложения, конверсии;

-иметь опыт практической деятельности в повседневной жизни: участвовать в учебно-исследовательской, проектной деятельности предметного и межпредметного характера с использованием материалов на изучаемом иностранном языке и применением



информационно-коммуникационных технологий; соблюдать правила информационной безопасности в ситуациях повседневной жизни и при работе в информационно-телекоммуникационной сети "Интернет" (далее - сеть Интернет); использовать приобретенные умения и навыки в процессе онлайн-обучения иностранному языку; использовать иноязычные словари и справочники, в том числе информационно-справочные системы в электронной форме.

2. СТРУКТУРА И СОДЕРЖАНИЕ ОБЩЕОБРАЗОВАТЕЛЬНОЙ ДИСЦИПЛИНЫ

2.1. Объем дисциплины и виды учебной работы

Вид учебной работы	Объем в часах
Объем образовательной программы учебной дисциплины	117
в т. ч.:	
1. Основное содержание	87
в т. ч.:	
теоретическое обучение	-
практические занятия	87
2. Профессионально ориентированное содержание (содержание прикладного модуля)	30
в т. ч.:	
теоретическое обучение	-
практические занятия	30
Промежуточная аттестация:	
Другие формы аттестации (контрольная работа)	1 семестр
Дифференцированный зачет	2 семестр

2.2. Тематический план и содержание дисциплины

Наименование разделов и тем	Содержание учебного материала, лабораторные и практические работы, самостоятельная работа обучающихся	Объем часов	Формируемые компетенции
1	2	3	4
Основное содержание			
Введение	Диагностика входного уровня владения иностранным языком обучающегося	3 часа	ОК 09.
	- Лексико-грамматический тест	2	
	- Устное собеседование	1	
Раздел 1.	Иностранный язык для общих целей	84 часа	ОК 09.
Тема № 1.1 Повседневная жизнь семьи. Внешность и характер членов семьи	Содержание учебного материала	12 часов	ОК 09.
	Лексика: города; национальности; профессии; числительные; члены семьи (mother-in-law/nephew/stepmother, etc.); внешность человека (high: shot, medium high, tall/nose: hooked, crooked, etc.); личные качества человека (confident, shy, successful, etc.) названия профессий (teacher, cook, businessman, etc) Грамматика: глаголы to be, to have, to do (их значения как смысловых глаголов и функции как вспомогательных). простое настоящее время (образование и функции в страдательном залоге;		

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	чтение и правописание окончаний, слова-маркеры времени); степени сравнения прилагательных и их правописание; местоимения личные, притяжательные, указательные, возвратные; модальные глаголы и их эквиваленты. Фонетика: Правила чтения. Звуки. Транскрипция		
	Практические занятия		
	1. Приветствие, прощание. Представление себя и других людей в официальной и неофициальной обстановке.	4	
	2. Я и моя семья;	2	
	3. Мои друзья, занятия;	2	
	4. Внешность, личностные качества;	2	
	5. Повседневная жизнь	2	
Тема № 1.2 Молодёжь в современном обществе. Досуг молодёжи: увлечения и интересы	Содержание учебного материала	8 часов	ОК 09.
	Лексика: рутина (go to college, have breakfast, take a shower, etc.); наречия (always, never, rarely, sometimes, etc.) Грамматика: предлоги времени; простое настоящее время и простое продолжительное время (их образование и функции в действительном залоге) глагол с инфинитивом; сослагательное наклонение love/like/enjoy + Infinitive/-ing, типы вопросов, способы выражения будущего времени.		

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	Практические занятия		
	1. Хобби, свободное время;	4	
	2. Организация досуга	4	
Тема № 1.3 Условия проживания в городской и сельской местности	Содержание учебного материала	12 часов	ОК 09.
	Лексика: здания (attached house, apartment, etc.); комнаты (living-room, kitchen, etc.); обстановка (armchair, sofa, carpet, etc.); техника и оборудование (flat-screen TV, camera, computer, etc.); условия жизни (comfortable, close, nice, etc.); места в городе (city centre, church, square, etc.); Грамматика: оборот there is/are; неопределённые местоимения some/any/one и их производные. предлоги направления (forward, past, opposite, etc.); модальные глаголы в этикетных формулах (Can/may I help you?, Should you have any questions ____, Should you need any further information ____ и др.); специальные вопросы; вопросительные предложения – формулы вежливости (Could you ____, please? Would you like ____? Shall I____?); наречия, обозначающие направление		
	Практические занятия		
	Особенности проживания в городе; Инфраструктура.	4	
	Как спросить и указать дорогу;	2	
	Описание здания. Интерьер;	2	

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	Описание колледжа: здание, обстановка, условия жизни, техника, оборудование. Описание кабинета иностранного языка	4	
Тема № 1.4 Покупки: одежда, обувь и продукты питания	Содержание учебного материала	6 часов	ОК 09.
	Лексика: виды магазинов и отделы в магазине (shopping mall, department store, dairy produce, etc.); товары (juice, soap, milk, bread, butter, sandwich, a bottle of milk, etc.); одежда (trousers, a sweater, a blouse, a tie, a skirt, etc) Грамматика:= существительные исчисляемые и неисчисляемые; употребление слов many, much, a lot of, little, few, a few с существительными; артикли: определенный, неопределенный, нулевой; чтение артиклей; арифметические действия и вычисления		
	Практические занятия		
	1. Виды магазинов. Ассортимент товаров.	2	
	2. Совершение покупок в продуктовом магазине	2	
	3. Совершение покупок в магазине одежды/обуви	2	
	Тема № 1.5 Здоровый образ жизни и забота о здоровье: сбалансированное питание. Спорт. Посещение врача	Содержание учебного материала	
Лексика: части тела (neck, back, arm, shoulder, etc); правильное питание (diet, protein, etc.); названия видов спорта (football, yoga, rowing, etc.); симптомы и болезни (running nose, catch a cold, etc.); еда (egg, pizza, meat, etc);			



	способы приготовления пищи (boil, mix, cut, roast, etc); дробь и меры весов (1/12: one-twelfth) Грамматика: образование множественного числа с помощью внешней и внутренней флексии; множественное число существительных, заимствованных из греческого и латинского языков; существительные, имеющие одну форму для единственного и множественного числа; чтение и правописание окончаний. простое прошедшее время (образование и функции в действительном залоге. Чтение и правописание окончаний в настоящем и прошедшем времени) правильные и неправильные глаголы; used to + Infinitive structure.		
	Практические занятия		
	1 Физическая культура и спорт.	2	
	2. Еда полезная и вредная.	2	
	3. Заболевания и их лечение.	2	
	4. Здоровый образ жизни	2	
Тема № 1.6 Туризм. Виды отдыха	Содержание учебного материала	8 часов	ОК 09.
	Лексика: виды путешествий (travelling by plane, by train, etc.); виды транспорта (bus, car, plane, etc.) Грамматика: инфинитив, его формы;		

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	традиции).			
	2. Великобритания (крупные города, достопримечательности).	4		
	3. США (географическое положение, климат, население; национальные символы; политическое и экономическое устройство, традиции).	4		
	4. США (крупные города, достопримечательности).	2		
Тема № 1.8 Россия	Содержание учебного материала	16 часов	ОК 09.	
	Лексика: государственное устройство (government, president, judicial, commander-in-chief, etc.); погода и климат (wet, mild, variable, continental, etc.). экономика (gross domestic product, machinery, income, heavy industry, light industry, oil and gas resources, etc.); достопримечательности (the Kremlin, the Red Square, Saint Petersburg, etc) Грамматика: артикли с географическими названиями; прошедшее совершенное действие (образование и функции в действительном залоге; слова — маркеры времени). сравнительные обороты than, as...as, not so ... as			
	Практические занятия			
	1.Географическое положение, климат, население.	4		
	2. Национальные символы. Политическое и экономическое устройство.	4		
	3. Москва – столица России. Достопримечательности Москвы	4		
	4.Традиции народов России	4		
	Раздел 2.	Иностранный язык для специальных целей		30 часов
	Тема 2.1	Содержание учебного материала		10 часов

Современный мир профессий. Проблемы выбора профессии. Роль иностранного языка в вашей профессии	Лексика: - профессионально ориентированная лексика; - лексика делового общения. Грамматика: - герундий, инфинитив. - грамматические структуры, типичные для научно-популярных текстов		ОК 09.
	Практические занятия		
	1. Особенности подготовки по профессии/специальности. Специфика работы по профессии/специальности.	2	
	2. Основные принципы деятельности по профессии/специальности. Основные понятия вашей профессии	2	
	5. Чемпионаты профессионального мастерства	6	
Тема 2.2 Искусство и культура	Содержание учебного материала	4 часа	ОК 09.
	Лексика: искусство (Subsidized theatres, choirs, fine art etc.); театр (theatre, stage, play etc.); архитектура (architecture, building structure); музыка (composer, music, classical music etc.); живопись (paint, draw, fresco, landscape etc.). Грамматика: причастия I и II; обороты to be going to и there + to be в прошедшем времени; взаимные и вопросительные местоимения		
	Практические занятия		
	1. Культура. Искусство. Живопись. Архитектура.	2	
	2. Музыка. Театр. Музеи	2	

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Тема 2.3 Технический прогресс: перспективы и последствия. Современные средства связи	Содержание учебного материала	6 часов	OK 09.
	Лексика: - виды наук (science, natural sciences, social sciences, etc.) - названия технических и компьютерных средств (a tablet, a smartphone, a laptop, a machine, etc) Грамматика: - страдательный залог, - грамматические структуры предложений, типичные для научно-популярного стиля		
	Практические занятия		
	1. Достижения науки.	2	
	2. Современные информационные технологии.	2	
	3. ИКТ в профессиональной деятельности	2	
Тема 2.4 Выдающиеся люди родной страны и страны/стран изучаемого языка, их вклад в науку и мировую культуру	Содержание учебного материала	2 часа	OK 09.
	Лексика: - профессионально ориентированная лексика; - лексика делового общения. Грамматика: - грамматические конструкции типичные для научно-популярного стиля.		
	Практические занятия		
	1. Известные ученые и их открытия в России. Известные ученые и их открытия за рубежом.	2	
Тема 2.5 Деловое общение	Содержание учебного материала	8 часов	
	Лексика: профессионально ориентированная лексика; лексика делового общения.		OK 09.

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	Грамматика: грамматические конструкции типичные для делового стиля		
	Практические занятия		
	1. Публичное выступление	2	
	2. Искусство эффективных презентаций	2	
	3. Продвижение в СМИ	2	
	4. Работа в команде	2	
Промежуточная аттестация:			
Другие формы контроля (контрольная работа)		1 семестр	
Дифференцированный зачет		2 семестр	
Всего:		117	



3. Методические указания по проведению практических занятий/лабораторных работ

Методические указания предназначены для обучающихся по ОПОП СПО по специальности 40.02.04 Юриспруденция, изучающих учебную дисциплину «Иностранный язык», и могут использоваться как на учебных занятиях, которые проводятся под руководством преподавателя, так и для самостоятельного выполнения практических работ.

Целью практических работ по дисциплине «Иностранный язык» является проведение практических занятий и овладение фундаментальными знаниями, профессиональными умениями и навыками по профилю изучаемой дисциплины, закрепление и систематизация знаний, формирование умений и навыков и овладение опытом творческой, исследовательской деятельности.

Практические занятия содержат тематические текстовые материалы, упражнения на расширение словарного запаса и образование потенциального профессионального словаря, грамматические таблицы, тренировочные задания для активизации знаний грамматических форм и синтаксических оборотов.

Задачи практических занятий:

- обобщить, систематизировать, углубить, закрепить полученные знания по изучаемым темам;
- формировать умения применять полученные знания на практике;
 - выработать при решении поставленных задач таких профессионально значимых качеств, как самостоятельность, ответственность, точность, творческая инициатива.

Практические занятия позволяют:

- формировать у студентов навыки устной речи по профессиональной тематике;
- развивать потребность и умение пользоваться справочной литературой;
- развивать умение высказываться целостно, как в смысловом, так и в структурном отношении;
- развивать навыки чтения с полным пониманием основного содержания текста;
- активизировать знание грамматических форм и синтаксических оборотов, употребительных в специальной литературе.

3.1. Тематика и содержание практических занятий/лабораторных работ/семинаров

Практическое занятие

Тема № 1.1

Повседневная жизнь семьи. Внешность и характер членов семьи

Содержание:

Приветствие, прощание. Представление себя и других людей в официальной и неофициальной обстановке.

Я и моя семья;

Мои друзья, занятия;

Внешность, личностные качества;

Повседневная жизнь

Практическое занятие



Тема № 1.2

Молодёжь в современном обществе. Досуг молодёжи: увлечения и интересы

Содержание:

1. Хобби, свободное время;
2. Организация досуга

Практическое занятие

Тема № 1.3

Условия проживания в городской и сельской местности

Содержание:

Особенности проживания в городе; Инфраструктура.

Как спросить и указать дорогу;

Описание здания. Интерьер;

Описание колледжа здание, обстановка, условия жизни, техника, оборудование. Описание кабинета иностранного языка

Практическое занятие

Тема № 1.4

Покупки: одежда, обувь и продукты питания

Содержание:

1. Виды магазинов. Ассортимент товаров.
2. Совершение покупок в продуктовом магазине
3. Совершение покупок в магазине одежды/обуви

Практическое занятие

Тема № 1.5

Здоровый образ жизни и забота о здоровье: сбалансированное питание.

Спорт. Посещение врача

Содержание:

- 1 Физическая культура и спорт.
2. Еда полезная и вредная.
3. Заболевания и их лечение.
4. Здоровый образ жизни

Практическое занятие

Тема № 1.6

Туризм. Виды отдыха

1. Почему и как люди путешествуют
2. Путешествие на поезде
3. Путешествие на самолете

Практическое занятие

Тема № 1.7

Страна/страны изучаемого языка

Содержание:

1. Великобритания (географическое положение, климат, население; национальные символы; политическое и экономическое устройство, традиции).



2. Великобритания (крупные города, достопримечательности).
3. США (географическое положение, климат, население; национальные символы; политическое и экономическое устройство, традиции).
4. США (крупные города, достопримечательности).

Практическое занятие

Тема № 1.8

Россия

Содержание:

1. Географическое положение, климат, население.
2. Национальные символы. Политическое и экономическое устройство.
3. Москва – столица России. Достопримечательности Москвы
4. Традиции народов России

Практическое занятие

Тема 2.1

Современный мир профессий. Проблемы выбора профессии.

Роль иностранного языка в вашей профессии

Содержание:

1. Особенности подготовки по профессии/специальности.
2. Специфика работы по профессии/специальности.
3. Основные принципы деятельности по профессии/специальности.
4. Основные понятия вашей профессии
5. Чемпионаты профессионального мастерства

Практическое занятие

Тема 2.2

Искусство и культура

Содержание:

1. Культура. Искусство.
2. Живопись.
3. Архитектура.
4. Музыка. Театр.
5. Музеи

Практическое занятие

Тема 2.3

Технический прогресс: перспективы и последствия. Современные средства связи

Содержание:

1. Достижения науки.
2. Современные информационные технологии.
3. ИКТ в профессиональной деятельности

Практическое занятие

Тема 2.4

Выдающиеся люди родной страны и страны/стран изучаемого языка, их вклад в науку и мировую культуру

Содержание:

1. Известные ученые и их открытия в России.
2. Известные ученые и их открытия за рубежом

Практическое занятие

Тема 2.5

Деловое общение

Содержание:

1. Публичное выступление
2. Искусство эффективных презентаций
3. Продвижение в СМИ
4. Работа в команде

4. Фонд оценочных средств дисциплины

4.1 Контроль и оценка результатов освоения общеобразовательной дисциплины раскрываются через дисциплинарные результаты, направленные на формирование общих компетенций по разделам и темам содержания учебного материала.

Код и наименование формируемых компетенций	Раздел/Тема	Тип оценочных мероприятий
ОК 09.	Р 1 Тема 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8	Презентация, Тесты Устный опрос. Выполнение заданий на зачете
ОК 09.	Р 2 Тема 2.1, 2.2, 2.3, 2.4, 2.5 п-о/с¹	Тесты Устный опрос Выполнение заданий на зачете

4.2. Контрольно-измерительные материалы включают:

4.2.1. Типовые задания для оценки знаний и умений входного контроля

Тестирование

English Placement test (English Unlimited)

- Choose the best answer for each question.
- Stop when the questions become too difficult.
- Spend no more than 40 minutes on the test.

1. Where ____ from? - I'm from Russia.

A you are B you C are you

2. We have ____ house in Moscow.

A any B a C an

¹ Практико-ориентированное содержание



3. I have two ____: a boy and a girl.
A sons B daughters C children
4. I work in a _____. I'm a doctor.
A hospital B hotel C supermarket
5. This is my brother. _____name's Paul.
A Her B His C He's
6. _____five people in my family.
A They are B There is C There are
7. I get up _____7 o'clock in the morning.
A for B at C in
8. I like apples, but I _____bananas.
A don't like B like C do like
9. Excuse me, _____speak French?
A do you B you do C you
10. How much are _____shoes?
A this B these C that
11. Where are my glasses? - They're _____the table.
A at B on C in
12. My sister _____tennis very well.
A plays B play C playing
13. I usually go to work _____train.
A on B with C by
14. I don't see my parents very often _____they live in South Africa.
A so B but C because
15. Rosie stayed _____home yesterday afternoon.
A in B at C to
16. Last night I _____to the cinema.
A went B did go C was
17. The _____is quite expensive but the food there is excellent.
A film B restaurant C book
18. Do you want to listen to music or _____TV?
A see B look C watch
19. I was in Scotland. _____were you at the weekend?
A When B Where C What
20. Yes, it was fun. _____you have a good time at the party?
A Did B Were C Had
21. Are you _____English teacher?
A Maria B Marias' C Maria's
22. Bob will meet _____at the airport.
A us B we C our
23. I'm going to a concert tonight. _____you like to come?
A Do B Are C Would



24. ____ use your dictionary? - Sure. Here you are.
A Could I B Could you C Do I
25. I like this apartment but the ____ is too expensive for me.
A money B rent C cost
26. Excuse me, how do I ____ to the bus station?
A come B get C arrive
27. Do you sell stamps? - Yes, we do. How ____ do you want?
A any B many C much
28. Sorry I'm so late. - That's ____.
A OK B great C right
29. I'd like ____ milk in my coffee, please.
A some B any C a
30. ____ a bus stop near my flat.
A It's B Here's C There's
31. Is this a good time to talk? - Sorry, no. I ____ dinner.
A cook B am cooking C cooking
32. I think cycling is more dangerous ____ driving.
A As B like C than
33. We ____ going to the theatre next Saturday.
A will B do C are
34. ____ meet for coffee some time soon.
A Let's B Do you C Shall they
35. Kamal has got a holiday home near ____ sea.
A a B the C some
36. If you've got a headache, you ____ go home.
A should B did C had
37. ____ ever been to New York?
A Have you B Are you C Did you
38. I only get about five hours' sleep a night. - That's not ____.
A enough B lot C too much
39. Did Amina finish the report? - No. She ____ it tomorrow.
A finishes B is going to finish C finished
40. Paula ____ loves working with children.
A very B really C much
41. Is Ottawa the capital of Canada? I think ____.
A is B yes C so D right
42. We never ____ a television when I was a child.
A have had B hadn't C had D didn't have
43. We paid the restaurant bill ____ credit card.
A to B with C on D by
44. The last time I ____ Joanna was in Paris.
A have seen B saw C see D was seeing



45. If you ____ money from a friend, you should always pay it back promptly.
A borrow B earn C spend D lend
46. Can I make myself a cup of coffee? - Of course. You ____ to ask.
A haven't B mustn't C needn't D don't have
47. I ____ a lot of sport in my free time.
A do B practise C make D exercise
48. ____ anywhere interesting recently?
A Do you go B Have you been C Are you going D Will you go
49. It's Walter's birthday on Friday. He ____ be 30, I think.
A should B can C will D shall
50. Learning the piano isn't as difficult ____ learning the violin.
A like B so C than D as
51. If the weather ____ bad tomorrow, we can go to a museum.
A will be B was C is D would be
52. About a billion cans of Coca-Cola ____ drunk around the world every day.
A is B are C was D were
53. My mum's not very well. - Oh, ____
A it doesn't matter B I do apologise C sorry to hear that D not bad, thanks.
54. Hans isn't here. He ____ to see his grandmother. He'll be back tomorrow.
A has gone B had been C has been D had gone
55. Would you mind changing my appointment? ____ time on Friday is fine.
A Next B All the C Every D Any
56. When I was a child, I ____ climb the wall and jump into our neighbours' garden.
A would B did C have D used
57. Have you finished ____ the wall yet?
A paint B to paint C painting D painted
58. Lena used to find work boring ____ she became a nurse.
A unless B until C if D since
59. Can you help me? I've tried ____ hotel in the city and can't find a room.
A many B any C every D all
60. If I ____ closer to my office, I could walk to work.
A lived B would live C had lived D live
61. I ____ outside the cinema when suddenly a police car arrived.
A stood B was standing C have stood D am standing
62. Shall we go to The Riceboat for dinner? - It ____ be fully booked. They're sometimes busy on Monday.
A will B may C can D must
63. We've ____ come back from a trip to India. It was amazing.
A already B yet C just D only
64. I've got to be at work in five minutes. - Don't worry, I ____ you a lift if you want.
A give B am giving C 'll give D 'm going to give
65. My doctor advised me ____ more exercise.



A take B taking C having taken D to take

66. I couldn't ___ up with the noise in the city, so we moved to the countryside.

A put B live C set D take

67. There's no name on this dictionary. - It ___ be mine then. Mine's got my name on the front.

A might not B mustn't C won't D can't

68. Julia ___ married since she was 20.

A is B was C has been D is being

69. Don't worry if I ___ late tonight. I'm going to the gym after work.

A am B will be C would be D was

70. I've got a terrible headache, and it won't go away. - Have you tried ___ some aspirin?

A to take B take C took D taking

71. Boxing is a sport ___ requires a lot of speed and fitness.

A it B that C what D where

72. Jon ___ working on this project for a couple of months so he hasn't made much progress yet.

A is only B has only been C was only D had only been

73. I was wondering ___ I could ask you some questions. - Sure, go ahead.

A what B if C that D how

74. What clothes should I pack for a trip to Boston? - Well, it depends ___ the time of year that you go.

A on B with C up D to

75. Do you ever ask your neighbours to do favours ___ you?

A for B to C with D about

76. Some married couples seem to get more ___ over time.

A alike B same C like D equal

77. I don't know how much this card costs. The price label's ___ off.

A gone B taken C done D come

78. I've finished this salad and I'm still hungry. I ___ ordered something more filling.

A must have B would have C should have ___ D may have

79. Ben got the job because he ___ a very good impression at his interview.

A made B did C put D took

80. Salsa music always ___ me of my trip to Cuba.

A remembers B realises C recognizes D reminds

81. I ___ to be picking Tom up at the station but I've lost my keys.

A am supposed B am requested C am intended D am obliged

82. How about going to Colours nightclub? - There's no ___ I'm going there. It's awful!

A hope B way C time D opportunity

83. By the age of 18, I ___ not to go to university.

A had decided B decided C have decided D was deciding

84. I'm afraid your car ___ repaired before next week.

A hasn't been B wasn't C wouldn't be D can't be

85. The amount of organically grown food on sale has ___ enormously in recent years.



A raised B lifted C increased D built

86. Can you believe it? A woman has been ____ for hacking into the computer of her online virtual husband.

A accused B suspended C arrested D suspected

87. You may borrow my laptop ____ you promise to look after it.

A unless B in case C As long as D Although

88. It's a huge painting. It ____ taken ages to complete.

A must have B can't have C should have D won't have

89. Pierre tends to put ____ dealing with problems, rather than dealing with them immediately.

A down B off C over D away

90. If the taxi hadn't stopped for us, we ____ standing in the rain.

A were still B would still be C are still D will still be

91. My mother's Italian, so ____ the language has been quite easy for me.

A to learn B learn C having learned D learning

92. ____ I had the talent, I still wouldn't want to be a movie star.

A In case B Even if C Provided that D However much

93. The factory workers threatened ____ on strike if they didn't get a pay rise.

A going B to go C that they go D to have gone

94. I was about to go to sleep when it ____ to me where the missing keys might be.

A remembered B happened C appeared D occurred

95. There's going to be a new department at work. They've asked me to ____ it up.

A take B set C put D bring

96. If the film is a ____ success, the director will get most of the credit.

A big B high C large D good

97. By the end of today's seminar I will ____ to each of you individually.

A speak B have spoken C be speaking D have been speaking

98. This is a photo of my little sister ____ ice cream on the beach.

A eat B eating C was eating D having eaten

99. Our students take their responsibilities very ____.

A considerably B thoroughly C seriously D strongly

100. Pia was ____ delighted with the birthday present.

A very B completely C fairly D absolutely

Примерные вопросы для устного собеседования

Introductory questions

What's your name? How do you spell your surname? Where are you from?

Did you learn English at school? For how many years?

Starter

1 What do you do? Do you work or are you a student?

2 Tell me about your family.

3 What do you do in your free time? (Do you play football or any sports?)



- 4 What do you do every day? What time do you get up / start work?
- 5 Tell me about the town where you live.

Elementary

- 6 Tell me about something you can do well. (Can you swim? Can you cook?)
- 7 How often do you usually see your friends? (What do you do together?)
- 8 Where do you live? Tell me about your home.
- 9 What are you going to do at the weekend?
- 10 Have you been to an English-speaking country? Tell me about your visit. (OR Tell me about an interesting place you have been to.)

Pre-intermediate

- 11 Tell me about something that you did with your friends/family recently. Why did you enjoy it?
- 12 Tell me about the weather in your country. Which is your favourite season and why do you like it?
- 13 Imagine that I am a visitor to your country. What advice would you give me?
- 14 Can you tell me about an object that is special for you? Why is it special?
- 15 Where do you live - in a house or an apartment? What's it like?

Intermediate

- 16 What sort of television programmes do you like?
- 17 How do you keep in touch with your friends and family (by phone/email)? How do you think communication might change in the future?
- 18 Tell me about the last film you saw at the cinema (or the last book you read). Would you recommend it?
- 19 Think about an interesting person you have met. What is he/she like?
- 20 Have you ever been on a journey where something went wrong?

Upper-intermediate

- 21 Tell me about something you are good at.
- 22 Can you tell me about a famous landmark/person in your country? What do you know about it/them?
- 23 What do you use the internet for? Do you think it will ever replace books and newspapers? Why / why not?
- 24 If an English person wanted to learn your language, how should they do this and why?
- 25 Where do you see yourself in five years' time?



4.2.2. Типовые задания для оценки знаний и умений для текущего контроля

Семестр 1

A1

Task 1. Read the text and mark the sentences true (T), false (F) or doesn't say (DS).

British artists living abroad

Article by James Noble

Sally Campbell is a 32-year-old actress from London, but right now, she's living in Paris in a flat that overlooks the Seine. Sally's mother is French, which means Sally can speak the language perfectly. Sally is very talented. She likes acting in films, but she can also sing and dance brilliantly and she currently has a leading part in a French musical. She can also play the piano very well. In her spare time, Sally likes to relax at home by watching romantic films. She has no plans to return to Britain.

Tom Hammond is from Glasgow, but he lives in New York. He's 18 and he's a music student. Tom can play the piano and the guitar very well. He also writes songs with his friend John. Tom writes the music and John writes the lyrics. When they're happy with a new song, they usually perform it to students at the college. They love to have an audience and would really like to be in a band. When he isn't composing, Tom downloads his favourite music from the Internet.

Hannah Brown is a writer. She's from Manchester, but she lives in Italy. Hannah is 25 and likes writing romantic novels. Her ambition, of course, is to be a published writer, so she writes every day for at least four hours. Her favourite time to write is early in the morning, but she sometimes works late at night too. In the afternoons, Hannah works as a waitress in a café. She doesn't really enjoy this part of her life, but she needs the money to stay in Italy.

Example: Sally is English. T

- 1 Sally writes music for films.
- 2 She can't sing very well.
- 3 Her uncle teaches her to play a musical instrument.
- 4 Tom plays two musical instruments very well.
- 5 Tom's friend plays football.
- 6 Tom and John play their songs at university.
- 7 Hannah speaks Italian perfectly.
- 8 She doesn't like writing in the evening.
- 9 Hannah sometimes works late.
- 10 All three people live in Europe.

Task 2 Write Sally, Tom, or Hannah

Example: Tom lives in America.

- 1 _____ studies music.
- 2 _____ is not happy about her work.



- 3 _____ acts in films.
4 _____ has a friend who writes songs.
5 _____ wants to stay in another country.

Task 3. Choose the correct answer, A, B, or C.

Example

My cousin's mum is my

- A) aunt B) uncle C) nephew

1. ... there three stereos in the living room?

No, there

- A) Are / aren't B) Are / are C) Are / not D) Are / *

2. You watch films at the

- A) theatre B) cinema C) church

3. Her grandmother is 85 but she runs every morning. She's really

- A) lazy B) outgoing C) active

4. You can get to the museum ... tram.

- A) by B) on C) in

5. There are a lot of books on the ... in my bedroom.

- A) desk B) fridge C) mirror

6. your parents have a pet?

- A) Are B) Do C) Does

7. John a bath every day.

- A) don't get B) isn't find C) doesn't take

8. I never ... up early at the weekend.

- A) make B) get C) stand

9. We meet ... Friday .. the museum.

- A) on.. at B) at ...in C) in .. near

10. We ... snowboarding in the mountains every January.

- A) take B) do C) go

Task 4.



You have got a letter from your English-speaking friend Max. He asks you to write about your family and plans for the future. Write a short e-mail. In your e-mail write

- who your parents are
- where they work
- how they get to work
- what profession you want to have
- why you would like to have this profession.

Write about 60-80 words.

Key

Task 1

1. F 2. T 3. DS 4. T 5. DS 6. F 7. DS 8. DS 9. T 10. F

Task 2

1. Tom 2. Hannah 3. Sally 4. Tom 5. Sally

Task 3

1A 2B 3C 4A 5A 6B 7C 8B 9A 10C

Task 4

Dear Max,

My mother's name is Lilia. She is very beautiful and clever. She works as an engineer. My father's name is Vitaly. He's tall and strong. He works in the shop.

We live in a flat in the city. My parents go to work by bus or trolley-bus.

I want to be a cook. I want to work in a good restaurant. I love cooking and my father cooks well.

What profession do you want to have?

Best wishes,

Tamara

A2

Task 1. Read the text and mark the sentences true (T), false (F) or doesn't say (DS).

Looking for love

Looking for Love is an agency that finds partners for single people of any age. Read about Lisa.

My name's Lisa. I'm 25 years old and I'm from Manchester. I'm single and I'm looking for love.

I'm a journalist on a local newspaper, which means I write stories about local issues and sometimes I interview politicians. I like my job, but I'd like to work on a national newspaper one day. That's because I want to have the opportunity to work abroad.

I have a small group of friends who I've known for years. I even went to school with some of them! I'm not really extrovert but I do like going out and having fun. We usually go out to



parties, nightclubs, and restaurants. I also like cooking and I make great pasta! My ideal night in is a good meal, a glass of wine, and a DVD. I like thrillers much more than I like romantic comedies!

I'm not very sporty, but I like to keep fit. I stopped smoking last year and now I go running twice a week and I sometimes go to the gym at weekends. I eat lots of fruit and vegetables and I try not to have red meat or too much coffee. At work, I drink water or tea.

I prefer men who are interested in serious issues because I like talking about politics and what's happening in the world. However, I also like men with a good sense of humour. These characteristics are more important to me than physical appearance.

Please contact *Looking for Love* if you think you're the kind of person I'm looking for!

Example Lisa is married. F

- 1 Lisa often has to interview politicians in other countries.
- 2 Lisa met all her friends a long time ago.
- 3 Lisa is very funny.
- 4 Lisa doesn't like romantic books.
- 5 Lisa goes jogging every week.
- 6 Lisa often has tea with milk.
- 7 Lisa prefers attractive men.

Task 2. Read the article again. Choose the correct answers.

Example: *Looking for Love* is ____ for young people. **A**

A) an organization B) a website C) a magazine

1 Lisa wants to work ____

A) for a famous person B) for a different website C) in a different country

2 She knows some of her friends

A) from school B) from college C) from her first work

3 She doesn't usually go to ____ with her friends.

A) restaurants B) museums C) nightclubs

4 She enjoys watching ____

A) horrors B) thrillers C) cartoons

5 She ____ at the weekend.

A) goes to the gym B) goes running C) cooks

6 She used to ____

A) make pasta B) drink coffee C) smoke

7 She is interested in men who are ____

A) active B) outgoing C) serious

Task 3. Which notice (A-H) says this (1-5)? For questions 1-5, mark the correct letter A-H on the answer sheet.

EXAMPLE

ANSWER

0 You can buy photographs in this shop that were taken by someone who lives nearby.



E

1. You can learn how to paint here.	A	<i>Passport photographs are ready in 5 minutes</i>
2. If you go shopping here this week, you'll pay much less than usual.	B	Monika's art class will be in room 31 today
3. This place is not open every day.	C	<u>City Museum</u> Talk on 16 th century artists Wednesday, 6.30 pm £2
4. You won't have to wait long before you get your pictures.	D	The Art Centre library is Now closed on Fridays
5. Someone has just painted a door in this building.	E	Winton Stores Postcards by our village photographer on sale inside
	F	<i>Homestore</i> <i>all paint half-price – for one month only</i>
	G	Wet Paint! Please use other entrance
	H	Burley Art Club Sale of paintings starts Monday

Task 4. Listen to Susan describing a holiday. Tick (V) A, B, or C to complete the sentences.

- Susan went on holiday in _____.
A) September B) October C) November
- The hotel was _____.
A) cheap B) uncomfortable C) expensive
- The bus was _____ than the train.
A) slower B) more expensive C) more comfortable
- The weather was _____.
A) windy and dry B) rainy and windy C) sunny but wet
- On the island, they didn't go to _____.
A) a restaurant B) a beach C) a shop

Task 5.

You have received a letter from your English-speaking friend Max. He asks you to write about your family and plans for the future. Write a short e-mail. In your e-mail write



- about your parents and their jobs
- their routine at work
- what profession are you going to take and why.

Write about 80- 100 words

Answer Key

Task 1.

1F 2T 3DS 4F 5 T 6 DS 7 F

Task 2.

1C 2A 3B 4B 5A 6C 7C 8A

Task 3.

1B 2H 3D 4A 5G

Task 4.

1A 2C 3A 4B 5B

Task 5

Sample answer

Dear Max,

Well, my family is rather small: my parents and me. My mother Lily works as an engineer at a factory. She's good at drawing. My father Vitaly works as a shop assistant.

I'm not going to choose any of their professions because I'm not good at mathematics. I'm interested in cooking and I'll go to cooking classes. I'd like to have my own restaurant. I sometimes create new things in the kitchen.

What about you?

Best wishes,

Tamara

Listening script for (task 4)

Last September my boyfriend and I went on holiday to Thailand. It was a disaster. The flight arrived in Bangkok nine hours late. There we were at eleven o'clock at night, and we didn't have anywhere to stay and we didn't know how to get into the city centre. So, we stayed at the airport hotel, which was very comfortable but really expensive.

The next day, we wanted to take a train south to the islands. But we couldn't because we couldn't book any seats. The trains were full. So, in the end, we went by bus and by boat. It was cheaper but it took a lot longer. And when we got to the island we wanted to get to, we couldn't believe it! Where was the sun? It was raining really heavily. And the weather was windy and wet for days. It was awful. We went to restaurants and we went shopping, but we didn't spend any time on the beach. We couldn't sunbathe or go swimming, so we just argued for a week...

B1

Read the article and tick (✓) A, B, or C.



We interviewed three people about how family and friends have affected their personalities.

Maria Stanovich

I've always had a strong relationship with my family. An important influence on my personality was my grandmother, Hannah. She was born in 1930 into a poor family with seven children – they had to take very good care of each other in order to survive. Growing up in such difficult conditions had a positive effect on her, teaching her to share everything, be honest, helpful, hard-working, and affectionate. My grandmother taught me all these things, making me realize that family is more important than material possessions.

Katie Dupont

The people around you have the greatest influence on your life – they affect the way you behave and think. As soon as Rob and I met, we connected. When Rob was young, his father died in a motorcycle accident. Being brought up as an only child by a single parent made him independent and ambitious. He left home at 16, and since then has lived in different places and had various jobs. He's taught me that it's important to find time for friends and family and to do what makes you happy. He always has fun, trying new things, keeping his mind and body healthy, and he still works hard to achieve his goals. I greatly admire Rob and I hope that one day I can look at life in the way that he does.

Jed Mitchell

I spent many hours as a child listening to my uncle Wilson's stories. He was the youngest of 11 children whose family lived in a fishing town in Scotland. Life was hard and with so many mouths to feed, the children began working from an early age. At just 14, my uncle began his first job as a fisherman. That was the beginning of his adventures – he travelled and worked in Alaska, South-East Asia, India, and Africa. He educated himself, learnt to be a chef, an engineer, a farmer, and photographer. Uncle Wilson taught me that life is special and that you should take every opportunity that you can to fill it with adventure.

Example: Katie believes that your family and friends don't influence you.

A) True B) False ✓ C) Doesn't say

1 Maria has a close relationship with her family.

A) True B) False C) Doesn't say

2 Maria's grandmother had seven children.

A) True B) False C) Doesn't say

3 Maria's grandmother is still alive.

A) True B) False C) Doesn't say

4 Growing up in a big family made Maria's grandmother less selfish.

A) True B) False C) Doesn't say

5 Katie met Rob at work.

A) True B) False C) Doesn't say

6 Katie knew she and Rob would be good friends because they immediately got on well.

A) True B) False C) Doesn't say



7 Katie thinks Rob lives his life in a positive way.

A) True B) False C) Doesn't say

8 Jed's uncle's first job was as a chef.

A) True B) False C) Doesn't say

9 Jed thinks people shouldn't waste any chances in life.

A) True B) False C) Doesn't say

10 Jed would like to travel like his uncle did.

A) True B) False C) Doesn't say

Task 2.

Write the correct form of the adjectives.

Example: The people in Ireland are some of the friendliest (friendly) in the world.

1 I think this design is _____ (interesting) than that one.

2 When we all checked in, Sarah's luggage was _____ (heavy).

3 Is transport here _____ (expensive) as in your country?

4 The trains in Japan are _____ (modern) I've ever travelled on.

5 That was probably _____ (bad) meal we've ever had in a restaurant!

6 She looks much _____ (good) with long hair.

7 My new office is _____ (tiny) as my last one.

Task 3.

Complete the dialogues with the verbs. Use the present perfect simple or the past simple.

Example: I've been to Beijing, but I've never been (not / go) to Shanghai.

John How long 1 _____ (you / know) each other?

Keira Well, we 2 _____ (meet) in 1998 and we've been good friends since.

Doctor What seems to be the problem?

Mike I 3 _____ (fall) over playing basketball. I think I 4 _____ (break) my finger.

Sean Hello, could I speak to Mr Jackson, please?

Alison I'm sorry, he 5 _____ (just / go) into a meeting.

Jennie 6 _____ (you / take) out any money from the cash machine this morning?

Alex No, because I had £30 in my wallet.

Will 7 _____ (you / ever/ lend) anyone your car?

Tom Yes, I lent it to my brother and I would never do it again!

Task 4.

Read the article and tick (✓) A, B, or C.

How I got my dream job

Are you still looking for your dream job? Don't give up. Here's how three people achieved their goals.

Mario Mendes, 29 –



I'm doing something I really enjoy. I'm part of a team that develops new technologies. I work with intelligent, interesting people and occasionally get to travel abroad. I won't pretend it was easy getting my dream job, but it was worth the effort. My advice? Decide exactly what your dream job is and what it involves. Learn about the job. Make contact with companies that could offer your chosen career. Make sure they know your strengths. You may just get that dream job.
Andy Collins, 46 –

As a student, I earned \$295 a week in cash working in a beach café. At the time, it was my dream job! Later I became a chef. It was hard work, I was often in a hot kitchen for twelve hours a day, six days a week. But you have to know the meaning of hard work if you want to achieve your goals. I now own five restaurants around the U.S. My best advice is to find out what your skills and talents are. Talent is something you're born with. Skills are something you've learned to do. People like doing things that come naturally to them, so work and enjoy!

Sarah Cooper, 38 –

I'd been working as a secretary for three years when I decided to change my career. My work was often boring and always busy. I started studying to become a teacher. It certainly wasn't easy; I continued working full-time to pay for my training at night school. I was exhausted most of the time, but after two years, I finally got my qualifications and resigned. I'm now a primary school teacher and it's as good as I imagined. So don't wait! Write a list of the things that are stopping you from getting your dream job. Make a plan to deal with each thing. There's always an answer.

Example: Mario is _____.

A very interesting B self-employed C very happy with his job ✓

1 Mario sometimes _____.

A enjoys his job B travels abroad C works in a team

2 Mario thinks he got his dream job because _____.

A he's intelligent B it was easy C he did a lot of preparation

3 When Andy was young, his dream job was to _____.

A become a chef B have his own restaurant C work in a café by the beach

4 When he was a chef, Andy _____.

A earned \$295 a week B didn't enjoy his job C didn't get much time off

5 Andy says it's important to know _____.

A your goals B what you're good at C what you enjoy doing

6 It took Sarah _____ years to train to be a teacher.

A five B three C two

7 Sarah's job as a secretary wasn't very _____.

A hard B exciting C easy

8 Sarah studied _____.

A full-time B at evening classes C during the day

9 Sarah advises people to _____.

A plan how they can achieve their goals



B become primary school teachers

C continue working while they train

10 Who has become a successful businessman / woman?

A Andy B Mario C Mario and Andy

Task 5.

You have received a letter from your English-speaking friend Max. He asks you to write about your family and plans for the future. Write a short e-mail. In your e-mail write

- about your parents and their jobs
- their routine at work
- what profession are you going to take and why.

Write about 100-120 words

Key

Task 1. 1A 2C 3C 4A 5C 6A 7A 8B 9A 10C

Task 2. 1 more interesting 2 the heaviest 3 as expensive 4 the most modern 5 the worst
6 better 7 as tiny

Task 3. 1 have you known 2 met 3 fell 4 've broken 5 's just gone 6 Did you take 7
Have you ever lent

Task 4. 1B 2C 3C 4C 5B 6C 7B 8B 9A 10 A

Task 5. Sample answer

Dear Max,

Thanks for your letter. My family is quite common. My mum Lilia works as an engineer at a factory. She's calm and never loses her temper. I suppose it helps her to deal with my father Vitaly, who is rather active. He's a shop assistant and makes good money. They both leave home early in the morning, do their everyday work which I find boring, and come home to spend time with me)

To tell you the truth, I'm not going to become either a shop assistant or an engineer. You remember I'm good at cooking, so I'm thinking about starting my own restaurant one day. But first I need to take a course in cooking.

Have you decided what to do in the future?

Best wishes,

Tamara

Семестр 2

A1

Task 1. Complete the sentences with the correct word.

Example: My brother's daughter is my _____. C



- A) granddaughter B) sister C) niece
- 1 I work for a newspaper. I'm a _____.
- A) journalist B) politician C) lawyer
- 2 My sister works in an office. She's a _____.
- A) builder B) musician C) receptionist
- 3 My mother's brother is my _____.
- A) grandfather B) nephew C) uncle
- 4 Can I use my credit _____, please?
- A) wallet B) card C) money
- 5 The opposite of expensive is _____.
- A) safe B) cheap C) empty
- 6 The opposite of safe is _____.
- A) dangerous B) difficult C) different
- 7 You can buy food at a _____.
- A) pharmacy B) market C) post office
- 8 We eat in the _____.
- A) bathroom B) garage C) dining room
- 9 I need some _____ for this letter.
- A) keys B) stamps C) coins
- 10 My father's a _____. He flies all over the world.
- A) pilot B) builder C) nurse

Task 2. Complete the sentences. Use the verbs in brackets.

Example: They **didn't drive** (not drive) to Edinburgh, they got the bus.

- 1 Steven _____ (not be) at work on Tuesday.
- 2 I _____ (buy) a new car last weekend.
- 3 Who _____ (be) the three greatest people of the twentieth century?
- 4 Emma _____ (write) him a message four days ago.
- 5 I think we _____ (not have) a holiday next month.
- 6 Elizabeth and Ben _____ (have) three dogs.
- 7 _____ you ever _____ (break) your arm?
- 8 They have an exam on Thursday so they _____ (study) now.
- 9 My brother _____ (listen) to classical music at the moment.
- 10 Look! James is carrying a lot of boxes. _____ he _____ (have) a party next week?
- 11 She _____ (not like) writing e-mails.
- 12 How often _____ you _____ (use) your smartphone?

Task 3. Read the text. Mark the sentences true (T), false (F) or doesn't say (DS)



The frozen extremes of the earth

The Arctic in the north and the Antarctic in the south are at opposite ends of the planet, but they are similar in many ways. Both are lands of ice and snow, where the temperature in winter can be so low that your skin can freeze in seconds – it can be as low as -80°C . Very few animals are able to survive these conditions, but there are some both in the north and in the south. The Arctic has more plants and animals than the Antarctic, including polar bears, the largest bear in the world. In the south there are no land animals because of the extreme cold, but there are penguins and other sea animals that live on or near the coast – although both in the north and the south the sea is frozen for much of the year.

One difference between the Arctic and the Antarctic is the human population. In parts of the Arctic there are towns and villages. Greenland, for example, the largest island in the world, has a population of 55,000 people. Many of these people work in fishing. They have a difficult life. There aren't many roads between towns and villages, so people travel by snowmobile or with dogs. From November to January, it's dark for 24 hours a day, but from May to July there are 24 hours of daylight.

In the Antarctic there are no normal towns and villages. Only scientists live there all year round, in special buildings called 'stations'. They study the sea animals and learn about the history of the world's climate by studying the weather and the ice. It's a hard place to live, especially in winter, but many of them love it there and return again and again.

Example: The Antarctic is the coldest place in the world.

A True B False C Doesn't say V

- 1 There aren't any animals in the Antarctic.
- 2 No people live in the Antarctic.
- 3 There aren't any towns in the Antarctic.
- 4 It is usually -80°C in the Antarctic.
- 5 The sea in the Antarctic is usually frozen.
- 6 There aren't any sea animals in the Arctic.
- 7 In Greenland, people don't work in winter.
- 8 There aren't many roads in Greenland.
- 9 In Greenland in October it's light all the time.

Task 4. Read the text once again. Write the Arctic or the Antarctic.

Example: It's at the South Pole. **the Antarctic**

- 1 Scientists sometimes live here in stations.
- 2 No land animals live here.
- 3 People live here all the time.
- 4 There are more plants here.
- 5 In December it's dark for 24 hours a day.
- 6 There aren't any towns or villages here.



Task 5. Translate into Russian. You have got 30 minutes. Use a dictionary.

Rice pudding

It is flavoured with cardamom, raisins, saffron, cashew nuts, pistachios or almonds. It is typically served during a meal or as a dessert.

INGREDIENTS

Half glass of rice (any rice)

A sauce pans

Milk

Cardamom

2tbs sugar

1 Fill the sauce pan, not all to the top, bring to a boil and add rice. When boiled put low heat and simmer till rice is soft and mushy. If the water is reduced and rice is not cooked. You can add more water

2 When it is cooked add sugar and if you want more flavour, open cardamom pods and add seeds only

3 Stir then add milk enough to cover rice, bring to boil then lower heat and stir

4 Put heat up again to this, three times stirring occasionally

5 When the pudding is done leave it to cool

6 You can have the rice pudding warm or cold. You can also add broken pieces of almonds and pistachios and serve.

Task 3.

1F 2F 3T 4DS 5T 6F 7DS 8T 9F

Task 4.

1 the Antarctic

2 the Antarctic

3 the Arctic

4 the Arctic

5 the Arctic

6 the Antarctic

Task 5. (Sample answer)

Рисовый пудинг

Его приправляют кардамоном, изюмом, шафраном, орехами кешью, фисташками или миндалем. Его обычно подают во время еды или в качестве десерта.

ИНГРЕДИЕНТЫ



Полстакана риса (любого риса)

Кастрюля

Молоко

Кардамон

2 столовые ложки сахара

1 Наполнить кастрюлю, не доверху, доведите до кипения, добавьте рис. Когда закипит, поставьте на слабый огонь и варите, пока рис не станет мягким и кашеобразным. Если вода выкипит, а рис не сварится, добавьте больше воды.

2 Когда рис будет готов, добавьте сахар, а если вы хотите больше аромата, откройте стручки кардамона и добавьте только семена.

3 Перемешайте, затем добавьте молока так, чтобы оно покрывало рис, доведите до кипения, уменьшите огонь и перемешайте.

4 Прогрейте трижды, периодически помешивая

5 Когда пудинг будет готов, дайте ему остыть.

6 Вы можете есть рисовый пудинг теплым или холодным. Вы также можете добавить кусочки дробленого миндаля и фисташки и подавать.

A2

Part 1. Listen to two people discussing candidates at a job interview.

Choose A, B, or C.

1. Mark doesn't get the job because he _____.
A) is too old B) has too little experience C) isn't good enough
2. Gemma doesn't get the job because she _____.
A) is inexperienced B) has no qualifications C) is unfriendly
3. Luke doesn't get the job because he _____.
A) usually works in Italy B) has just left his job C) hasn't had a job for a long time
4. David doesn't get the job although he is good at _____.
A) managing people B) solving problems C) wasting time
5. Susie doesn't get the job because she is _____.
A) not intelligent enough B) too lazy C) not the hardest worker

Part 2 Questions 6-10

Read the sentences (6-10) about camping. Choose the best word (A, B or C) for each space.

For questions 6-10, mark A, B or C on the answer sheet.

EXAMPLE

- 0 A lot of families prefer to on a campsite because it is cheaper than a hotel.
A) keep B) stay C) travel

ANSWER B

6. For some campsites, you have to phone and before you go.
A) book B) take C) spend
7. Some people play loud music on campsites so it can be very
A) angry B) busy C) noisy
8. One of the nicest things about camping is breakfast outside.

Lily:	What time is your train?	A I have to go home at 6 o'clock.
Jennifer:	16	B Yes, I haven't seen you for so long.
Lily:	OK. I'll meet you. Would you like	C I've heard it's really big.
	to go out that evening?	D Is he still living in the same house?
Jennifer:	17	E It should arrive early afternoon.
Lily:	If you want to. Then on	F How long will we stay with him there?
Saturday		G I think I'll be tired. Shall we just stay at home?
	we can go to the new shopping	H Great! What should I bring to wear?



Jennifer:	centre. 18	
Lily:	And in the evening we can go to Oliver's party.	
Jennifer:	19	
Lily:	Oh anything. It doesn't matter.	
Jennifer:	20	
Lily:	Yes. It's a good place for a party.	
	See you on Friday, then.	

Part 4 Questions 21-27

Read the article about a man who swam across New Zealand's Cook Strait.

Are sentences 21-27 "Right" (A) or "Wrong" (B)?

If there is not enough information to answer "Right" (A) or "Wrong" (B), choose "Doesn't say" (C).

For questions 21-27, mark A, B or C on the answer sheet.

David swims the Cook Strait

David Johnson has loved swimming all his life. When he was 27, he swam in a race near the home in the USA. The sea was very cold and David started to feel unwell. He was taken to hospital but he soon got better and started swimming again. In 1983, he became the first person to swim from Santa Cruz Island to the Californian Coast.

In January 2004, at the age of 52, David crossed New Zealand's Cook Strait in 9 hours and 38 minutes. The oldest swimmer before David was only 42 years old. David spent over a year getting ready to swim the Strait. Then, he and his wife flew to New Zealand so that David could practise for a few weeks there. But only days after they arrived, the weather improved so David decided to start his swim. He did it with the help of a team. "They were great," David said. "They were in a boat next to me all the time! After a few hours, I thought about stopping but I didn't and went on swimming."

Afterwards, David and his wife travelled around New Zealand before returning to the USA.

- 0 Example: Answer: A
David Johnson has always enjoyed swimming.
A) Right B) Wrong C) Doesn't say
21. David Johnson had problems during a swimming competition in the USA.
A) Right B) Wrong C) Doesn't say
22. After 1983, many people swam between Santa Cruz Island and the Californian coast.
A) Right B) Wrong C) Doesn't say
23. In January 2004, David was the first person of his age to swim across the Cook Strait.
A) Right B) Wrong C) Doesn't say



- 24 David practised for more than a year to swim across the Cook Strait.
A) Right B) Wrong C) Doesn't say
- 25 David was in New Zealand for a long time before he swam across the Cook Strait.
A) Right B) Wrong C) Doesn't say
- 26 David's wife was in the boat beside him when he swam the Cook Strait.
A) Right B) Wrong C) Doesn't say
- 27 David had to stop for a short time while swimming the Cook Strait.
A) Right B) Wrong C) Doesn't say

Part 5 Questions 28-35

Read the article about doing homework. Choose the best word (A, B or C) for each space 28-35.
For questions 28-35, mark A, B or C on the answer sheet.

Doing homework

It is a good idea to 0 your homework early. If you can do it 28 your evening meal, you will have 29 time later to do things that you enjoy, like talking 30 the phone.

It is also better to do homework as soon as possible after the teacher has given it to you. Then, if the homework is difficult and you 31 time to think about it, you will 32 have time to do it.

Always turn off your mobile phone and the television when you 33 doing homework. You will work a lot 34 without them. Make sure you have a quiet place to work, with 35 light and a comfortable chair.

EXAMPLE

ANSWER

C

- 0 A) starting B) started C) start
28. A) since B) before C) until
29. A) more B) much C) most
30. A) by B) at C) on
31. A) should B) need C) must
32. A) still B) yet C) already
33. A) have B) are C) were
34. A) fastest B) fast C) faster
35. A) enough B) all C) many

Part 6. Translate into Russian. Use the dictionary. You have 30 minutes.

You can enjoy the rich flavor and delightful aroma of freshly ground coffee beans without having to spend extra money on a coffee grinder simply by using your blender.

Step 1 - Set Up Your Blender

Put your blender on a flat surface on the counter and plug it in. The flat surface is really



important so the blender's vibrations do not cause other things to fall off the counter.

Step 2 - Decide how Finely You Need to Grind the Beans

Different kinds of coffee makers require different beans. Medium ground beans work best for a Drip maker. This means that when you pour the ground coffee into your hand, some will stick together, while most will fall away. Espresso Machines tend to do best with medium-fine grounds. In this case most will stick together, but individual grounds can be easily seen. French Press Makers require a more coarse texture so that the grinds do not stick together at all.

Step 3 - Pour Your Coffee Beans into the Blender And Grind Away

Start with a small amount of beans in the blender until you can figure out exactly how much ground coffee your beans will yield. As you have more experience, you will be better able to determine the right amount of coffee beans to put into your blender, but typically, a handful of beans should yield one to two tablespoons of ground coffee

4.2.4. Типовые задания для оценки знаний и умений для промежуточной аттестации

УРОВЕНЬ А1.

ЧАСТЬ 1 – ГРАММАТИКА, ЛЕКСИКА

1. I'm ... New York.
A) in B) for C) at D) of
2. Is your surname Anderson?
A) Yes, you are.
B) Yes, it is.
C) Yes, I am.
D) Yes, my is.
3. A Mercedes is ... German car.
A) a
B) an
C) the
D) *
4. Ann is ... wife.
A) John's B) John is C) John's is D) John
5. She ... a uniform.
A) wear B) to wear C) wearing D) wears
6. Anna likes Joanna, but Maria doesn't like
A) her B) them C) your D) their



7. What time is it?

3:45

- A) It is quarter past three.
- B) It is fifteen past four.
- C) It is quarter to four.
- D) It is fifteen to three.

8. She ... a bus to university.

- A) always takes
- B) always take
- C) takes always
- D) take always

9. This doll is a present for my ... I hope she likes it.

- A) husband
- B) nephew
- C) niece
- D) uncle

10. ... sells things.

- A) A postman
- B) A nurse
- C) A doctor
- D) A shopkeeper

11. I like Tom ... I don't like his wife.

- A) and
- B) but
- C) because
- D) so

12. ... did you buy your new jacket?

At supermarket.

- A) What
- B) When
- C) Where
- D) How

13. My brother is ... a book.

- A) riding
- B) reading
- C) speaking
- D) playing

14. Madison doesn't like working. She is

- A) happy
- B) poor
- C) rich
- D) lazy



15. I'll look in my ... and see if I'm free on Wednesday.
A) diary B) dictionary C) briefcase D) calendar

16. Do you want to ... biscuit?
A) eat B) see C) play D) read

17. Where ... they born?
They ... born
A) were / were / in 1995
B) was / were / in Italy
C) were / were / in Denmark
D) was / were / in 1995

18. New York is Paris.
A) dirty B) dirtier than C) the dirtiest D) dirtier

19. I ... him three months ago.
A) see B) sees C) saw D) seen

20. He takes photos only ... spring.
A) in B) at C) on D) by

ЧАСТЬ 2 – ЧТЕНИЕ

Задание 21

Read the letter and do the tasks on the text

Dear Ann,

Thank you for asking to come and visit you and your family next month. It is a great idea.

I'm really interested in visiting new places. I like museums and old churches very much. I also like visiting art galleries - there are so many fascinating things to see there. I know there is one in your town. Can we visit it? You say that there isn't a sport center in your town but is there a swimming pool? I enjoy swimming a lot and I love diving. Is there also a place to eat fish and chips? Fish and chip shops are great!

The only problem is that I don't know what to take with me: warm shoes, a jumper, boots? What's the weather like in your area? In my town it rains a lot and that's why I always carry an umbrella with me. And what about other things? For example, a camera?

Please send me a leaflet about your town and a street map.

One last question - how old is your sister, Gina? I want to bring her a present. Would she like the new Celine Dion CD?



See you soon!

Josephine

Read the sentences and choose T (TRUE) or F (FALSE)

1. Josephine likes going places.
2. Josephine is interested in visiting old churches
3. There is a big sports center in Ann's town
4. Josephine wants to buy Ann a Celine Dion CD
5. Josephine's hobbies are swimming and diving

Read the questions and answer Y (YES) or N (NO)

6. Does Josephine want to visit Ann next week?
7. Does Josephine know what to take on her trip?
8. Is there an art gallery in Ann's town?
9. Does Josephine like fish and chips?
10. Does Josephine want to get a street map of Ann's town?

ЧАСТЬ 3 – ПЕРЕВОД (30 минут)

Уровень A1 Переведите рецепт.

Tiramisu

INGREDIENTS

200 gr mascarpone cheese

50 gr dark chocolate

2 tbsp coffee

6-7 lady fingers

1 bsp cacao

2 eggs

1-5 tbsp powdered sugar

Cooking:

1. Separate egg yolks, add sugar and mascarpone, beat until light and creamy
2. Put coffee and cacao in the batter
3. Then quickly dip the fingers in the cold coffee top with 2 tbsp of cacao-mascarpone mixture
4. Then one lady finger, and 2 tbsp of coffee-mascarpone mixture, finish it with dust of chocolate. Repeat it until it is a few layers. Put the dish in the fridge for about an hour.

УРОВЕНЬ A2

Paper 1 Reading and Writing (1 hour)



Reading Part 1 Questions 1–5

Which notice (A-H) says this (1-5)? For questions 1-5, mark the correct letter A-H on the answer sheet.

EXAMPLE

ANSWER

0 You can sleep here.

F

1	You must not play football here.	A	<i>BRIDGE CLOSED TO TRAFFIC BECAUSE OF HIGH WIND.</i>
2	You may be late.	B	DELAYS POSSIBLE
3	You should not leave your car here.	C	OLYMPIC SPORTS CENTRE - use your student card here.
4	You can study here soon.	D	DO NOT PARK IN FRONT OF THE GARAGE
5	You cannot drive here today.	E	CAR PARK £2.00 for 2 hours
		F	<i>GUEST HOUSE</i>
		G	NO BALL GAMES ON GRASS
		H	COMPUTER COURSE STARTS ON MONDAY

Part 2. Questions 6-10

Read the sentences (6-10) about cooking. Choose the best word (A, B or C) for each space.
For questions 6-10, mark A, B or C on the answer sheet.

EXAMPLE

ANSWER

0 Claudia was going to cook a for her parents.

B

A) food B) meal C) plate

6. She some fruit and vegetables from the market.

A) bought B) kept C) grew

7. She cut up some meat and onions and fried them in a pan on the

A) cooker B) cupboard C) fridge



8. There was a big of salad to eat afterwards.
A) bottle B) bowl C) spoon
9. When everything was they all sat down at the table.
A) real B) round C) ready
10. After dinner Claudia's parents her to wash up.
A) practiced B) agreed C) helped

Part 3. Questions 11-15

Complete the five conversations. For questions 11-15, mark A, B or C on the answer sheet.

EXAMPLE

ANSWER

A

- Where do you come from?
A) New York.
B) School.
C) Home.

11. How far is it to Manchester?	11. A) About two months.
	B) It's quite long.
	C) Almost 30 kilometers.
12. Could you give me the butter?	A) Here you are.
	B) Thank you.
	C) I don't know.
13. John hates shopping.	A) I love it.
	B) It's six pounds.
	C) The shop's open.
14. I've already done my homework.	A) When did you do it?
	B) Please do it.
	C) Have you done it yet?
15. What's the date today?	A) It's Thursday.
	B) The third, I think.
	C) I'm 22 today.

Questions 16-20

Complete the conversation. What does Howard say to the hotel receptionist?



For questions 16-20, mark the correct letter A-H on the answer sheet.

EXAMPLE

ANSWER

Receptionist: Good morning. Can I help you?

Howard: 0

D

Receptionist: Will that be a single room? Howard: 16 Receptionist: How long do you want to stay, sir? Howard: 17 Receptionist: For one night, that will be £54 per person. Howard: 18 Receptionist: Yes, it is. How would you like to pay, sir? Howard: 19 Receptionist: That'll be fine. Your room number is 401. Do you need any help with your luggage? Howard: 20 Receptionist: Here is your key, sir. I hope you enjoy your stay with us.	A) I want to pay tomorrow morning. B) Is that with breakfast? C) That's all night. D) I'd like a room, please. E) No, I'd like a double, please. F) Just tonight, I think. How much will that be, please? G) No, thank you. I only have one small suitcase. H) By cheque if that's possible.
--	---

Part 4 Questions 21-27

Read the article about a British Airways manager and then answer the questions.

For questions 21-27, mark A, B or C on the answer sheet.

WORKING FOR AN AIRLINE

Nicola Peet left school at eighteen, went to college and then worked at a local airport. After nine months, she went to work for Saudi Arabian Airlines and then she joined British Airways as an air hostess. Four years later, she got her present job as a manager.

This is what she told us about her job:

“My office is at Heathrow Airport, but I spend 60 % of my time in the air. I teach air hostesses and help them with any problems. I also go to lots of meetings.



My hours are usually from 8 a.m. to 4 p.m. but sometimes I work from 1 p.m. to 9 p.m. At work, the first thing I do is check plane times on my computer and then I speak with some of the air hostesses. Sometimes I go on long flights to check how the air hostesses are doing. That's my favourite part of the job, but I like office work, too. Travelling can be hard work. When I get back from a long journey, all I can do is eat something and then go to bed! I don't earn much money, but I'm happy with British Airways and want to stay there and continue to travel."

0	Example Nicola's first job was	Answer C	
		A)	at a college
		B)	with Saudi Arabian Airlines
		C)	at a local airport

21. When Nicola first started working for British Airways, she was

- A) a manager.
- B) an air hostess.
- C) a pilot.

22. Nicola does most of her work

- A) in the office.
- B) in aeroplanes.
- C) in meetings.

23. Most days, Nicola starts work at

- A) 8 a.m.
- B) 1 p.m.
- C) 4 p.m.

24. At the beginning of each day, Nicola

- A) goes to a meeting.
- B) talks to air hostesses.
- C) works with her computer.

25. What does Nicola like best?

- A) flying
- B) working in the office
- C) helping people

26. The first thing Nicola does after a long journey is

- A) go to bed.



- B) have a meal.
C) go to the office.
27. Nicola would like to
A) stay in the same job.
B) stop travelling.
C) earn more money.

Part 5. Questions 28-35

Read the article about a working holiday. Choose the best word (A, B or C) for each space 28-35.
For questions 28-35, mark A, B or C on the answer sheet.

The Ruwenzori Mountains

Mary Daniels is a student in England. This year she ____ 0 ____ a very interesting summer holiday. She travelled ____ 28 ____ fifteen other people to the Ruwenzori Mountains in Africa. They went there to help make a road ____ 29 ____ a forest between two big towns. “It was very difficult ____ 30 ____ there was no water to drink and no shops where we ____ 31 ____ buy food”, said Mary. “It was also very cold and wet in the mountains. It is ____ 32 ____ of the wettest places in the world.

Mary stayed in the mountains ____ 33 ____ six weeks. It was hard work, but she says it was the ____ 34 ____ thing she has ever ____ 35 _____. She is hoping to return next year to do some more work there.

EXAMPLE

ANSWER

0 A) had B) have C) has A

28.	A to	B with	C by
29.	A through	B on	C among
30.	A so	B because	C why
31.	A could	B must	C may
32.	A one	B some	C any
33.	A for	B during	C since
34.	A good	B best	C better
35.	A did	B do	C done



Writing Part 6

Questions 36-40

Read the descriptions (36-40) of some clothes. What is the word for each description?

The first letter is already there. There is one space for each other letter in the word.

For questions 36-40, write the words on the answer sheet.

EXAMPLE

0 You put this on your head.

ANSWER

H A T

36. These are often made of leather and you wear them on your feet. s _ _ _ _
37. This is a jacket and trousers in the same colour. s _ _ _
38. This will keep you dry in wet weather. r _ _ _ _ _ _
39. When the weather is too hot for long trousers, men and women often wear these with a T-shirt . s _ _ _ _ _
40. You can put this on over a T-shirt if you feel cold. s _ _ _ _ _

ЧАСТЬ 2 ПЕРЕВОД

Уровень А2. Переведите информацию о вебкамерах, совместимых с iPhone. (933 п.з.) Вы можете пользоваться словарем.

EpocCam Alternatives

If you're not satisfied with EpocCam, there are a few other apps that allow you to use your iPhone as a webcam.

1. iCam

iCam is a paid app that can turn an iPhone into a webcam. The mobile app is just one part of the equation; like EpocCam, you'll also need the iCamSource component on your computer. Once you have both apps installed, you can stream live video and audio from any iOS device.

iCam also works as a security camera; it can send you instant alerts if it detects motion or sound. All motion events are automatically backed up to the cloud. In addition to the original iCam, the company also offers iCam Pro with some additional features.

2. iVCam

iVCam is specifically designed for iPhone owners who have a Windows PC---you cannot use iVCam to stream your iPhone's video output to a Mac.

The app works via WLAN or USB and allows you to connect multiple phones to one computer at the same time. You can stream video in 1080p, 720p, 480p, or 360p resolution. This multi-connection aspect means the software is ideal for anyone who wants to use their old iPhone as a CCTV device, a baby monitor, or a pet cam.

Sample answer

Альтернативы ЭпокКэм (ЕросСам)

Если вас не устраивает ЕросСам, есть несколько других приложений, позволяющих использовать iPhone в качестве веб-камеры.

1. айкам (iCam)

iCam — это платное приложение, которое может превратить iPhone в веб-камеру. Мобильное приложение — это только одна часть уравнения; как и в случае с ЕросСам, вам также понадобится компонент iCamSource на вашем компьютере. После установки обоих приложений вы можете транслировать живое видео и аудио с любого устройства iOS.

iCam также работает как камера безопасности; оно может отправлять вам мгновенные оповещения, если обнаруживает движение или звук. Все движения автоматически сохраняются в облаке. Помимо оригинального iCam, компания также предлагает iCam Pro с некоторыми дополнительными функциями.

2. айвикам (iVCam)

iVCam специально разработан для владельцев iPhone, у которых есть ПК с Windows — вы не можете использовать iVCam для потоковой передачи видео с вашего iPhone на Mac.

Приложение работает через WLAN или USB и позволяет одновременно подключать несколько телефонов к одному компьютеру. Вы можете транслировать видео в разрешении 1080p, 720p, 480p или 360p. Этот аспект множественного подключения означает, что программное обеспечение идеально подходит для всех, кто хочет использовать свой старый iPhone в качестве устройства видеонаблюдения, радионяни или камеры для домашних животных.

УРОВЕНЬ В1.

Paper 1. Reading and Writing (1 hour)

Reading

Part 1.

Questions 1–5

Look at the text in each question.



What does it say?

Mark the correct letter A, B or C on your answer sheet.

Example:

0

Please ring bell once and wait for door to open automatically

- A) Someone will open the door when you ring the bell.
- B) The door will open after you ring the bell.
- C) You can open the door after ringing the bell.

Answer: 0 B

1.

Claire

Tom needs to get the concert tickets. If you don't want to go, can you tell him? If he doesn't hear from you, he'll buy you one.

- A) Tom wants Claire to get a concert ticket for him.
- B) Tom can't go to the concert and wants Claire to use his ticket.
- C) Tom will get Claire a ticket unless she tells him not to.

2.

TRIP CANCELLED ON
THURSDAY. GO TO OFFICE
FOR REFUND

- A) You can get the money you paid for Thursday's trip from the office.
- B) If you haven't paid for Thursday's trip, you should go to the office.
- C) The trip which was cancelled will now take place on Thursday.

3.

Mum

The computer store can deliver your new computer tomorrow or you can collect it. They close at 5.30 today, so can you tell them which you prefer?

Luke

- A) Luke is offering to collect the computer from the shop for his mother.
- B) Luke's mother needs to collect her computer from the shop by 5.30 today.
- C) Luke's mother should decide today if she can fetch her computer from the shop.

4.

*Take bicycles for repair to
side entrance of shop.*



Front entrance for sales only.

- A) Use either entrance if you want to buy a bicycle.
B) Use the side entrance if your bicycle needs mending.
C) Use the side entrance if the front entrance is closed.

5. Bella thinks

- A) she has found Stefan's hat.
B) Stefan has taken her hat.
C) Stefan has lost his homework.

Stefan

*I can't find my hat. It's a bit like yours so maybe
you picked it up by mistake when we were
doing our homework together last night.*

Bella

Part 2.

Questions 6–10

The people below all want to watch a TV programme.

In the second column there are descriptions of four TV programmes.

Decide which programme would be the most suitable for the following people.

For questions 6–10, mark the correct letter (A–H) on your answer sheet.

6. Ivan and Anna like to keep up to date with what's happening in the world and enjoy seeing interviews with politicians and other people. They prefer to watch programmes which last about 30 minutes.	A. Find out about the life of jazz musician, Bert Randall, in this hour-long documentary which shows him performing live concerts during his life. There are interviews with members of his family and people he worked with.
7. Fatima likes watching comedy programmes which last about half an hour. She enjoys watching a series where she can follow what the characters are doing from one episode to another.	B. This is the weekly chance to try to get a better score than the celebrities in the studio, who range from pop musicians to politicians. As usual Billie Flannagan spends a half hour asking the two teams the questions. They need to be experts in a wide range of topics from music to animals to international news.
8. Rosa enjoys pop music and films and wants to watch interviews with popular celebrities. She likes programmes which are a mixture of interviews and live music.	C. Find out about the latest news, both international and local, with Aaron Willis every day between 6.00 and 6.30 in the evening. His interviews with those in the news, whether they are politicians or journalists, always get to the point of a story.



9. Grace is interested in travelling and she likes watching documentaries about different parts of the world. She especially enjoys programmes which show animals and birds.	D. Every Saturday evening between 8.30 and 9.30, Kevin Connery presents an hour of fun and entertainment. As usual in the new series, there is music and chat with well-known stars from the world of film, music or comedy. Each guest is interviewed and then one of them performs their latest song live.
10. William is keen on general knowledge and likes watching quizzes to see how many questions he can answer. He prefers those which have questions on lots of different subjects.	E. There are three half-hour episodes of the popular soap South Street on our TVs every week. There's lots going on this week when Cathy returns from her trip round the world to find Felicity has moved into her flat and all Cathy's things have disappeared. She is not pleased and shows her feelings.
	F. Robert Burroughs first visited the Amazon rainforest 40 years ago. Since then, he has travelled all around the world showing us amazing scenery, animals and different ways of living. Now he returns with a series about the Amazon and we see again the amazing wildlife of this beautiful area.
	G. On the Way is a short comedy film made 30 years ago. The actors were unknown at the time but they have since become famous. The main character, Zak, decides to travel to India but he takes a variety of animals with him on the journey. They soon become a problem.
	H. Joel and Charlie return for another series of The Shop. They work in a supermarket where things seem to go wrong every day. This series should be as funny as the last, with a new manager in the shop and some unexpected events in each 30-minute programme.

Part 3.

Questions 11–20

Look at the sentences below about a hotel.



Read the text to decide if each sentence is correct or incorrect.

If it is correct, mark A on your answer sheet. If it is not correct, mark B on your answer sheet.

11. During the 1980s, few tourists used to go to the Arctic in summer.
12. People came in large numbers to Jukkasjärvi to see the Arctic Hall.
13. The artist encouraged people to sleep in the Arctic Hall.
14. Each winter, guests come and sleep in the hotel before it is finished.
15. Progress when building the hotel is influenced by the weather.
16. The temperature inside the hotel changes according to the temperature outside.
17. Some clothes are provided by the hotel.
18. Guests should buy boots which fit as tightly as possible.
19. Items ordered through the ICEHOTEL shop will be delivered to your home.
20. It is possible to take a train from the airport to the ICEHOTEL.

THE ICEHOTEL

For many years the Arctic was a popular destination in the summer season to see the land of the midnight sun but in winter the few inhabitants had the snow and ice to themselves. By the end of the 1980s it was decided that the dark and cold winter should be seen as an advantage. In the winter of 1990, the French artist Jannot Derit was invited to have the opening of an exhibition in a specially built igloo (a building made of snow) in the little town of Jukkasjarvi on the frozen Torne River. The building, named Arctic Hall, attracted many interested visitors to the area. One night a group of foreign guests decided it would be a good idea to sleep in the Arctic Hall. The following morning the brave group were very pleased with their experience and the idea of an ice hotel was born. Today it is world famous.

As soon as winter begins, a team of snow builders, architects and artists from all over the world come to Jukkasjarvi and they make the hotel for that year. As one part is completed, it opens to visitors and overnight guests, while the other parts are still being built. The first part is completed in December and each week after that a new part opens, until January 7th when the hotel is completed. As the ICEHOTEL is built under the open sky, using the natural materials of the winter season, the finishing date depends on nature and therefore there are sometimes changes to the plan. In the spring, as the weather gets warmer, the hotel melts.

Inside the hotel, the temperature is never colder than -5°C to -8°C , however cold it may be outside. Winter outer clothes such as warm overalls, hats and gloves are included in the cost of guests' stay at the hotel. In addition to this, it is a good idea for guests to bring sweaters and a scarf as well as plenty of woolen socks and to choose footwear that is larger than normal to allow space for thick socks.

If you are planning to come to the hotel, you can buy warm sweaters, woolen socks and much more on the ICEHOTEL website. You can order these and the equipment you will need at the same time as you book your visit. The items will be delivered to your room when you check in. The hotel is in the village of Jukkasjarvi, 200 km above the Arctic Circle but only 15 km from Kiruna airport and 17 km from Kiruna train station. Transport by bus can be arranged from the airport or train station to the IceHotel.



Part 4.

Questions 21–30

Read the text below and choose the correct word for each space.

For each question, mark the correct letter A, B, C or D on your answer sheet.

Example:

0 A) was B) had C) did D) has

Answer: 0 A

The Skywalk

The Grand Canyon in the United States (0) _____ created by the River Colorado. People visit the Grand Canyon Park to go walking and running but (26) _____ to look at the view. It is a wonderful view made (27) _____ better by the Skywalk. The distance (28) _____ the Skywalk to the bottom of the Grand Canyon is 1219 metres. It is a platform (29) _____ walls and floor are built of glass (30) _____ that you can see the beautiful rocks of the canyon. Up to 120 people are allowed to stand on it at the same (31) _____. It opened in 2007 and since (32) _____ thousands of people have used it. You have to (33) _____ special covers over your shoes to (34) _____ scratching the glass beneath your feet. Walking onto the Skywalk makes you (35) _____ like a bird floating high up in the air.

21.	A) hugely	B) mainly	C) greatly	D) completely
22.	A) already	B) such	C) more	D) even
23.	A) from	B) through	C) by	D) for
24.	A) who	B) where	C) whose	D) which
25.	A) therefore	B) although	C) so	D) because
26.	A) day	B) period	C) hour	D) time
27.	A) then	B) there	C) that	D) this
28.	A) take	B) wear	C) dress	D) change
29.	A) avoid	B) keep	C) hold	D) let
30.	A) believe	B) wish	C) consider	D) feel

Writing

Part 1.

Questions 1–5

Here are some sentences about a hairdresser's.

For each question, complete the second sentence so that it means the same as the first.

Use no more than three words.



Write only the missing words on your answer sheet.

Example:

0 The hairdresser's I go to is beside the supermarket.

The hairdresser's I go to is _____ to the supermarket.

Answer: 0 next

1. My friend told me she always went there, so I started going too.

My friend said, 'I always _____ there', so I started going too.

2. It has been there for four years.

It has been there _____ four years ago.

3. It stays open until seven o'clock.

It _____ close until seven o'clock.

4. I have my hair cut there every six weeks.

The hairdresser _____ my hair every six weeks.

5. Men's haircuts are cheaper than women's haircuts.

Men's haircuts are less _____ women's haircuts.

Part 2.

Question 6

You went away for the weekend with your English friend Alex and his family.

Write an email to Alex. In your email, you should

- thank him
- say what you enjoyed most
- invite Alex to do something

Write 35–45 words on your answer sheet.

ЧАСТЬ 2 – ПЕРЕВОД

Уровень В1. Переведите инструкцию к мессенджеру Slack. (1194 п.з.) У Вас есть 30 минут, Вы можете пользоваться словарем. Надписи на картинках переводить не нужно.

How to use Slack: your quick start guide

Welcome to Slack – a messaging app for business. Slack transforms the way that organisations communicate by bringing people together to work as one unified team. To get started, download the desktop app and take a look at the video and guide below for a quick tour.

Sidebar

From the sidebar, you can access your conversations in Slack. You'll see a list of channels that you've joined and your direct messages, notifications for specific conversations and the option to compose new messages.

You can use the compose button to write and send a message to any conversation. Messages automatically save as drafts in the Drafts section of your sidebar until you're ready to send them.

Channels



Channels are fundamental to working in Slack – they bring the right people and information together in one place, and make it possible to organise work around a common purpose.

From the channel header, you can access details about the channel that you're in. Click on the channel name to see details such as the channel topic and description, plus any added files. Use the other tabs to see who's in the channel and view other conversation settings.

Message field

When working in Slack, you have a variety of messaging options available from the message field to help you communicate and connect with your team. Add files to your messages to share important information alongside your team's discussions.

Sample answer

Как использовать Slack: краткое руководство

Добро пожаловать в Slack — приложение для обмена сообщениями для бизнеса. Slack меняет способы общения в организациях, объединяя людей для совместной работы. Чтобы начать работу, загрузите приложение для компьютера и посмотрите видео и руководство ниже для краткого ознакомления.

Боковая панель

На боковой панели вы можете получить доступ к своим разговорам в Slack. Вы увидите список каналов, к которым вы присоединились, и ваши личные сообщения, уведомления для определенных разговоров и возможность создавать новые сообщения.

Вы можете использовать кнопку «Создать», чтобы написать и отправить сообщение в любую беседу. Сообщения автоматически сохраняются как черновики в разделе «Черновики» на боковой панели до тех пор, пока вы не будете готовы их отправить.

Каналы

Каналы имеют основополагающее значение для работы в Slack — они объединяют нужных людей и информацию в одном месте и позволяют организовать работу вокруг общей цели.

В заголовке канала вы можете получить доступ к сведениям о канале, в котором вы находитесь. Нажмите на название канала, чтобы просмотреть такие сведения, как тема и описание канала, а также любые добавленные файлы. Используйте другие вкладки, чтобы узнать, кто находится на канале, и просмотреть другие настройки беседы.

Поле сообщения

При работе в Slack у вас есть множество вариантов обмена сообщениями, доступных в поле сообщения, которые помогут вам общаться и поддерживать связь с вашей командой.



Добавляйте файлы в свои сообщения, чтобы делиться важной информацией в обсуждениях вашей команды.

Контроль и оценка результатов освоения темы осуществляется преподавателем в процессе выполнения обучающимися индивидуальных заданий **в виде** практических заданий, которые включают: чтение, аудирование, говорение, навыки перевода и письменные задания с грамматическим уклоном.

5. УСЛОВИЯ РЕАЛИЗАЦИИ ПРОГРАММЫ ДИСЦИПЛИНЫ

5.1. Для реализации программы учебной дисциплины должны быть предусмотрены следующие специальные помещения:

Для реализации программы дисциплины должны быть предусмотрены следующие специальные помещения:

Помещение кабинета должно соответствовать требованиям Санитарно-эпидемиологических правил и нормативов (СанПиН 2.4.2 №178-02): оснащено типовым оборудованием, в том числе специализированной учебной мебелью и средствами обучения, необходимыми для выполнения требований к уровню подготовки обучающихся.

Кабинет «Иностранного языка» оснащен оборудованием: доской учебной, рабочим местом преподавателя, столами, стульями (по числу обучающихся), шкафами для хранения раздаточного дидактического материала и др.; техническими средствами обучения (компьютером, средствами аудиовизуализации, мультимедийным проектором).

В состав учебно-методического и материально-технического обеспечения программы учебной дисциплины «Иностранный язык» входят:

- многофункциональный комплекс преподавателя;
- наглядные пособия (комплекты учебных таблиц, плакатов, портретов выдающихся ученых, поэтов, писателей и др.);
- информационно-коммуникативные средства;
- библиотечный фонд.

6. Информационное обеспечение реализации программы

Для реализации программы библиотечный фонд образовательной организации укомплектован печатными и/или электронными образовательными и информационными ресурсами, рекомендованные для использования в образовательном процессе, не старше пяти лет с момента издания.

6.1. Основные печатные издания

Английский язык для юридических вузов и факультетов (базовый курс): учебник / Т. А. Александрова, Е. В. Волгина, Е. Г. Вьюшкина [и др.] ; под. ред. С. П. Хижняка ; Саратовская государственная юридическая академия. - Саратов : Изд-во Саратов. гос. юрид. акад., 2024. - 197 с. - ISBN 978-5-7924-2017-5. - Текст : электронный. - URL: <https://znanium.ru/catalog/product/2173336>

6.2. Дополнительные источники:

1. Видеоуроки в интернет: [сайт]. – ООО «Мультиурок», 2020 – URL: <http://videouroki.net> (дата обращения: 06.02.2022) – Текст: электронный.



2. Единая коллекция цифровых образовательных ресурсов. - URL: <http://school-collection.edu.ru/> (дата обращения: 08.02.2022). – Текст: электронный.
3. Информационная система «Единое окно доступа к образовательным ресурсам». - URL: <http://window.edu.ru/> (дата обращения: 02.02.2022). – Текст: электронный.
4. Онлайн-словари ABBYU Lingvo. - URL: <http://www.abbyyonline.ru> (дата обращения: 11.02.2022). – Текст: электронный.
5. Онлайн-словари Мультитран. - URL: <http://www.multitran.ru> (дата обращения: 11.02.2022). – Текст: электронный.
6. Федеральный центр информационно-образовательных ресурсов. - URL: <http://fcior.edu.ru/> (дата обращения: 01.07.2021). - Режим доступа: свободный. – Текст: электронный.
7. Энциклопедия «Британника»: [сайт]. – Encyclopædia Britannica, Inc., 2020 – URL: www.britannica.com (дата обращения: 26.04.2020) – Текст: электронный.
8. Cambridge Dictionaries Online. - URL: <http://dictionary.cambridge.org> (дата обращения: 11.02.2022). – Текст: электронный.
9. Macmillan Dictionary с возможностью прослушать произношение слов: [сайт]. – Macmillan Education Limited, 2009-2020 – URL: www.macmillandictionary.com (дата обращения: 08.02.2022) – Текст: электронный.
10. News in Levels. World news for students of English: [сайт]. – URL: <https://www.newsinlevels.com> (дата обращения: 06.02.2022) – Текст: электронный