

ОБЛАСТНОЕ ГОСУДАРСТВЕННОЕ АВТОНОМНОЕ ПРОФЕССИОНАЛЬНОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ  
**«СТАРООСКОЛЬСКИЙ ПЕДАГОГИЧЕСКИЙ КОЛЛЕДЖ»**  
**(ОГАПОУ СПК)**

УТВЕРЖДАЮ

Зам. директора по УР Т.Ю. Белозерских

**КОМПЛЕКТ**  
**КОНТРОЛЬНО-ОЦЕНОЧНЫХ СРЕДСТВ**  
**ПО УЧЕБНОЙ ДИСЦИПЛИНЕ**  
**ОГСЭ.04 Иностранный язык (английский)**

44.02.03 Педагогика дополнительного образования  
(в области хореографии)

Комплект оценочных средств разработан на основе Федерального государственного образовательного стандарта среднего профессионального образования по специальности 44.02.03 Педагогика дополнительного образования (в области хореографии) программы учебной дисциплины ОГСЭ.04 Иностранный язык (английский).

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### Общие положения

Контрольно-оценочные средства (КОС) предназначены для контроля и оценки образовательных достижений обучающихся, освоивших программу учебной дисциплины ОГСЭ.04 Иностранный язык (английский)

КОС включают контрольные материалы для проведения текущего и промежуточного контроля в форме экзамена.

КОС разработаны в соответствии с основной профессиональной образовательной программой по специальности СПО 44.02.03 Педагогика дополнительного образования (в области хореографии); программой учебной дисциплины ОГСЭ.04 Иностранный язык (английский).

**Паспорт  
комплекта оценочных средств  
по дисциплине ОГСЭ.04 Иностранный язык (английский)**

В результате аттестации по учебной дисциплине осуществляется комплексная проверка следующих умений и знаний, а также динамика формирования общих компетенций:

<b>Результаты обучения: умения, знания и общие компетенции в соответствии с таблицей 2 ФГОС по УД</b>	<b>Показатели оценки результата</b>	<b>Форма контроля и оценивания</b>
<b>Уметь:</b>		
<p>У 1. Умение вести диалог, беседовать о себе, своих планах; участвовать в обсуждении проблем в связи с прочитанным/ прослушанным иноязычным текстом, соблюдая правила речевого этикета;</p> <p>ОК 2. Организовывать собственную деятельность, выбирать типовые методы и способы выполнения профессиональных задач, оценивать их эффективность и качество.</p>	Соблюдение этических норм общения при взаимодействии с учащимися, преподавателями, нахождение и использование информации для эффективного выполнения профессиональных задач;	<p>Практические занятия</p> <p>Индивидуальные задания</p> <p>Групповые задания</p> <p>Тестирование</p> <p>Самостоятельная работа</p>
<p>У 2. Умение читать аутентичные тексты различных жанров: публицистические, художественные, научно-популярные, функциональные, используя основные виды чтения (ознакомительное, изучающее, поисковое/просмотровое), в зависимости от коммуникативной задачи;</p> <p>ОК 5. Использовать информационно-коммуникационные технологии в профессиональной деятельности.</p>	Грамотное решение ситуационных задач с применением профессиональных знаний и умений; умение пользоваться основной и дополнительной литературой.	<p>Практические занятия</p> <p>Индивидуальные задания</p> <p>Групповые задания</p> <p>Тестирование</p> <p>Самостоятельная работа</p>
<p>У 3. Перевод со словарем иностранных текстов профессиональной направленности.</p> <p>ОК 4. Осуществлять поиск информации, необходимой для эффективного выполнения профессиональных задач.</p>		<p>Практические занятия</p> <p>Индивидуальные задания</p> <p>Групповые задания</p> <p>Тестирование</p> <p>Самостоятельная работа</p>
У 4. Умение, обеспечивающее самостоятельное приобретение знаний: ориентироваться в иноязычном	Самостоятельность при поиске необходимой информации; использование информационных технологий в процессе обуче-	<p>Практические занятия</p> <p>Индивидуальные задания</p>

<p>письменном тексте, выделять, обобщать и фиксировать необходимую информацию из различных источников, в том числе из разных областей знаний;</p> <p>ОК 8. Самостоятельно определять задачи профессионального и личностного развития, заниматься самообразованием</p>	<p>ния; эффективный поиск необходимой информации, используя различные виды источников, в т.ч. электронные;</p>	<p>Групповые задания Тестирование Самостоятельная работа</p>
<b>Знать:</b>		
<p>31. Знание значений новых лексических единиц, связанных с тематикой данного этапа обучения и соответствующими ситуациями общения, в том числе оценочной лексики, реплик-клише речевого этикета, отражающих особенности культуры страны/стран изучаемого языка;</p>	<p>Активное использование и распознавание различных лексических единиц, клише для решения профессиональных задач</p>	<p>Практические занятия Индивидуальные задания Групповые задания Тестирование Самостоятельная работа</p>
<p>32. Знание лексического (1200-1400 лексических единиц) и грамматического минимума, необходимого для чтения и перевода (со словарем) иностранных текстов профессиональной направленности.</p> <p>ОК 3. Анализировать рабочую ситуацию, осуществлять текущий и итоговый контроль, оценку и коррекцию собственной деятельности, нести ответственность за результаты своей работы.</p>	<p>Распознавание в текстах знакомых лексических единиц, самостоятельность при поиске необходимой информации; применение на практике грамматических правил</p>	<p>Практические занятия Индивидуальные задания Групповые задания Тестирование Самостоятельная работа</p>
<p>33. Знание основ делового общения, расширенной за счет новой тематики и проблематики речевого общения.</p> <p>ОК 6. Работать в коллективе и команде, эффективно общаться с коллегами</p>	<p>Умение проявлять деловую культуру;</p>	<p>Практические занятия Индивидуальные задания Групповые задания Тестирование Самостоятельная работа</p>

Контроль и оценка освоения учебной дисциплины ОГСЭ. 04 Иностранный  
язык по темам (разделам)

Элемент учебной дисциплины	Формы и методы контроля					
	Текущий контроль				Промежуточная аттестация	
	Форма контроля	Проверяемые ОК, У, З	Форма контроля	Проверяемые ОК, У, З	Форма контроля	Проверяемые ОК, У, З
<b>Раздел 1. Вводно-фонетический курс.</b>			Контрольная работа №1	У1, У2, 31, 32, ОК 3, ОК 5	Экзамен	У1, У2, У3, У4 31, 32, ОК 3, ОК 5
<b>Тема 1.1.</b> Фонетика.	Устный опрос Самостоят. работа	У1, У2, 31, 32, ОК 3, ОК 5				
<b>Тема 1.2</b> Интонация английского предложения	Тестирование Самостоятельная работа	У1, У2, 31, 32, ОК 3, ОК 5				
<b>Раздел 2. Образование</b>			Контрольная работа №2 Контрольная работа №3 Контрольная работа №4	У1, У2, 31, 32, ОК 2, ОК 5		У1, У2, У3, У4 31, 32, ОК 2, ОК 5, ОК 8
<b>Тема 2.1.</b> Образование в Великобритании	Устный опрос Самостоятельная работа	У1, У2, У4, 31, 32, ОК 2, ОК 5, ОК 8				
<b>Тема 2.2</b> Повторение простых времен английского глагола	Письменный опрос Самостоят. работа	У1, У2, У4, 31, 32, ОК 2, ОК 5, ОК 8				
<b>Тема 2.3</b> Образование в США	Тестирование Самостоят. работа	У1, У2, 31, ОК 4, ОК 6				
<b>Тема 2.4</b> Повторение длительных времён английского глагола	Тестирование	У1, 31, ОК 4, ОК 5				
<b>Тема 2.5</b> Образование в России	Письменный опрос Самостоят. работа	У1, У2, 31, ОК 4, ОК 8				
<b>Тема 2.6</b> Образовательные учреждения в Белгородской области.		У1, У2, 31, ОК 5, ОК 6				
<b>Тема 2.7</b>	Тестирование	У3, У2,				

Совершенные времена английского глагола		3 1, ОК 4, ОК 8				
<b>Раздел 3. Средства массовой информации</b>			Контроль работа №5 Контроль работа №6	У1, У2, 3 1, 32, 33, ОК 3, ОК 5		У1, У2, У3, У4 3 1, 32, 33 ОК 3, ОК 5, ОК8
<b>Тема 3.1.</b> Средства массовой информации	Устный опрос	У1, У2, 3 1, ОК 3, ОК 8				
<b>Тема 3.2.</b> Интернет: за и против	Тестирование Самостоят. работа	У1, 3 1, ОК 6, ОК 8				
<b>Тема 3.3</b> Повторение страдательного залога английского глагола	Тестирование Самостоят. работа	У1, У2, 3 1, ОК 4, ОК 8				
<b>Тема 3.4</b> Модальные глаголы.	Тестирование Самостоят. работа	У1, У2, 3 1, ОК 4, ОК 8				
<b>Тема 3.5</b> Заменители модальных глаголов.	Тестирование Самостоят. работа	У1, 3 1, ОК 3, ОК 6				
<b>Раздел 4 Защита окружающей среды</b>			Контроль работа №7	У1, У2, У3, 31,33, ОК 4, ОК 8		У1, У2, У3, 31, 33, ОК 4, ОК 8
<b>Тема 4.1</b> Защита окружающей среды	Устный опрос Самостоят. работа	У1, У2, 3 1,33, ОК 2, ОК 8				
<b>Тема 4.2</b> Защита окружающей среды в Белгородской области (Старый Оскол)	Устный опрос Самостоят. работа	У1, 3 1, ОК 5, ОК 6				
<b>Тема 4.3</b> Глобальное потепление. Парниковый эффект	Устный опрос	У1, У2, 3 1, ОК 4, ОК 8				
<b>Тема 4.4</b> Сложносочинённые предложения	Тестирование Самостоят. работа	У1, 31, ОК 5, ОК 6				
<b>Тема 4.5</b> Сложноподчинённые предложения	Тестирование Самостоят. работа	У1, У2, 31,33, ОК2, ОК8				
<b>Раздел 5</b> Англоговорящие страны			Контрольная работа №8 Контроль-	У1, У2, У3, 31,33, ОК 4, ОК 8		У1, У2, У3, 31, 33, ОК 4, ОК 8

			ная работа №9 Контроль- ная работа №10			
<b>Тема 5.1</b> Канада	Устный опрос Самостоят. работа	У1, У2, З1, З2, ОК 3, ОК 5				
<b>Тема 5.2</b> Австралия	Устный опрос Самостоят. работа	У1, У2, З1, З2, ОК 3, ОК 5				
<b>Тема 5.3</b> Новая Зе- ландия	Тестирование Самостоят. работа	У1, У2, З1, ОК 4, ОК 8				
<b>Тема 5.4</b> Согласова- ние времён. Будущее в прошлом	Тестирование	У1, З1, ОК 5, ОК 6				
<b>Тема 5.5</b> Прямая и косвенная речь	Тестирование	У1, У2, З1, З3, ОК2, ОК8				
<b>Раздел 6</b> <b>Педагоги- ческая про- фессия</b>			Контроль- ная работа №11 Контроль- ная работа №12 Контроль- ная работа №13	У1, У2, У3, З1, З3, ОК 4, ОК 8		У1, У2, У3, З1, З3, ОК 4, ОК5, ОК 8
<b>Тема 6.1</b> Профессия «Педагог»	Устный опрос	У1, У2, З1, ОК 3, ОК 8				
<b>Тема 6.2</b> Качества идеального педагога	Устный опрос Самостоят. работа	У1, З1, ОК 6, ОК 8				
<b>Тема 6.3</b> Практика в школе	Тестирование	У1, У2, З1, ОК 4, ОК 8				
<b>Тема 6.4</b> Учитель му- зыки	Тестирование	У1, У2, З1, ОК 4, ОК 8				
<b>Раздел 7</b> <b>Английский язык в мире профессий</b>			Контроль- ная работа №14 Контроль- ная работа №15 Контроль- ная работа №16	У1, У2, У3, З1, З3, ОК 4, ОК 8		У1, У2, У3, З1, З2, З3, ОК 3, ОК 8
<b>Тема 7.1</b> Английский язык – язык глобального общения	Устный опрос Самостоят. работа	У1, У2, У4, З1, З2, ОК 2, ОК 5, ОК 8				
<b>Тема 7.2</b> Деловое об- щение в профессии «Педагог»	Письменный опрос Самостоят. работа	У1, У2, У4, З1, З2, ОК 2, ОК 5, ОК 8				

<b>Тема 7.3</b> Словообра- зование. Конверсия. Суффиксы и префиксы	<i>Тестирование</i>	<i>У1, У2, 3 1, ОК 4, ОК 6</i>				
<b>Тема 7.4</b> История ан- глийского языка	<i>Устный опрос Самостоят. работа</i>	<i>У1, 3 1, ОК 4, ОК 5</i>				
<b>Тема 7.5</b> Неличные формы гла- гола. Общие сведения.	<i>Письменный опрос Самостоят. работа</i>	<i>У1, У2, 3 1, ОК 4, ОК 8</i>				
<b>Тема 7.6</b> Инфинитив	<i>Самостоят. работа</i>	<i>У1, У2, 3 1, ОК 5, ОК 6</i>				
<b>Тема 7.7</b> Герундий	<i>Самостоят. работа</i>	<i>У1, У2, 3 1, 32, ОК 3, ОК 8</i>				
<b>Тема 7.8</b> Причастие I. Причастие II.	<i>Самостоят. работа</i>	<i>У1, У2, 3 1, 32, ОК 3, ОК 5</i>				
<b>Тема 7.9</b> Фразеоло- гизмы. Фра- зеологиче- ские оборо- ты	<i>Устный опрос Самостоят. работа</i>	<i>У1, У2, 3 1, 32, ОК 4, ОК 8</i>				
<b>Тема 7.10</b> Инфинитив- ные обороты	<i>Тестирование Самостоят. работа</i>	<i>У1, У2, 3 1, 32, ОК 4, ОК 5</i>				
<b>Раздел 8</b> <b>Основы де- лового язы- ка по спе- циальности</b>			<i>Контроль работа №17 Контроль работа №18</i>	<i>У1, У2, У3, 31,33, ОК 4, ОК 8</i>		<i>У1, У2, У3, 31, 32, 33, ОК 4, ОК5, ОК 8</i>
<b>Тема 8.1</b> Музыка и ее стили	<i>Устный опрос Тестирование Самостоят. работа</i>	<i>У1, У2, 3 1, ОК 3, ОК 8</i>				
<b>Тема 8.2</b> Музыкаль- ные инстру- менты	<i>Устный опрос Тестирование</i>	<i>У1, 3 1, ОК 6, ОК 8</i>				
<b>Раздел 9</b> <b>музыкаль- ные фести- вали</b>			<i>Контроль- ная работа №19 Контроль- ная работа №20 Контроль- ная работа №21(2ч)</i>	<i>У1, У2, У3, 31,33, ОК 4, ОК 8</i>		<i>У1, У2, У3, 31, 33, ОК 2, ОК 4, ОК 8</i>
<b>Тема 9.1</b> Музыкаль- ные фести- вали	<i>Устный опрос Тестирование Самостоят. работа</i>	<i>У1, У2, 3 1, ОК 5, ОК 6</i>				
<b>Тема 9.2</b> Музыкаль- ные конкур- сы	<i>Устный опрос Тестирование Самостоят. работа</i>	<i>У1, У2, 3 1, 32, ОК 3, ОК 8</i>				
<b>Тема 9.3</b> Перевод (со словарем)	<i>Устный опрос Тестирование</i>	<i>У1, У2, 3 1, 32, ОК 3, ОК 5</i>				

профессионально-ориентированных текстов						
<b>Раздел 10 Профессии в области музыки</b>			Контроль- ная работа №22 Контроль- ная работа №23 Контроль- ная работа №24 Контроль- ная работа №25 Контроль- ная работа №26	У1, У2, У3, 31,33, ОК 4, ОК 8	Зачет	У1, У2, У3, 31, 33, ОК 4, ОК 8
<b>Тема 10.1</b> Музыканты	Устный опрос Тестирование	У1, У2, У4, 31, 32, ОК 2, ОК 5, ОК 8				
<b>Тема 10.2</b> Неличные формы гла- гола в роли определения	Устный опрос Тестирование	У1, У2, 31, ОК 4, ОК 6				
<b>Тема 10.3</b> Артист му- зыкального коллектива	Устный опрос Тестирование Самостоят. работа	У1, 31, ОК 4, ОК 5				
<b>Тема 10.4</b> Артист ор- кестра	Устный опрос Тестирование Самостоят. работа	У1, У2, 31, ОК 4, ОК 8				
<b>Тема 10.5</b> Перевод (со словарем) профессио- нально- ориентиро- ванных тек- стов	Устный опрос Тестирование	У1, У2, 31, ОК 5, ОК 6				
<b>Раздел 11 Перевод профессио- нально- ориентиро- ванных тек- стов</b>			Контроль- ная работа №27(2ч)	У1, У2, У3, 31,33, ОК 4, ОК 8	Зачет	У1, У2, У3, 31, 32, 33, ОК 4, ОК 5
<b>Тема 11.1</b> Перевод (со словарем) профессио- нально- ориентиро- ванных тек- стов	Устный опрос Письменный опрос	У1, У2, 31, 32, ОК 3, ОК 5				
<b>Раздел 12 Устройство на работу</b>			Контроль- ная работа №28 Контроль- ная работа №29		Экза- мен	
<b>Тема 12.1</b>	Устный опрос	У1, У2,				

Заявление о приёме на работу.	Самостоят. работа	3 1, 32, ОК 4, ОК 5				
<b>Тема 12.2</b> Интервью и резюме	Устный опрос Самостоят. работа	У1, У2, 3 1, ОК 4, ОК 6				
<b>Раздел 13</b> <b>Телефонные переговоры</b>			Контроль-ная работа №30	У1, У2, У3, 31,33, ОК 4, ОК 8	Экза-мен	У1, У2, У3, 31, 33, ОК 5, ОК 8
<b>Тема 13.1</b> Этика теле-фонных раз-говоров	Устный опрос	У1, У2, 3 1, 3 3, ОК 4, ОК 6				
<b>Тема 13.2</b> Этика деловых отноше-ний	Устный опрос Самостоят. работа	У1, 3 1, ОК 4, ОК 5				
<b>Раздел 14</b> <b>Деловое общение</b>			Контроль-ная работа №31 Контроль-ная работа №32	У1, У2, У3, 31,33, ОК 4, ОК 8	Экза-мен	У1, У2, У3, 31, 33, ОК 2, ОК 8
<b>Тема 14.1</b> Этика делового обще-ния	Устный опрос Самостоят. работа	У1, У2, 3 1, 32, ОК 4, ОК 6				
<b>Тема 14.2</b> Фразы пов-седневного общения	Устный опрос	У1, 3 1, 3 3, ОК 4, ОК 8				

#### **4. Контрольно-оценочные материалы для промежуточной аттестации по учебной дисциплине ОГСЭ. 04 Иностранный язык (английский)**

- 1. Перечень вопросов к зачету по дисциплине ОГСЭ. 04 Иностранный язык (английский); 4 курс.**
- 2. Перечень вопросов к экзамену по дисциплине ОГСЭ. 04 Иностранный язык (английский) 4 курс.**

##### **1. ВОПРОСЫ К ЗАЧЕТУ по дисциплине ОГСЭ. 04 Иностранный язык (английский) специальность 050148 «Педагогика дополнительного образования в области хореографии»; 4 курс**

№ п/п	Раздел Тема	Перечень вопросов	Семестр, в котором изучался программ-ный материал
1	Teacher's profession.	<ol style="list-style-type: none"> <li>1. Teacher Training in Great Britain and Russia compared.</li> <li>2. Is it easy to be a real good teacher?</li> <li>3. Education is the only way to a prosperous life, isn't it?</li> <li>4. Teacher's career: pros and cons.</li> <li>5. An ideal teacher of English.</li> <li>6. My school experience as a teacher.</li> </ol>	5

2	English language in a world of profession.	7. English as a language of global communication. 8. The history of the English language. 9. Business English in teacher's profession. 10. Language-learning nowadays. 11. Language-learning: pros and cons.	5
3	English in profession.	12. Contemporary music 13. Classical music. 14. Pop music. 15. Folk music. 16. Jazz music. 17. Russian modern music.	6
4	Musical festivals and contests.	18. Musical festivals in Russia. 19. International musical festivals. 20. Russian musical contests. 21. Musical contests in different countries 22. World musical Olympiad.	6
Всего разделов: 4		Всего выносимых на зачет практических заданий: 22	

**2. ВОПРОСЫ К ЭКЗАМЕНУ**  
**по дисциплине ОГСЭ. 04 Иностранный язык (английский)**  
**специальность 44.02.03 Педагогика дополнительного образования в**  
**области хореографии, 4 курс**

№ п/п	Раздел Тема	Перечень вопросов	Семестр, в котором изучался программный материал
1	Musical profession.	1. Musicians. 2. Pionist. 3. Soloist. 4. Musical group. 5. The best world musicians. 6. The best Russian musicians.	7
2	Translating of professions' texts.	7. Styles of music. 8. Music. 9. Musical instrument. 10. Russian classical music.	7
3	Employment.	11. Outplacement firm. 12. Announcements of vacancies. 13. Job application. 14. Resume. 15. Interview.	8
4	Telephone talks.	16. Telephone talks' manners. 17. Business relations' manners. 18. Business talks. 19. Business world and me.	8

5	Business communication.	20. Business communication. 21. Daily communication. 22. Informal communication.	8
Всего разделов: 5		Всего выносимых на экзамен практических заданий: 22	

#### **4. Критерии оценки по дисциплине ОГСЭ. 04 Иностранный язык (английский)**

В результате освоения данного курса студенты должны уметь составлять письменные высказывания, оформленные в соответствии с различными жанрами (эссе, рассказ, краткое изложение, развернутый план, деловое письмо и т.д.), а также уметь составлять различные по цели написания письменные тексты (публицистический, информационный, литературный и т.п.).

Студент должен владеть лексико-грамматическим материалом предлагаемых текстов, уметь переводить и анализировать тексты, особое внимание уделяется просмотровому чтению и поисковому чтению.

По окончании данного курса студенты должны уметь составлять монологические высказывания на пройденные темы, вести по этим темам дискуссии и применять в ходе этих дискуссий полученные в ходе курса знания.

Промежуточный контроль. Зачет - необходимо успешно выполнить тестовые задания по отдельным видам речевой деятельности по тематике, пройденной в последнем семестре.

##### ***Чтение с пониманием основного содержания прочитанного (ознакомительное)***

**Оценка «5»** ставится студенту, если он понял основное содержание оригинального текста, может выделить основную мысль, определить основные факты, умеет догадываться о значении незнакомых слов из контекста, либо по словообразовательным элементам, либо по сходству с родным языком.

**Оценка «4»** ставится студенту, если он понял основное содержание оригинального текста, может выделить основную мысль, определить отдельные факты. Однако у него недостаточно развита языковая догадка, и он затрудняется в понимании некоторых незнакомых слов, он вынужден чаще обращаться к словарю, а темп чтения более замедлен.

**Оценка «3»** ставится студенту, который не совсем точно понял основное содержание прочитанного, умеет выделить в тексте только небольшое количество фактов, совсем не развита языковая догадка.

**Оценка «2»** выставляется в том случае, если он не понял текст или понял содержание текста неправильно, не ориентируется в тексте при поиске определенных фактов, не умеет семантизировать незнакомую лексику.

##### ***Чтение с полным пониманием содержания (изучающее)***

**Оценка «5»** ставится, когда он полностью понял несложный оригинальный текст (публицистический, научно-популярный; инструкцию или отрывок из туристического проспекта). Он использовал при этом все известные приемы, направленные на понимание читаемого (смысловую догадку, анализ).

**Оценка «4»** выставляется, если он полностью понял текст, но многократно обращался к словарю.

**Оценка «3»** ставится, если студент понял текст не полностью, не владеет приемами его смысловой переработки.

**Оценка «2»** ставится в том случае, когда текст студентом не понят. Он с трудом может найти незнакомые слова в словаре.

### ***Чтение с нахождением интересующей или нужной информации (просмотровое)***

**Оценка «5»** ставится студенту, если он может достаточно быстро просмотреть несложный оригинальный текст (типа расписания поездов, меню, программы телепередач) или несколько небольших текстов и выбрать правильно запрашиваемую информацию.

**Оценка «4»** ставится студенту при достаточно быстром просмотре текста, но при этом он находит только примерно 2/3 за данной информации.

**Оценка «3»** выставляется, если студент находит в данном тексте (или данных текстах) примерно 1/3 заданной информации.

**Оценка «2»** выставляется в том случае, если студент практически не ориентируется в тексте.

### ***Понимание речи на слух***

**Оценка «5»** ставится студенту, который понял основные факты, сумел выделить отдельную, значимую для себя информацию (например, из прогноза погоды, объявления, программы радио и телепередач), догадался о значении части незнакомых слов по контексту, сумел использовать информацию для решения поставленной задачи (например, найти ту или иную радиопередачу).

**Оценка «4»** ставится студенту, который понял не все основные факты. При решении коммуникативной задачи он использовал только 2/3 информации.

**Оценка «3»** свидетельствует, что студент понял только 50 % текста. Отдельные факты понял неправильно. Не сумел полностью решить поставленную перед ним коммуникативную задачу.

**Оценка «2»** ставится, если студент понял менее 50 % текста и выделил из него менее половины основных фактов. Он не смог решить поставленную перед ним речевую задачу.

### ***Говорение***

**Оценка «5»** ставится студенту, если он в целом справился с поставленными речевыми задачами. Его высказывание было связным и логически последовательным. Диапазон используемых языковых средств достаточно широк. Языковые средства были правильно употреблены, практически отсутствовали ошибки, нарушающие коммуникацию, или они были незначительны. Объем высказывания соответствовал тому, что задано программой на данном году обучения. Наблюдалась легкость речи и достаточно правильное произношение. Речь ученика была эмоционально окрашена, в ней имели место не только передача отдельных фактов (отдельной информации), но и элементы их оценки, выражения собственного мнения.

**Оценка «4»** выставляется студенту, если он в целом справился с поставленными речевыми задачами. Его высказывание было связанным и последовательным. Использовался довольно большой объем языковых средств, которые были употреблены правильно. Однако были сделаны отдельные ошибки, нарушающие коммуникацию. Темп речи был несколько замедлен. Отмечалось произношение, страдающее сильным влиянием родного языка. Речь была недостаточно эмоционально окрашена. Элементы оценки имели место, но в большей степени высказывание содержало информацию и отражало конкретные факты.

**Оценка «3»** ставится студенту, если он сумел в основном решить поставленную речевую задачу, но диапазон языковых средств был ограничен, объем высказывания не достигал нормы. Ученик допускал языковые ошибки. В некоторых местах нарушалась последовательность высказывания. Практически отсутствовали элементы оценки и выражения собственного мнения. Речь не была эмоционально окрашенной. Темп речи был замедленным.

**Оценка «2»** ставится студенту, если он только частично справился с решением коммуникативной задачи. Высказывание было небольшим по объему (не соответствовало требованиям программы). Наблюдалась узость вокабуляра. Отсутствовали элементы собственной оценки. Студент допускал большое количество ошибок, как языковых, так и фонетических. Многие ошибки нарушали общение, в результате чего возникало непонимание между речевыми партнерами.

### *Письмо*

**Оценка «5».** Коммуникативная задача решена, соблюдены основные правила оформления текста, очень незначительное количество орфографических и лексико-грамматических погрешностей. Логичное и последовательное изложение материала с делением текста на абзацы. Правильное использование различных средств передачи логической связи между отдельными частями текста. Студент показал знание большого запаса лексики и успешно использовал ее с учетом норм иностранного языка. Практически нет ошибок. Соблюдается правильный порядок слов. При использовании более сложных конструкций допустимо небольшое количество ошибок, которые не нарушают понимание текста. Почти нет орфографических ошибок. Соблюдается

деление текста на предложения. Имеющиеся неточности не мешают пониманию текста.

**Оценка «4».** Коммуникативная задача решена, но лексико-грамматические погрешности, в том числе выходящих за базовый уровень, препятствуют пониманию. Мысли изложены в основном логично. Допустимы отдельные недостатки при делении текста на абзацы и при использовании средств передачи логической связи между отдельными частями текста или в формате письма. Студент использовал достаточный объем лексики, допуская отдельные неточности в употреблении слов или ограниченный запас слов, но эффективно и правильно, с учетом норм иностранного языка. В работе имеется ряд грамматических ошибок, не препятствующих пониманию текста. Допустимо несколько орфографических ошибок, которые не затрудняют понимание текста.

**Оценка «3».** Коммуникативная задача решена, но языковые погрешности, в том числе при применении языковых средств, составляющих базовый уровень, препятствуют пониманию текста. Мысли не всегда изложены логично. Деление текста на абзацы недостаточно последовательно или вообще отсутствует. Ошибки в использовании средств передачи логической связи между отдельными частями текста. Много ошибок в формате письма. Студент использовал ограниченный запас слов, не всегда соблюдая нормы иностранного языка. В работе либо часто встречаются грамматические ошибки элементарного уровня, либо ошибки немногочисленны, но так серьезны, что затрудняют понимание текста. Имеются многие ошибки, орфографические и пунктуационные, некоторые из них могут приводить к непониманию текста.

**Оценка «2».** Коммуникативная задача не решена. Отсутствует логика в построении высказывания. Не используются средства передачи логической связи между частями текста. Формат письма не соблюдается. Студент не смог правильно использовать свой лексический запас для выражения своих мыслей или не обладает необходимым запасом слов. Грамматические правила не соблюдаются. Правила орфографии и пунктуации не соблюдаются.

### ***Критерии оценки результатов тестирования***

<b>Доля правильных ответов, %</b>	<b>Оценка</b>
Менее 55%	Неудовлетворительно
От 55 до 70%	Удовлетворительно
От 71 до 85%	Хорошо
Свыше 85%	Отлично

# **Комплект заданий для контрольных работ**

## **Контрольная работа №1 (контроль навыков чтения)**

### **Our college**

We are students of the Teacher Training college. Our college is on the left side of the city. We go there every day. At the college we study many subjects, and English is one of them. We are present at a lecture. The lecture is taking place in large hall. The young men and women sitting in the hall are students of the college. All the students are present. Is Comrade Klimov Here? Yes, he is. Where is he? He is sitting at the first table near the teacher. All his friends are also sitting there. What are they looking at? They are looking at the blackboard. The old man standing at the blackboard is the teacher. He is speaking about the theme of his lectures. This is his first lecture. His bag is on the table. His papers and notes are on the table too, but he is not looking at his notes. He is looking at the students and speaking. The lecture is over. The teacher is taking his papers and notes. He is going to the door. Now the students are standing up. They are going to the door, too. The students are in the hall. Look at that group of students standing in the middle of the hall! They are speaking. What are they speaking about the lecture.

*Answer the questions.*

1. Are you a student of the college ?
2. Where is the college situated?
3. Is your college big or small?
4. Do you like your college?
- 5 Is your college far from your house?

## **Контрольная работа №2 на тему: «Education» (контроль монологических навыков говорения)**

1. Составить монологическое высказывание по теме «Образование в США».

## **Контрольная работа №3 на тему: «Education» (контроль навыков письма)**

1. Написать сочинение-рассуждение об образовании в педагогическом колледже, используя изученную лексику.

**Контрольная работа №4**  
**на тему: «Education»**  
**(контроль навыков аудирования)**

**Задания по аудированию.**

**Вариант 1.**

Listen to a teenager talking about how to choose a profession and tick a, b or c for statements 1 - 5:

1. Tim's father wants him to be a businessman.  
a) True                      b) False                      c) Not stated
2. Tim's family supports his decision.  
a) True                      b) False                      c) Not stated
3. Tim's friends don't agree with his choice.  
a) True                      b) False                      c) Not stated
4. Tim doesn't think there are any set jobs for just men or just women.  
a) True                      b) False                      c) Not stated
5. Having enjoyable job is more important for Tim than earning a lot of money.  
a) True                      b) False                      c) Not stated

**Вариант 2.**

Listen to a teenager talking about how to choose a profession and tick a, b or c for statements 1 - 5:

1. Mary's father is a military man.  
a) True                      b) False                      c) Not stated
2. Her male friends are quite supportive.  
a) True                      b) False                      c) Not stated
3. Mary worries about what people think.  
a) True                      b) False                      c) Not stated
4. Mary thinks there are jobs that only men should do.  
a) True                      b) False                      c) Not stated
5. She wouldn't like to have law-paid job.  
a) True                      b) False                      c) Not stated

**Вариант 3.** Listen to a teenager talking about how to choose a profession and tick a, b or c for statements 1 - 5:

1. Kate has a good voice

- |         |          |               |
|---------|----------|---------------|
| a) True | b) False | c) Not stated |
|---------|----------|---------------|
2. Kate would like to be a doctor.
- |         |          |               |
|---------|----------|---------------|
| a) True | b) False | c) Not stated |
|---------|----------|---------------|
3. Kate wants to earn lots of money.
- |         |          |               |
|---------|----------|---------------|
| a) True | b) False | c) Not stated |
|---------|----------|---------------|
4. Kate would like to work flexible hours.
- |         |          |               |
|---------|----------|---------------|
| a) True | b) False | c) Not stated |
|---------|----------|---------------|
5. She doesn't mind cleaning toilets if it is well-paid.
- |         |          |               |
|---------|----------|---------------|
| a) True | b) False | c) Not stated |
|---------|----------|---------------|

### **Тексты аудиозаписей к заданиям по аудированию.**

#### Вариант 1.

Tim: I want to be a dancer. I have always liked dancing and it has come naturally to me. My father is a self-employed businessman but I don't fancy going in for the same job, mostly because it doesn't really appeal to me and it's not right for me. I don't think I'd be very good at it. I'm lucky that my family and friends support my decision to become a dancer. They've seen me dance and always say I'm quite good. They are very supportive and that's important to me. I think people still believe that there is a difference between male and female jobs, and sometimes men still get more money than women for doing the same job. I don't think this is fair, because everyone should be treated equally. Many people also still think that men should work and women should stay in the home. I think that men and women are good at different things. Men are often good at things like building and engineering while women are better at communicating and doing many things at once. Of course, I would like to earn lots of money, but having a job I enjoy is more important to me. There's no point in being stuck in a dead end job you don't like.

#### Вариант 2.

Mary: I want to be a soldier and hope I'll pass the entry exam. When I was 13, I started the Army Cadets and I learnt about the army and handling weapons and all that. I enjoyed the life. A lot of my friends went in and said I was good. My parents haven't affected my choice, but it's fine by them, if it's what I want to do. My male friends didn't think I would have the guts to go through with it as it is mainly a male job, but they are quite supportive. My female friends are really amazed. I am sure, if I were male, my male friends would be a bit more supportive, but the girls think that's great. But I don't really care what people think, it's just what I want to do. I don't think there are any jobs that should be just for men or just for women. Men and women should be able to do every job the same. I wouldn't like to do anything with low pay. But having a job I enjoy is more important for me because there's no point in being in it for the money if you don't enjoy it.

### Вариант 3.

Kate: I am dreaming of becoming a pop star. My mom thinks I've got a good voice so maybe I could do it, but my friends don't really care. I don't think there's any set job just for men or just women. Sometimes men get more money than women for doing the same job. I don't think it's fair. I believe if you do the same job, then you should get the same money. I wouldn't like to be a doctor because I don't like blood and I don't like seeing the insides of people. But I do want to earn lots of money! Did you see in the newspapers about Jennifer Lopez getting two million dollars for a two-hour show? I'd like to be on that sort of money. Of course, I would feel more comfortable with a job that I enjoy, but for me, the money's more important, so I would have to go with that, even if it was cleaning toilets!

### **Контрольная работа №5 на тему: «The Internet» (контроль навыков аудирования)**

**1. Listen to the texts and answer the question «What is the computer of the future like as scientists predict?»**

#### **Wearable Computers**

If you are hooked\* on the computer and can't tear\* yourself from it, don't worry. Soon you'll be able to wear it on your wrist,\* in your glasses and even in your earrings. The first wearable computers are already on sale though they are probably a bit bulgy\* right now. Don't be surprised if in a few years you'll be putting on your socks and your computer each morning before going to work. Of course, you might not even have to leave the house. Scientists predict that in the future most of us will work from home.

wearable - пригодный для носки, носимый на себе

be hooked on - быть привязанным к чему-либо, не представлять себе жизни без чего-либо

tear – оторваться, отвлечься

wrist – запястье

bulgy – громоздкий

**2. Listen to the text and prove the quotation «Computers have entirely entered our life».**

#### **Computers Nowadays**

Some scientists say that without the computer the 21st century would be impossible. Computers today are running our factories, planning our cities, teaching our children and forecasting our future. The computer solves in seconds the problems a generation of mathematicians would need months or years to solve without

its help. The degree to which computers will take over human functions may frighten some people and astonish\* others. Computers, like the telephone or electricity, have become a common thing of everyday life used by almost everybody. They have entered our home life. They help to make up a person's shopping list, remind someone of important appointments and anniversaries and answer the telephone. We often hear that the increasing flood of information will be one of the problems of the 21st century.

A computer may help to solve it too. In a computerized library of the future request for information will be answered instantly\* and as fully as the user wants.

The invention of computers, calculating machines, capable of processing information, cardinally changed our life. The computer performs very simple actions, but its advantage is the speed it calculates at. In fact the computer performs hundreds of thousands of operations per second.

Computers are penetrating\* all spheres of human activity, in many of them they have become indispensable,\* They calculate orbits, guide spaceships and planes, calculate the targets\* of economic development, play chess, help housewives to choose a menu.

It's hard to enumerate all the uses the computer may be put to.

astonish – удивлять

instantly – немедленно

penetrate – проникать

indispensable – незаменимый

target - цель

**Контрольная работа №6  
на тему: «The Internet»  
(контроль навыков письма)**

**Microsoft**

Microsoft is the largest software company in the computer world, and its operating systems are on almost all computers. Its release of Windows 95 and the Microsoft Office 95 (1)\_\_\_\_\_ the size of already giant company, It (2)\_\_\_\_\_ so successful because of the low priced and easy (3)\_\_\_\_\_ software it creates. From six years old to presidents of large corporations use their products.

William Gates, a 19-year old dropout from Harvard, (4)\_\_\_\_\_ Microsoft with his friend Paul Allen. The two (5)\_\_\_\_\_ BASIC, a language that let people (6)\_\_\_\_\_ programs for their PC. Then, IBM chose them (7)\_\_\_\_\_ an operating system for the new IBM-PCs. Gates and Allen (8)\_\_\_\_\_ 50, 000 to Tim Paterson for his QDOS, and (9)\_\_\_\_\_ it to MS-DOS. The operating system was extremely successful, and soon all other PC manufacturers (10)\_\_\_\_\_ to be compatible with IBM. This gave Microsoft the chance (11)\_\_\_\_\_ huge profits, and they (12)\_\_\_\_\_, Their next big success was Windows, which was a graphical operating system that (13)\_\_\_\_\_ popular because it was extremely easy to use. Then, in 1993, they (14)\_\_\_\_\_ Windows

NT, which (15)\_\_\_\_\_networking extremely easy. By this time, Bill Gates (16)\_\_\_\_\_the PC operating system market and (17)\_\_\_\_\_ a billionaire.

- |                    |                     |
|--------------------|---------------------|
| 1. A has increased | C having increased  |
| B had increased    | D increasing        |
| 2. A is being      | C has been          |
| B were             | D had been          |
| 3. A using         | C to use            |
| B had been using   | D has used          |
| 4. A found         | C had found         |
| B had founded      | D founded           |
| 5. A rewrote       | C had rewritten     |
| B rewrite          | D are rewriting     |
| 6. A to create     | C creating          |
| B create           | D created           |
| 7. A writing       | C to have written   |
| B to write         | D to be writing     |
| 8. A have paid     | C had paid          |
| B paid             | D paying            |
| 9. A renaming      | C renamed           |
| B had renamed      | D having renamed    |
| 10. A wanted       | C had been wanted   |
| B want             | D wanting           |
| 11. A to make      | C having made       |
| B making           | D made              |
| 12. A did          | C do                |
| B was done         | D had done          |
| 13. A became       | C had become        |
| B becoming         | D to become         |
| 14. A releasing    | C had been released |
| B were released    | D released          |
| 15. A making       | C made              |
| B had been made    | D to make           |
| 16. A monopolized  | C have monopolised  |
| B had monopolized  | D monopolising      |
| 17. A became       | C had become        |
| B has become       | D become            |

**Контрольная работа №7**  
**на тему: «Environment protection»**  
**(контроль монологических навыков говорения)**

- 1. Составить монологическое высказывание по теме «Защита окружающей среды», используя изученную ранее лексику.**

**Контрольная работа №8**  
**на тему: «English-speaking countries»**  
**(контроль навыков аудирования)**

**1. Прослушайте текст и выполните задание к нему.**

English is the third most spoken native language worldwide, after Chinese and Hindi, with some 380 million speakers. It is the official language in 71 sovereign states and territories with the total population of 2,135 million people. Among them are the UK, the USA, Australia, New Zealand, Singapore, Canada, India, Pakistan, the Philippines, South Africa and many others. In the UK and the USA there is no law about the official language, and English is the official language there de facto. There are some countries, too, where English is the major language, that is, it is the native language of the overwhelming majority of the population; these countries include the UK, the USA, Australia, New Zealand and some others. The two most important English-speaking countries are, of course, the UK and the USA.

**(a) The United Kingdom of Great Britain and Northern Ireland**

The United Kingdom of Great Britain and Northern Ireland is situated on the British Isles, off the northern coast of Europe. The British Isles consist of two large islands: Great Britain and Ireland, and about five thousand small islands. Their total area is about 244,000 square kilometers.

The British Isles are separated from the Continent by the North Sea, the English Channel and the Strait of Dover. The western coast of the country is washed by the Atlantic Ocean and the Irish Sea; the eastern coast is washed by the North Sea.

The population of the country is over 57 million people. The United Kingdom is made up of four countries: England, Scotland, Wales and Northern Ireland. Their capitals are London, Edinburgh, Cardiff and Belfast respectively. In everyday speech 'Great Britain' is used in the meaning of 'the United Kingdom of Great Britain and Northern Ireland'. The country is also referred to as Britain, England or the UK. The capital of the UK is London, with the population of about 7.5 million people (about 13 million people in Greater London, that is London with the suburbs).

The surface of the country varies very much. The north of Scotland is mountainous and is called Highlands. The south, which abounds in beautiful valleys and plains, is called Lowlands. The north of England is mountainous, while the eastern, central and south-eastern parts of England are a vast plain. Mountains are not very high, with Ben Nevis in Scotland as the highest mountain (1,343 m). There are a lot of rivers in the UK, but they are not very long. The Severn is the longest river, while the Thames is the deepest and the most important one. The mountains, the Atlantic Ocean and the warm waters of the Gulf Stream influence the climate of the British Isles which is mild the whole year round.

The UK is a constitutional monarchy. This means that the country is governed by the Parliament and the Queen is Head of State. The legislative power in the country is exercised by the Houses of Parliament which consist of two cham-

bers: the House of Lords and the House of Commons. The House of Lords is composed of hereditary peers and peeresses. The members of the House of Commons are elected by people from the constituencies in the four parts of the country. The House of Commons is the real governing body of the country. The executive power is exercised by Prime Minister and his Cabinet. The government is usually formed by the political party which has the majority in the House of Commons. Prime Minister is the majority party leader appointed by the Queen. Prime Minister chooses a team of ministers; 20 of them form the Cabinet. The most important parties in the UK are the Conservative and the Labour Party.

The judicial branch of the government is represented by the system of courts. There is no written Constitution in Great Britain, only precedents and traditions. The national flag of the country is Union Jack.

The UK is a highly developed industrial and agrarian country. It produces and exports machinery, electronics, railroad equipment, aircraft, textile. One of the chief industries is shipbuilding. Though the country is not rich in mineral resources, it is one of the world's leading economies. The country also must import about 40 % of its food supplies. Financial sector is the most important one in the economy of the country, 70 % of the country's population work there. Britain's most important agricultural products include wool and dairy products. The main industrial and commercial areas are cities.

When I think about British people, I normally recollect two things: British national character and British holidays and traditions.

The British are famous for being conservative, reserved, punctual, friendly to strangers and polite. They are famous for their love to compromise, too. I think some of these traits may be explained by the island location — for example, their conservatism, friendliness to strangers and politeness. Partially due to this location, the British Isles have not been invaded since the Norman Conquest in the 11th century, and the British people were not afraid of strangers. The influence of foreign lifestyles was very small, too, that is probably why they are conservative.

The British have a lot of holidays and celebrations. Many of them are celebrated throughout the world because of their Christian origin. Christmas Day and Boxing Day, Shrove Tuesday (Pancake Day), Good Friday and Easter are all Christian holidays, or are based on a combination of pagan and Christian traditions. Another group of British holidays include holidays celebrated in English-speaking countries — Mothering Sunday, April Fool's Day, May Day, Hallowe'en, the New Year.

British people are known to keep up a lot of traditions in their daily routines. For example, they prefer living in their own houses, they are fond of gardening, keeping pet animals, spending holidays on the seaside and playing cricket, darts and golf. They like going to pubs, being members of all sorts of clubs and having five o'clock tea. I believe the pub is the most peculiarly British tradition, as the pub is still the centre of social life in towns and city suburbs. Though television at home is a strong competitor in spending leisure time, many people still go to pubs to communicate with their neighbours and friends. Nevertheless, the importance of the pub as the centre of social life in a locality is decreasing.

Write down the plan of the text and its main idea.

**Контрольная работа №9**  
**на тему: «English-speaking countries»**  
**(защита проектов по разделу «Англоговорящие страны»)**

- 1. Подготовить групповые проекты по теме «Англоговорящие страны», защитить свои проекты.**

**Контрольная работа №10**  
**на тему: «English-speaking countries»**  
**(контроль диалогических навыков говорения)**

- 1. Составить диалог по теме «Поездка в Америку», используя изученную ранее лексику.**

**Контрольная работа №11**  
**на тему: «Teacher's profession»**  
**(контроль навыков чтения)**

- 1. Прочитай текст, выполни задания к нему.**

What are the qualities which a teacher must either have or develop in himself?

The first and the most important thing is a good teacher must know what he teaches. Therefore teaching is inseparable from learning. Every good teacher will learn more about his subject every year, every month, every week if possible. He must avoid the sort of feeling that there is nothing more for him to learn. Education is going forward\* The real teacher must go on learning, reading, experimenting all his life if he wants to be a success. There is always room for self-improvement. If he has taken up languages, for example, he should keep up his English in every possible way, enlarge the scope of his knowledge all the time, he should build up a growing library of his own.

The teacher must be devoted to duty. Outside of school hours he has much to do in the way of preparation and marking. A teacher may be asked to help run such extra-activities as the choir, the sporting games, the school Band and the like, all these things are a part of school life and the teacher should cooperate. The waiting-for-the final-bell type of a teacher is out of place in school.

A teacher must be kind and understanding but at the same time firm. The pupils should feel that their teacher wants to help them, wants them to improve, is interested in their growth, is sorry for their mistakes and pleased with their successes. He should be just and fair. All children must be equal in the eyes of their teacher.

The teacher who wants to improve his pupils must be patient. His patience will be tried dozens of times a day. There will always be the child who needs

something explained ten times before he understands, or the child who is constantly distracting\* (отвлекает) others. To lose one's temper is to lose one's dignity and to lower oneself in the eyes of one's pupils.

One of the most important qualities of a good teacher is humour\*. The real purpose of humour in teaching is to link the teacher and the pupils through enjoyment. A very wise old teacher once said "I consider a day's teaching is wasted if we don't all have one hearty laugh".

The teacher must treat different pupils differently. He must have a way with them. To do this he must be a good psychologist. If he knows his pupils' character he will be able to adapt his teaching to their differences.

No doubt you realize what a hard job it is to live up to your chosen profession? And you should do your best to be worthy of it.

Make use of the given word-combinations

1) That you'll make a good teacher is quite certain.

a) to go on learning every day  
to be eager for self-improvement  
to do a lot of reading  
to do ear-training  
to improve one's skills  
to know the subject well

b) to have a way with people  
to work as a  
to arrange socials, excursion  
to have organizing powers  
to be a born leader

c) to be kind and understanding  
to respect smb

2) What I always say is "live and learn". There's always room for self-improvement.

to be no easy thing to do smth  
to live up to one's profession  
to take every opportunity to enlarge the scope of one's interests  
to do a lot of reading to build up a growing library  
to learn a lot about art, music

3) He'll never make a good teacher. If I were him I'd give up teaching.  
to have no way with children  
to be hot-tempered  
self-conceited  
hard to deal with

to be ignorant of many things (not) to lift a finger to do smth  
to enlarge the scope of one's knowledge  
to improve one's speech skills and habits  
to devote time to smth

**Контрольная работа №12**  
**на тему: «Practice at school»**  
**(контроль диалогических навыков говорения)**

- 1. Составить диалог по теме «Первые занятия на практике», используя изученную ранее лексику.**

**Контрольная работа №13**  
**на тему: «Teacher of Music»**  
**(контроль монологических навыков говорения)**

- 1. Составить монологическое высказывание по теме «Учитель версrb», ответив на вопросы:**

1. Which qualities should you develop in yourself if you want to be a success in your chosen profession?
2. In which way can a teacher go on learning after he leaves Teachers' Training College?

**Контрольная работа №14**  
**на тему: «Business English in teacher's profession»**  
**(защита проектов по теме «Деловое общение»)**

- 1. Подготовить групповые проекты по теме «Деловое общение», защитить свои проекты.**

**Контрольная работа №15**  
**на тему: «The history of English language»**  
**(контроль навыков аудирования)**

- 1. Прослушать текст, выполнить задания.**

**The Origins of English**

English is basically a Germanic language with a lot of Latin words in it. In simple terms, that means that the grammar and many of the most frequent words are Germanic, and the more formal or technical vocabulary is Latinate. There is so much of this Latinate vocabulary that English is sometimes called a semi-Romance language. This linguistic mixture is a result of historical events. But the simple historical facts appear not to explain everything about the development of the language.

There is at least one interesting question. Why did not the British learn Latin from the Romans? After all, France, Spain, Portugal and Romania all kept the imperial language after the end of the Roman Empire. The answer may be the distance from

Rome; the province of Britannia was on the wild and uncooperative margins of Europe. Although the Romans were here for 400 years, they did not leave very much behind them. It is hard to know how much the Celtic language of the Britons took on a Latin flavour. Actually its living descendant, Welsh, has a lot of Latin roots in it, so perhaps in the 3rd th and 4 centuries AD, they were on their way to creating another great Romance language. But it was not to be. The

Anglo-Saxons who took over from the Romans in Britain were relatively untouched by Latin influences, so Celtic was replaced by Germanic, and the British romance with Romance was, temporarily, over. In 1066, the French-speaking Normans invaded England. Over the next 300 years, their French merged with Anglo-Saxon to create a new language: the writing of Chaucer (1343-1400) is not very far from modern English. As in the rest of Europe, Latin, especially in its written form, remained for a long time the language of science, philosophy and the Church. But English was growing stronger; it was soon not only the language of everyday life but also that of a flowering literature. Caxton introduced printing into the country in 1476, and that did much to standardise forms – spelling was very inconsistent at that time. Latin and Greek classics and the Bible were translated into English. By the time of Shakespeare (1564-1616), the language was highly developed and very healthy indeed.

1. Найдите в тексте, зачитайте и переведите предложения, в которых употреблены следующие слова и выражения:

a lot of Latin words, technical vocabulary, linguistic mixture, the development of the language, to leave much behind, to take a flavour, to create a language, temporarily, in written form, to grow stronger, flowering literature, highly developed and healthy language.

2. Составьте предложения с данными выражениями о вашем родном языке.

3. Опираясь на материал текста, закончите следующие предложения.

1) English might be called a Semi-Romance language, because \_\_\_\_\_.

2) English could have learnt Latin from the Romans, but \_\_\_\_\_.

3) Welsh, a living descendant of the Celtic language, might have \_\_\_\_\_ in the 3rd and 4th centuries AD.

4) A lot of French words appeared in the English language after \_\_\_\_\_.

5) Latin was the language of science, philosophy and the Church, especially \_\_\_\_\_.

6) English was growing stronger and very quickly it \_\_\_\_\_.

7) Introducing printing can be called an important event of the 15th century because \_\_\_\_\_.

8) The English language in 16 – 17th centuries can be characterized as \_\_\_\_\_.

**Контрольная работа №16**  
**на тему: «English as a language of global communication»**  
**(контроль лексико-грамматических навыков письма)**

- 1. Написать сочинение-рассуждение на тему «English as a language of global communication», используя в речи инфинитив, герундий, причастие I, причастие II (не менее 5 единиц каждой формы).**

**Контрольная работа №17**  
**на тему: «Styles of Music»**  
**(контроль навыков чтения)**

- 2. Прочитать текст, выполнить задания.**

There is a traditional subdivision of music into classical, folk and pop music. People of different ages usually prefer listening to different styles of music, which can probably be explained by psychological qualities of each age group.

Young people normally prefer to listen to different styles of popular music which include rock music, hip-hop music, rhythm and blues, jazz and many others.

Rock, or rock'n'roll is a form of popular music, usually featuring vocals, electric guitars, a bass guitar and a strong back beat. The genre of rock is broad, sometimes even soul is included into. It is a genre of music that emerged in the USA in the 1950s. It has been the most popular music genre until the 1990s.

Hip hop music, also referred to as rap music is made of two main components: rapping and DJing (audio mixing and scratching) and is an element of hip hop, a cultural movement that was initiated by city youth. Typically, hip hop music consists of one or more rappers who tell semi-autobiographic tales in a rhythmic lyrical form using alliteration and rhyme. The rapper is accompanied by an instrumental track, a beat, performed by a DJ and created by a producer and one or more instrumentalists. In addition to the beat other sounds are often synthesised or performed.

Rhythm and blues combines jazz and blues, now means the modern version of the soul and funk and was influenced by African American pop music. Country music is a combination of popular musical forms developed in the Southern United States, with roots in traditional folk music, Celtic music and blues. It actually embraces several different genres of music. Reggae is based upon a rhythm style which is characterised by regular chops on the back beat, known as bang, played by a rhythm guitarist and a bass drum hitting on the third beat of each measure.

Psychedelic music, of which acid rock is a form, is a musical style attempting to replicate the experience of drugs. It has lyrics often describing dreams and visions, lengthy instrumental solos, and electronic effects. Techno is a form of electronic music that emerged 1980s and is based on instrumentation and beats per minute.

Punk rock has fast tempos, its songs are normally about two and a half minutes in length, but sometimes are only twenty seven seconds. Instrumentation includes drums, one or two electric guitars, an electric bass, and vocals. Punk vocals are usually nasal or throaty.

Jazz is an original American musical art form which emerged in the 1920s in New Orleans, and is a combination of Western music and African American techniques. It is characterized by syncopation, swing and improvisation. Typical instruments are a saxophone, a trumpet, a trombone, a piano, guitars, drums, and vocals. Blues is a form of music which appeared in the United States in the communities of former African slaves from spirituals and other types of African music. It is characterised by call-and-response patterns in music and lyrics.

As for me, I can't say I prefer to listen to some definite kind of music all the time. The choice of music I listen to depends on my state of mind and mood. I can tell you what kind of music I prefer to listen to when I feel depressed, and it is jazz. The first reason why I do it is that jazz music usually has a powerful rhythm, so it is a kind of music that fills you with energy and strength. Secondly, it provides a brilliant combination of instrumental tunes and voice, which creates unforgettable harmony. Jazz immediately carries me away from my troubles, fills me with hope and joy, even though its tunes are often sad.

### **Translate the following sentences into English.**

1. Существует традиционное подразделение музыки на классическую, народную и поп музыку; молодые люди обычно слушают различные стили поп-музыки, в том числе рок, хип-хоп, ритм-энд-блюз, джаз и т. д.
2. Жанр рока отличают вокал, электрогитары, бас-гитара и сильный фоновый ритм; рок возник в США в 50-е годы XX века.
3. Хип-хоп, который часто называют рэпом, состоит из рэпа и партии диджея, он был создан городской молодежью.
4. Рэпперы обычно рассказывают полуавтобиографические истории в форме ритмического стиха, что сопровождается инструментальным треком и ритмом, который исполняет диджей, а часто и другими звуками, которые синтезируются или исполняются.
5. Ритм-энд-блюз — это современная версия соула и фанка, он испытал на себе влияние афро-американский поп-музыки.
6. Музыка кантри уходит корнями в традиционную народную музыку, рэгги основан на ритмическом стиле, который характеризуют регулярно повторяющиеся сильные удары на фоне ритма, выполняемые бас-гитаристом, и ударными, вступающими на каждой третьей доле такта.
7. Психоделическая музыка пытается воссоздать ощущения, вызываемые наркотиками, она часто описывает сны и видения, отличается длинными инструментальными соло и электронными эффектами.
8. Для панк-рока характерен быстрый темп, его инструментальное сопровождение — ударные, электрогитары и бас-гитара, а вокал обычно имеет носовую или горловую окраску звука.

9. Типичные джазовые инструменты включают саксофон, трубу, фортепиано, гитары, ударные и вокал.

10. Блюз возник из спиричуэлов и характеризуется моделью, состоящей из фразы и отклик в музыке и стихах.

11. Когда я в плохом настроении, я предпочитаю слушать джаз, поскольку это тип музыки, который наполняет энергией и силой, он представляет собой великолепное сочетание инструментальных мелодий и голоса.

1. There is a traditional subdivision of music into classical, folk and pop music; young people normally listen to different styles of popular music including rock music, hip hop, rhythm and blues, jazz and so on.

2. The genre of rock features vocals, electric guitars, a bass guitar and a strong back beat; it emerged in the USA in the 1950s.

3. Hip hop, often referred to as rap music is made of rapping and Djing and was initiated by city youth.

4. Rappers usually tell semi-autobiographic tales in a rhythmic lyrical form using rhyme, they are accompanied by an instrumental track and a beat performed by a DJ, often other sounds are synthesized or performed.

5. Rhythm and blues is the modern version of soul and funk, was influenced by African American pop music.

6. Country music has roots in traditional folk music, reggae is based upon a rhythm style characterized by regular chops on the back beat, played by a bass guitarist and a drum hitting on the third beat of each measure.

7. Psychedelic music attempts to replicate the experience of drugs, it often describes dreams and visions, has lengthy instrumental solos, and electronic effects.

8. Punk rock has fast tempos, its instrumentation includes drums, electric guitars, an electric bass, and vocals are usually nasal or throaty.

9. Typical jazz instruments are a saxophone, a trumpet, a trombone, a piano, guitars, drums, and vocals.

10. Blues appeared from spirituals and is characterized by call-and-response patterns in music and lyrics.

11. When I feel depressed, I prefer to listen to jazz, as it is the kind of music which has a powerful rhythm filling you with energy and strength, it provides a brilliant combination of instrumental tunes and voice.

### **Контрольная работа №18**

**на тему: «Музыкальные инструменты»**

**(контроль монологических навыков говорения)**

- 1. Составить монологическое высказывание по теме «Музыкальные инструменты», используя изученную ранее лексику.**

### **Контрольная работа №19**

**на тему: «Музыкальные фестивали. Модальные глаголы can, may, must»**

**(контроль лексико-грамматических навыков письма)**

**1. Вставьте модальные глаголы may (might) или can (could).**

1. ... you help me? 2. I ... imagine her speaking in public: I knew that she was so shy. 3. Something was wrong with the car: he ... not start it. 4. A fool ... ask more questions than a wise man ... answer. 5. She asked me if she ... use my telephone. 6. ... I use your pen? 7. ... I find a pen on that table? 8. You ... read this book: you know the language well enough. 9. You ... take this book: I don't need it. 10. ... help you? 11. ... I ask you to help me? 12. The school was silent: nothing ... be heard in the long dark corridors. 13. Waiting ... be endless, you know. 14. ... you tell me the nearest way to the city museum? 15. They ... think that I am too weak to take part in the excursion, but I am strong enough to do any kind of hard work, indeed. 16. He knew this period of history very well: he had read everything on the subject he ... find in the rich university library.

**2. Переведите на английский язык, употребляя модальный глагол must.**

1. Я должна упорно работать над своим английским. 2. Вы должны внимательно слушать учителя на уроке. 3. Ты должен делать уроки каждый день. 4. Вы не должны забывать о своих обязанностях. 5. Вы должны быть осторожны на улице. 6. Она должна быть дома сейчас. 7. Мои друзья, должно быть, в парке. 8. Вы, должно быть, очень голодны. 9. Должно быть, трудно решать такие задачи. 10. Я должен сегодня повидать моего друга. 11. Он, должно быть, очень устал. 12. У них даже есть яхта. Они, должно быть, очень богаты. 13. Ты должен уехать завтра утром? 14. Вы не должны опаздывать. 15. Я не должен забывать о своей матери. Я не писал ей целую вечность. Сегодня вечером я должен написать ей письмо. 16. Эта книга очень ценная. Вы не должны ее терять. 17. Неужели вам надо уже уходить? 18. Я должен признать, что я неправ.

**Контрольная работа №20**

**на тему: «Musical festivals»**

**(контроль диалогических навыков говорения)**

- 1. Составить диалог по теме «Фестиваль музыки в России», используя изученную ранее лексику.**

**Контрольная работа №21 (2ч)**

**на тему: «Contests of Music»**

**(контрольный перевод профессионального текста)**

**Music Contests**

Hard Rock Rising 2014 - The Global Battle of the Bands – info on → facebook. Bands worldwide are competing for a chance to move on in THE Global Battle of the Bands competition! Vote now to help choose which of these bands should

move on! You can visit all participating cafe facebook pages to review the bands who are competing to play live in local cafes. Below are the bands who are competing in our "virtual" Hard Rock Cafe. 25 of these bands will get the chance to join physical cafe winners in the global competition! As an added bonus, you'll get a free download with each vote you cast. You can vote for as many bands as you like; but only once per band. The winners will win great prizes and move on to compete in a global competition against winners from 82 participating markets.

World Cup Song 2014 Music Competition – Entries start on 30th of January and finish on 13th of July. An exciting new global music competition for people with a passion for music, a passion for the beautiful game and a passion for their country. Over J10,000 in prizes, competition is free to enter for anyone with an 'original' song. There are various prize categories including best video, other categories will be announced in the competition podcast but the main winner will not be chosen by a panel of judges but by the people themselves.

Feed The Arts - Musician Contest – Submission Deadline was August 9, 2013. Feed The Arts is launching an innovative crowdfunding platform for the Arts that funds artistic projects through time not money. We've created four exciting Artist contests with the winners to be announced during our week long launch event from September 6th - 14th, 2013. Just submit a video of up to 5 minutes long that describes the project you're trying to get funded, then motivate your fan base to vote for your project. Top 25 Projects with the most votes in each Category will be individually reviewed by our Celebrity Judges! Winners get free stuff at [feedthearts.com](http://feedthearts.com)

John Lennon Songwriting Contest and Maxell Song of the Year – Annual, two sessions each year.

Session I begins in January, Deadline in June.  
Session II begins in June, Deadline in December.  
International contest with **over \$275,000** in cash and prizes. The JLSC is open year-round, open to amateur and professional songwriters, and features two Sessions. Each Session has 12 Grand Prize Winners (one in each category) and 36 Finalists (three in each category). Your songs may be entered in any of the following 12 categories: Rock, Country, Jazz, Pop, World, Rhythm & Blues, Hip Hop, Gospel/Inspirational, Latin, Electronic, Folk, and Children's. Grand Prize Winners of Session I and Session II will compete head-to-head in an online voting battle to become the Lennon Award Winner in their respective category. 12 Award Winners will compete for the Maxell Song of the Year.

International Songwriting Competition 2013 – The ISC is an annual song contest. "Over **\$150,000** in cash and prizes shared by 68 winners. Entries accepted starting in February 2013. All Genres Accepted. Mission is to provide the opportunity for both aspiring and established songwriters to have their songs heard in a profession-

al, international arena. Amateur and professional songwriters and musicians are invited to participate. ISC has the most prestigious panel of judges of all the songwriting and music contests in the world, offering exposure and the opportunity to have your songs heard by the most influential decision-makers in the music industry." facebook

Unsigned Only Music Competition 2013 (Annual) – Entry Deadline is in early April. “Unsigned Only is a unique music competition designed for solo artists, bands, and singers all over the world who are not signed to a major label record company or any of its affiliates, subsidiaries, or imprints. The goal of Unsigned Only is to find an outstanding, talented performer: a band, singer, or solo artist...a newcomer or veteran...raw or polished - the gem - that needs to be discovered. Unsigned Only is looking for the total package. The Grand Prize Winner will be awarded **\$10,000 in cash (plus additional prizes)** and one-on-one mentoring by an elite group of record company executives.” Judges include many big names in the music biz.

Show Me the Music Songwriting Contest 2013 – Entry Deadline is September 30, 2013. \$10,000 Grand Prize or \$5,000 cash, and a recording session in Nashville. Multiple categories, \$20 entry fee.

ParamountSong Nashville International Songwriting Competition – Multiple contests throughout the year with "**Over \$125,000 cash & prizes** awarded (every year). We reward all kinds of songs and lyrics equally... including Traditional Country, Today's Hot Country, Contemporary Christian, Gospel, Pop, Rock, AAA, Alternative, Jazz, Blues. The Nashville Songwriting Connection for songwriters all over the world."

Texaco Country Showdown – Annual, National Final in January. **Grand Prize of \$100,000.** Country Music Talent Search begins each Spring with over 450 local talent contests sponsored by country music radio stations throughout the US. Winners advance to their respective State competitions held at leading fairs and expositions. Acts then compete for a \$1,000 prize, the State Title and the opportunity to advance to one of five Regional Finals. It's the last step before the prestigious National Final held in Nashville, TN. A uniform judging system is used at all levels of competition to ensure fairness.

Song of the Year - Song & Lyric Competition (Annual) – **Over \$80,000 of cash and prizes** will be awarded to the top songwriters! The 1st place winner will be awarded \$30,000 cash for his/her winning submission. A contest whose "primary focus is to find great songwriters while helping them network with professionals in the music industry. Monthly winners and finalists throughout the year will get their music sent to Record Labels, Music Publishers, management and more. Judges include numerous Grammy Award Winners, Major Record Labels, individuals from Rolling Stone Magazine, professional songwriters and individuals.

The X Factor (USA) – Simon Cowell's new Music Competition TV Show. Show started airing in fall of 2011. It has been renewed for 2012 (season 2). click link to get complete information including audition info.

Lyric Check Songwriting Contest – all genres and song categories are included, all entries must be original songs. Entry Fee is \$29.99 for one song and \$49.99 for 2 songs. There is no limit to the number of songs you may enter. The Lyric Check Contest and all affiliate contests are open to both amateur and professional songwriters. A panel of Music Business Professionals will select the winners. Songs will be judged based on composition, lyrics, melody, and originality. The quality of performance and production will not be a consideration. Visit website for information, complete prize lists, and to enter your song! Winners will be announced February 14, 2011.

Billboard World Songwriting Contest – Annual. Winners receive non-cash prizes.

Eurovision Song Contest – link is to official website which has current and upcoming information, original Eurovision TV Song Contest clips, backstage materials, exclusive interviews, updates, press centre, and more.

I'm A Holloywood Star International Song Competition – Started in 2011, but as of May, 2013, still no competitions announced. International Live Music Talent Competition for unsigned bands and singers, original music, no age limit, free registration.

**Контрольная работа №22**  
**на тему: «Musicians»**  
**(контроль навыков аудирования)**

**1. Прослушай, выполни задания.**

Complete the word web (Classical music).

- Where can we listen to classical music?
- When are the concerts held?
- Who comes to the concerts?
- Who takes part in the concerts?

There are a lot of musical places and events in Great Britain. Promenade Concerts or “Proms” are monthly events in Britain. Listen to the text about Promenade Concerts and be ready to fill in the gaps.

*Writing. Complete the sentences.*

1. \_\_\_\_\_ was a person who invented Promenade Concerts.
2. The first Promenade Concert was held in \_\_\_\_\_.
3. The aim of the Proms was \_\_\_\_\_.

4. The concerts are called \_\_\_\_\_ because  
\_\_\_\_\_ during the performance.
5. \_\_\_\_\_ conducted the Proms for 50 years.
6. Now the Proms include \_\_\_\_\_ every year.

**Контрольная работа №23**  
**на тему: «Musical profession»**  
**(контроль лексико-грамматических навыков письма)**

1. Написать мини-сочинение, ответив на вопрос «Which qualities should you develop in yourself if you want to be a success in your chosen profession?». Использовать неличные формы глагола в роли определения (5 единиц).

**Контрольная работа №24**  
**на тему: «Артист музыкального коллектива»**  
**(контроль монологических навыков говорения)**

1. Составить монологическое высказывание по теме «Профессиональный музыкант», используя изученную ранее лексику.

**Контрольная работа №25**  
**на тему: «Артист оркестра»**  
**(контроль диалогических навыков говорения)**

1. Составить диалог по теме «Артист оркестра», используя изученную ранее лексику.

**Контрольная работа №26**  
**на тему: «The best world musicians»**  
**(контроль навыков чтения)**

1. Прочитать текст, выполнить задания к нему.

**MOZART**

Wolfgang Amadeus Mozart is one of the greatest composers ever born. Like Shakespeare, he stands at the summit of human achievement. In every form, from serenade to fugue, from piano concerto and symphony to the heights of grand opera, his music amazes, enchants and invades the memory. Thousands of books have been written about Mozart. Few lives have ever been so well documented as his, and yet he is one of the most mysterious figures in the world.

Mozart was born in 1756 in Salzburg, Austria. He began playing the piano at 4, and when he was 5 years old, he already composed serious music. His father took him on tours of Western Europe and Italy and the boy was always a success.

Then the prodigy ripened into genius. The genius conquered Vienna and the world. Mozart's fame was great. He met all the great figures of his time, from Haydn to Goethe, from George III to the luckless Marie Antoinette. But then he suddenly fell from favour. The Vienna aristocracy grew tired of him. He lost pupils and contracts, had to move from his comfortable house in the centre to a modest flat in the suburbs. The genius was forgotten.

Mozart died in 1791, when he was only 35 years old. There's a legend that Mozart was poisoned by his rival composer Antonio Salieri. There's no truth in this legend, though it inspired many great poets, writers and composers. But it has been proved that in the last months of his life Mozart really believed that he was pursued by a spirit, "the grey messenger", who appeared and ordered him to write a requiem. In a state of depression Mozart imagined that he was to write the requiem for himself.

Not long ago a 150-volume edition of Mozart's works was published. His works include 41 symphonies, nearly 30 piano concertos, 19 operas, a vast quantity of orchestral and other instrumental music, and volumes of church music (he wrote it mostly for financial reasons). His most famous operas are Don Giovanni, The Magic Flute and The Marriage of Figaro.

#### Questions

1. Why is Mozart so often compared with Shakespeare?
2. Is Mozart's life well documented?
3. When did he begin playing the piano?
4. How old was he when he began composing serious music?
5. Was Mozart's fame long?
6. How did he spend the last years of his short life?
7. Was Mozart poisoned?
8. Have you read Pushkin's Mozart and Salieri? Do you remember the end of this "little tragedy"?
9. Have you heard Rimsky-Korsakov's opera Mozart and Salieri?
10. What made Mozart write his famous requiem?
11. Mozart was an unusually prolific (плодовитый) composer, wasn't he? What kind of music did he write?
12. What do you think of Mozart's music?

### **Контрольная работа №27 (2ч)**

#### **на тему: «Russian Music»**

#### **(контрольный перевод профессионального текста)**

Russian music includes a variety of styles: from ritual folk song, to the sacred music of the Russian orthodox church, and also included the legacy of several prominent 19th century classical and romantic composers. Major contributions by 20th century Soviet composers as well as various forms of popular music are also part of the make-up of Russian music.

### **18th and 19th century: Russian Classical music**

Russia has a history of classical music innovation. In the 18th century, Peter I brought in reforms introducing western music fashions to Russia. During the subsequent reign of Empresses Elisabeth and Catherine, the Russian imperial court attracted many prominent musicians, many from Italy. They brought with them Italian traditions of opera and classical music in general, to inspire future generations of Russian composers. A number of composers received training in Italy or from these recent Italian emigres and composed vocal and instrumental works in the Italian Classical tradition popular in the day. These include composers Dmitri Bortniansky, Maksim Berezovsky and Artem Vedel who not only composed masterpieces of choral music but also included operas, chambers works and symphonic works. The first great Russian composer to exploit native Russian music traditions into the realm of Secular music was Mikhail Glinka (1804–1857), who composed the early Russian language operas *Ivan Susanin* and *Ruslan and Lyudmila*. They were neither the first operas in the Russian language nor the first by a Russian, but they gained fame for relying on distinctively Russian tunes and themes and being in the vernacular. Russian folk music became the primary source for the younger generation composers. A group that called itself "Mighty Five", headed by Balakirev (1837–1910) and including (Rimsky-Korsakov (1844–1908), Mussorgsky (1839–81), Borodin (1833–87) and César Cui (1835–1918), proclaimed its purpose to compose and popularize Russian national traditions in classical music. Among the Mighty Five's most notable compositions were the operas *The Snow Maiden* (*Snegurochka*), *Sadko*, *Boris Godunov*, *Prince Igor*, *Khovanshchina*, and symphonic suite *Scheherazade*. Many of the works by Glinka and the Mighty Five were based on Russian history, folk tales and literature, and are regarded as masterpieces of romantic nationalism in music. This period also saw the foundation of the Russian Musical Society (RMS) in 1859, led by composer-pianists Anton (1829–94) and Nikolay Rubinstein (1835–81). The Mighty Five was often presented as the Russian Music Society's rival, with the Five embracing their Russian national identity and the RMS being musically more conservative. However the RMS founded Russia's first Conservatories in St Petersburg and in Moscow: the former trained the great Russian composer Peter Ilyich Tchaikovsky (1840–93), best known for ballets like *Swan Lake*, *Sleeping Beauty*, and *The Nutcracker*. He remains Russia's best-known composer outside Russia. Easily the most famous successor in his style is Sergey Rakhmaninov (1873–1943), who studied at the Moscow Conservatory (where Tchaikovsky himself taught). The late 19th and early 20th century saw the third wave of Russian classics: Igor Stravinsky (1882–1971), Alexander Scriabin (1872–1915), Sergei Prokofiev (1891–1953) and Dmitri Shostakovich (1906–1975). They were experimental in style and musical language. Some of them emigrated after Russian revolution, though Prokofiev eventually returned and contributed to Soviet music as well. In the late 19th to early 20th centuries, the so-called "romance songs" became very popular. The greatest and most popular singers of the "romances" usually sang in operas at the same time. The most popular was Fyodor Shalyapin. Singers usually composed music and wrote the lyrics, as did Alexander Vertinsky, Konstantin Sokolsky, Pyotr Leshchenko.

## 20th century: Soviet music

After the Russian Revolution, Russian music changed dramatically. The early 1920s were the era of avant-garde experiments, inspired by the "revolutionary spirit" of the era. New trends in music (like music based on synthetic chords) were proposed by enthusiastic clubs such as Association for Contemporary Music. In the 1930s, under the regime of Joseph Stalin, music was forced to be contained within certain boundaries of content and innovation. Classicism was favoured, and experimentation discouraged. (A notable example: Shostakovich's veristic opera *Lady Macbeth of the Mtsensk District* was denounced in Pravda newspaper as "formalism" and soon removed from theatres for years). The music patriarchs of the era were Prokofiev, Shostakovich and Aram Khachaturian. With time, a wave of younger Soviet composers, such as Georgy Sviridov and Alfred Schnittke, took the forefront due to the rigorous Soviet education system. The Union of Soviet Composers was established in 1932 and became the major regulatory body for Russian music. Jazz was introduced to Soviet audiences by Valentin Parnakh in the 1920s. Singer Leonid Uteosov and film score composer Isaak Dunayevsky helped its popularity, especially with the popular comedy movie *Jolly Fellows* that featured a jazz soundtrack. Eddie Rosner, Oleg Lundstrem and others contributed to soviet jazz music.

Film soundtracks produced a significant part of popular Soviet/Russian songs of the time, as well as of orchestral and experimental music. The 1930s saw Prokofiev's scores for Sergei Eisenstein's epic movies, and also soundtracks by Isaak Dunayevsky that ranged from classical pieces to popular jazz. Among the pioneers of Soviet electronica, was 1970s ambient composer Eduard Artemiev, best known for his scores to Tarkovsky's science fiction films. The 1960s and 1970s saw the beginning of modern Russian pop and rock music. It started with the wave of VIA's (vocal-instrumental ensemble), a specific sort of music bands performing radio-friendly pop, rock and folk, composed by members of the Union of Composers and approved by censorship. This wave begun with Pojuschie Gitary and Pesnyary; popular VIA bands also included Tsvety, Zemlyane and Verasy. That period of music also saw individual pop stars such as Valery Leontiev, Sofia Rotaru, Alla Pugacheva, Yuri Antonov. Many of them remain popular to this day. They were the mainstream of Soviet music media, headliners of festivals such as Song of the Year, Sopot, and Golden Orpheus. The year 1977 saw also establishment of Moskovsky Komsomolets hit parade, the Russia's first music chart.

Music publishing and promotion in Soviet Union was a state monopoly. To earn money and fame from their talent, Soviet musicians had to assign to state-owned label Melodia. This meant to accept certain boundaries of experimentation, that is, the family-friendly performance and politically neutral lyrics favoured by censors. Meanwhile, with the arrival of new sound recording technologies, it became possible for common fans to record and exchange their music via magnetic tape recorders. This helped underground music subculture (such as bard and rock music) to

flourish despite being ignored by the state-owned media.[6] "Bardic" or "authors' song" is an umbrella term for the singers-songwriters movement that arose at the early 1960s. It can be compared to the American folk revival movement of the 60s, with their simple single-guitar arrangements and poetical lyrics. Initially ignored by the state media, bards like Vladimir Vysotsky, Bulat Okudzhava, Alexander Galich gained so much popularity that they finished being distributed by the state owned Melodiya record company. The largest festival of bard music is Grushinsky festival, held annually since 1968. Rock music came to Soviet Russia in the late 1960s with Beatlemania, and many rock bands arose during late 1970s: Mashina Vremeni, Aquarium, Autograph. Unlike the VIAs, these bands were not allowed to publish their music and remained in underground. The "golden age" of Russian rock is widely considered to have been the 1980s. Censorship mitigated, rock clubs opened in Leningrad and Moscow, and soon rock became mainstream Popular bands of that time include Kino, Alisa, Aria, DDT, Nautilus Pompilius, and Grahdanskaya Oborona. New wave and post punk were the trend in 80s Russian rock.

### **21st century: Modern Russian music**

Russian pop music is well developed, and enjoys mainstream success via pop music media such as MTV Russia, Muz TV and various radio stations. A number of pop artists have broken through in recent years. The Russian duet t.A.T.u is the most successful Russian pop band of its time. They have reached number one in many countries around the world, with several of their singles and albums. Other popular artists include the Eurovision 2008 winner Dima Bilan, as well as Philipp Kirkorov, Vitas and Alsou. Music producers like Igor Krutoy, Maxim Fadeev, Ivan Shapovalov, Igor Matvienko, and Konstantin Meladze control a major share of Russia's pop music market, in some ways continuing the Soviet style of artist management. The rock music scene has gradually evolved from the united movement into several different subgenres similar to those found in the West. There's youth pop rock and alternative rock (Mumiy Troll, Zemfira, Splean, Bi-2, Zveri). There's punk rock, ska and grunge (Korol i Shut, Pilot, Leningrad, Distemper, Elisium). The heavy metal scene has grown substantially, with new bands playing Power and Progressive Metal (Catharsis, Epidemia, Shadow Host, Mechanical Poet), and Pagan Metal (Arkona, Butterfly Temple, Temnozor). Rock music media has become prevalent in modern Russia. The most notable is Nashe Radio, which is promoting classic rock and pop punk. Its Chart Dozen is the main rock chart in Russia, and its Nashestvie rock festival attracts around 100,000 fans annually and was dubbed "Russian Woodstock" by the media. Others include A-One TV channel, specializing in alternative music and hardcore. It has promoted bands like Amatory, Traktor Bowling and Slot, and awarded many of them with its Russian Alternative Music Prize. Radio Maximum broadcasts both Russian and western modern pop and rock as well. Other types of music include folk rock (Melnitsa), trip hop (Linda) and reggae (Jah Division). Hip Hop/Rap is represented by Bad Balance, Kasta, Lugalize and Mnogotochie. There's also an experimental rapcore scene headlined by Dolphin and Kirpichi. A specific, exclusively Russian kind of music

has emerged, that mixes criminal songs, bard and romance music. It is labelled "Russian chanson" (a neologism popularized by its main promoter, Radio Chanson). Its main artists include Mikhail Krug, Mikhail Shufutinsky, and Alexander Rosenbaum. With lyrics about daily life and society, and frequent romanticisation of the criminal underworld, chanson is especially popular among adult males of the lower social class. Electronic music in modern Russia is underdeveloped in comparison to other genres. This is largely due to a lack of promotion. There are some independent underground acts performing IDM, downtempo, house, trance and dark psytrance (including tracker music scene), and broadcasting their work via internet radio. They include Parasense, Fungus Funk, Kindzadza, Lesnikov-16, Yolochnye Igrushki and Messer Für Frau Müller. Of the few artists that broke through to the mainstream media, there are PPK and DJ Groove, that exploit Soviet movie soundtracks for their dance remixes.

**Контрольная работа №28  
на тему: «Job application»  
(контроль навыков чтения)**

**1. Прочитайте и переведите текст (устно).**

If you are trying to get a job, especially in today's competitive market, you need to stand out. And one way to stand out is to become an expert. Usually, we think of experts as people who have spent years in a particular profession and worked their way to the top of the career ladder, often spending years studying and gaining endless professional qualifications before reaching expert status.

But that isn't always necessary. Not everyone has the time or inclination to train for years and many jobs don't require advanced degrees. What they do require is people who can perform certain tasks efficiently. So think speed and efficiency.

Therefore, one technique which will help you get a new job is becoming an expert in one small, but important area of your career or industry, an area in which you can perform more quickly and more efficiently than most. Let's look at a concrete example.

As the world or work becomes more technical, computer skills are in demand but these days just about everyone can use a computer. Being computer literate is accepted as part of basic education in the same way that being able to read and write are. So you need to do something extra.

Ask yourself, what is the most important aspect of using a computer in my current job? It might be speed or the ability to perform certain advanced functions on a specific programme.

If it's speed, practise your typing. Even ten to twenty minutes a day will mount up over time. You can find a touch-typing course online or borrow a course from the library. Depending on your current speed and the amount of time you can afford to spend on it, you could increase your typing speed dramatically over the next three to six months. If everyone else types with two fingers, you'll be the company typing expert.

You can apply this technique to any aspect of your job. Look at what isn't working as efficiently as it might and analyse your own performance. What could you do to improve your results? With many tasks, it's simply a matter of focus and practice. With others you may need a little help, which you could get by asking someone else for tips or training or if necessary, you could enroll in a short course.

**2. Выберите правильный вариант ответа на вопросы к тексту.**

1. How can a person stand out in today's competitive market?
  - a) by becoming an expert
  - b) by earning a lot of money
  - c) by doing nothing
2. How do we usually picture experts?
  - a) as people who control us
  - b) as people who are responsible for all the work
  - c) as people who have spent years in a particular profession
3. What kind of people are searched for by employers?
  - a) People who can perform certain tasks efficiently.
  - b) People who can perform only certain tasks.
  - c) People who can perform one task.

**3. Закончите предложения по содержанию прочитанного текста.**

1. Not everyone has the time or inclination \_\_\_\_\_
  - a) to work for years.
  - b) to train for years.
  - c) to live forever.
2. As the world of work becomes more technical, \_\_\_\_\_ are in demand.
 

a) a lot of friends	b) computer skills	c) personal characteristics
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3. If it's speed, \_\_\_\_\_ your typing
  - a) practise
  - b) give up
  - c) understand

**4. Подберите эквивалент к данному русскому слову или словосочетанию.**

- |                 |                 |                |                |
|-----------------|-----------------|----------------|----------------|
| 1. конкурентный | a) hard         | b) comfortable | c) competitive |
| 2. лестница     | a) map          | b) ladder      | c) step        |
| 3. достигать    | a) bring        | b) search      | c) reach       |
| 4. выделяться   | a) to stand out | b) to go out   | c) to find out |
| 5. выполнять    | a) prepare      | b) postpone    | c) perform     |
| 6. способность  |                 |                |                |

- |               |              |            |
|---------------|--------------|------------|
| a) quality    | b) memory    | c) ability |
| 7. требование |              |            |
| a) goal       | b) objective | c) demand  |

**5. Выберите соответствующее определение данным словам из текста.**

- |                  |               |             |                |
|------------------|---------------|-------------|----------------|
| a) qualification | b) particular | c) skills   | d) inclination |
| e) current       | f) literate   | g) advanced | h) improve     |

1. intention
2. educated
3. highly developed
4. perfect
5. special
6. present
7. skill set
8. experience

**Контрольная работа №29**  
**на тему: «Interview and resume»**  
**(контроль навыков аудирования)**

**1. Посмотрите видеозапись и запишите советы, которые помогут вам при устройстве на работу.**

1. You should keep the eye contact with the Hiring Manager.
2. You should keep smiling at the interview.
3. You shouldn't make a bone crushing handshake.
4. You should give only relevant information about yourself, not tell the Manager your biography.
5. You should turn off your cell phone. If you forget to do it and your phone is ringing, you should apologise and turn it off without checking up who is calling.
6. You should not wear too much perfume.
7. You should not set a stress on your weak points. On the contrary, you should concentrate on the points which can be improved.
8. You should have a copy of your CV/resume
9. You can ask for a Manager's business card.
10. You should ask right questions and answer the Manager's questions right.

**Контрольная работа №30**  
**на тему: «Business relations' manners»**  
**(контроль лексико-грамматических навыков письма)**

**1. Письменно ответьте на вопросы:**

1. Do you think rules of etiquette are important? Why?
2. What do you think are some of the best rules of etiquette?
3. Are there any rules that you think are silly or unreasonable?
4. What manners were you taught as a child?
5. What's the best way to teach manners to children?
6. Do you have good manners and etiquette?
7. Do you think etiquette has deteriorated in modern society? In what ways?
8. What are some manners in your country that have disappeared over time?
9. Do you think manners can affect your success in life? How?
10. Do you think manners are affected by income and social status?
11. What are some actions that are considered good manners in your country?
12. What are some actions that are considered bad manners in your country?
13. What customs does your country have that a foreigner might not know?
14. Have you come across any rules of etiquette in other countries that are different to your own?
15. Can you think of any countries or cultures that are known for being polite?
16. What are some good manners for using a phone in public?
17. What are some good table manners?
18. What are some good manners when using public transport?
19. Do you think it is rude to eavesdrop on other people's conversations?
20. Do you think it is rude to stare at someone with a disability?
21. Why do you think some people stare?
22. Have you ever seen someone with very bad manners? What happened?
23. Can manners and etiquette ruin a person's fun at a social event?

**Контрольная работа №31**  
**на тему: «Business talks»**  
**(контроль монологических навыков говорения)**

1. Составить монологическое высказывание по теме «Мои деловые переговоры с коллегами из других стран», используя изученную ранее лексику.

**Контрольная работа №32**  
**на тему: «Informal communication»**  
**(контроль диалогических навыков говорения)**

2. Составить диалог по теме «Разговор с другом», используя изученную ранее лексику.