


**ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ АВТОНОМНОЕ ОБРАЗОВАТЕЛЬНОЕ
УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ
«ВОЛГОГРАДСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ»**

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**ФОНД ОЦЕНОЧНЫХ СРЕДСТВ
БД.03 Иностранный язык**

**Специальность 40.02.01
«Право и организация социального обеспечения»**

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1. Паспорт фонда оценочных средств

1.1. Область применения

Фонд оценочных средств предназначен для контроля и оценки образовательных достижений обучающихся, освоивших программу учебной дисциплины БД.03 «Иностранный язык».

Фонд оценочных средств разработан в соответствии с требованиями ФГОС СПО по специальности 40.02.01 «Право и организация социального обеспечения» и рабочей программой учебной дисциплины БД.03 «Иностранный язык».

2. Методика контроля успеваемости и оценивания результатов освоения программы дисциплины

Освоение содержания учебной дисциплины БД.03 «Иностранный язык» обеспечивает достижение студентами следующих результатов:

Личностные	ЛР 01 Российскую гражданскую идентичность, патриотизм, уважение к своему народу, чувства ответственности перед Родиной, гордости за свой край, свою Родину, прошлое и настоящее многонационального народа России, уважение государственных символов (герб, флаг, гимн) ЛР 02 Гражданскую позицию как активного и ответственного члена российского общества, осознающего свои конституционные права и обязанности, уважающего закон и правопорядок, обладающего чувством собственного достоинства, осознанно принимающего традиционные национальные и общечеловеческие гуманистические и демократические ценности ЛР 03 Готовность к служению Отечеству, его защите ЛР 04 Сформированность мировоззрения, соответствующего современному уровню развития науки и общественной практики, основанного на диалоге культур, а также различных форм общественного сознания, осознание своего места в поликультурном мире ЛР 05 Сформированность основ саморазвития и самовоспитания в соответствии с общечеловеческими ценностями и идеалами гражданского общества; готовность и способность к самостоятельной, творческой и ответственной деятельности ЛР 06 Толерантное сознание и поведение в поликультурном мире, готовность и способность вести диалог с другими людьми, достигать в нем взаимопонимания, находить общие цели и сотрудничать для их достижения, способность противостоять идеологии экстремизма, национализма, ксенофобии, дискриминации по социальным, религиозным, расовым, национальным признакам и другим негативным социальным явлениям
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	<p>ЛР 07 Навыки сотрудничества со сверстниками, детьми младшего возраста, взрослыми в образовательной, общественно полезной, учебно-исследовательской, проектной и других видах деятельности</p> <p>ЛР 08 Нравственное сознание и поведение на основе усвоения общечеловеческих ценностей</p> <p>ЛР 09 Готовность и способность к образованию, в том числе самообразованию, на протяжении всей жизни; сознательное отношение к непрерывному</p> <p>ЛР 10 Эстетическое отношение к миру, включая эстетику быта, научного и технического творчества, спорта, общественных отношений</p> <p>ЛР 11 Принятие и реализацию ценностей здорового и безопасного образа жизни, потребности в физическом самосовершенствовании, занятиях спортивнооздоровительной деятельностью, неприятие вредных привычек: курения, употребления алкоголя, наркотиков</p> <p>ЛР 12 Бережное, ответственное и компетентное отношение к физическому и психологическому здоровью, как собственному, так и других людей, умение оказывать первую помощь</p> <p>ЛР 13 Осознанный выбор будущей профессии и возможностей реализации собственных жизненных планов; отношение к профессиональной деятельности как возможности участия в решении личных, общественных, государственных, общенациональных проблем</p> <p>ЛР 14 Сформированность экологического мышления, понимания влияния социально-экономических процессов на состояние природной и социальной среды; приобретение опыта эколого-направленной деятельности</p> <p>ЛР 15 Ответственное отношение к созданию семьи на основе осознанного принятия ценностей семейной жизни</p>
<p>Метапредметные</p>	<p>МР 01 Умение самостоятельно определять цели деятельности и составлять планы деятельности; самостоятельно осуществлять, контролировать и корректировать деятельность; использовать все возможные ресурсы для достижения поставленных целей и реализации планов деятельности; выбирать успешные стратегии в различных ситуациях</p> <p>МР 02 Умение продуктивно общаться и взаимодействовать в процессе совместной деятельности, учитывать позиции других участников деятельности, эффективно разрешать конфликты</p> <p>МР 03 Владение навыками познавательной, учебно-исследовательской и проектной деятельности, навыками разрешения проблем; способность и готовность к самостоятельному поиску методов решения практических задач, применению различных методов познания</p>

	<p>МР 04 Готовность и способность к самостоятельной информационно-познавательной деятельности, владение навыками получения необходимой информации из словарей разных типов, умение ориентироваться в различных источниках информации, критически оценивать и интерпретировать информацию, получаемую из различных источников</p> <p>МР 05 Умение использовать средства информационных и коммуникационных технологий в решении когнитивных, коммуникативных и организационных задач с соблюдением требований эргономики, техники безопасности, гигиены, ресурсосбережения, правовых и этических норм, норм информационной безопасности</p> <p>МР 06 Умение определять назначение и функции различных социальных институтов</p> <p>МР 07 Умение самостоятельно оценивать и принимать решения, определяющие стратегию поведения, с учетом гражданских и нравственных ценностей</p> <p>МР 08 Владение языковыми средствами – умение ясно, логично и точно излагать свою точку зрения, использовать адекватные языковые средства</p> <p>МР 09 Владение навыками познавательной рефлексии как осознания совершаемых действий и мыслительных процессов, их результатов и оснований, границ своего знания и незнания, новых познавательных задач и средств их достижения</p>
Предметных	<p>ПР 01 Сформированность коммуникативной иноязычной компетенции, необходимой для успешной социализации и самореализации, как инструмента межкультурного общения в современном поликультурном мире</p> <p>ПР 02 Владение знаниями о социокультурной специфике страны/стран изучаемого языка и умение строить свое речевое и неречевое поведение адекватно этой специфике; умение выделять общее и различное в культуре родной страны и страны/стран изучаемого языка;</p> <p>ПР 03 Достижение порогового уровня владения иностранным языком, позволяющего выпускникам общаться в устной и письменной формах как с носителями изучаемого иностранного языка, так и с представителями других стран, использующими данный язык как средство общения</p> <p>ПР 04 Сформированность умения использовать иностранный язык как средство для получения информации из иноязычных источников в образовательных и самообразовательных целях</p> <p>ПР 05 Достижение уровня владения иностранным языком, превышающего пороговый, достаточного для делового общения в рамках выбранного профиля</p>

	<p>ПР 06 Сформированность умения перевода с иностранного языка на русский при работе с несложными текстами в русле выбранного профиля</p> <p>ПР 07 Владение иностранным языком как одним из средств формирования учебноисследовательских умений, расширения своих знаний в других предметных областях</p>
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2.1 Общая процедура оценочных мероприятий

Оценивание результатов обучения студентов по дисциплине «Иностранный язык» осуществляется по регламенту текущего контроля и промежуточной аттестации.

Текущий контроль в семестре проводится с целью обеспечения своевременной обратной связи, для коррекции обучения, активизации самостоятельной работы студентов. Результаты текущего контроля подводятся по шкале балльно-рейтинговой системы, реализуемой в ВолГУ. Текущий контроль осуществляется три раза в семестр согласно положению о балльно-рейтинговой системе, реализуемой в ВолГУ. Формы текущего контроля знаний:

- устный опрос;
- письменный опрос;
- тестирование;
- выполнение и защита практических работ;
- выполнение практических заданий.

Преподаватель проверяет правильность выполнения практической работы студентом, контролирует знание студентом пройденного материала с помощью контрольных вопросов или тестирования.

Результаты обучения (освоенные умения, освоенные знания)	Формы и методы контроля и оценки результатов обучения
В результате освоения дисциплины обучающийся должен продемонстрировать предметные результаты освоения учебной дисциплины «Русский язык»	
ПР 01 Сформированность коммуникативной иноязычной компетенции, необходимой для успешной социализации и самореализации, как инструмента межкультурного общения в современном поликультурном мире	Заполнение формы- резюме, письмо, презентация, ролевые игры, заметки, тесты, устный опрос, письменный опрос, проект, выполнение заданий дифференцированного зачета
ПР 02 Владение знаниями о социокультурной специфике страны/стран изучаемого языка и умение строить свое речевое и неречевое поведение адекватно этой специфике; умение выделять общее и различное в культуре родной страны и страны/стран изучаемого языка;	Заполнение формы- резюме, письмо, презентация, ролевые игры, заметки, тесты, устный опрос, письменный опрос, проект, выполнение заданий дифференцированного зачета
ПР 03 Достижение порогового уровня владения иностранным языком, позволяющего выпускникам общаться в устной и письменной формах как с носителями изучаемого иностранного языка, так и с представителями	Заполнение формы- резюме, письмо, презентация, ролевые игры, заметки, тесты, устный опрос, письменный опрос, проект, выполнение заданий дифференцированного зачета

других стран, использующими данный язык как средство общения	
ПР 04 Сформированность умения использовать иностранный язык как средство для получения информации из иноязычных источников в образовательных и самообразовательных целях	Заполнение формы- резюме, письмо, презентация, ролевые игры, заметки, тесты, устный опрос, письменный опрос, проект, выполнение заданий дифференцированного зачета
ПР 05 Достижение уровня владения иностранным языком, превышающего пороговый, достаточного для делового общения в рамках выбранного профиля	Заполнение формы- резюме, письмо, презентация, ролевые игры, заметки, тесты, устный опрос, письменный опрос, проект, выполнение заданий дифференцированного зачета
ПР 06 Сформированность умения перевода с иностранного языка на русский при работе с несложными текстами в русле выбранного профиля	Заполнение формы- резюме, письмо, презентация, ролевые игры, заметки, тесты, устный опрос, письменный опрос, проект, выполнение заданий дифференцированного зачета
ПР 07 Владение иностранным языком как одним из средств формирования учебноисследовательских умений, расширения своих знаний в других предметных областях	Заполнение формы- резюме, письмо, презентация, ролевые игры, заметки, тесты, устный опрос, письменный опрос, проект, выполнение заданий дифференцированного зачета

3. Комплект материалов для оценки освоенных умений и усвоенных знаний

3.1. Текущий контроль

Типовые контрольные задания или иные материалы, необходимые для оценки знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций в процессе освоения образовательной программы.

Устный и письменный опрос

Раздел 1. Грамматика.

Раздел 2. Словарный запас

Раздел 3. Понимание текста

Типовые задания

Раздел 1. Грамматика.

01. "Hello Sara, _____?" – "I'm very well, thank you."

a) How do you b) How are you c) How you are d) How is it

01. b

02. "What's _____ name?" – "Jane Edwards."

a) you b) your c) yours d) you're

02. b

03. "How old are you?" – "_____."

a) I twenty b) Me is twenty c) I've twenty d) I'm twenty

03. d

04. "Is this your book?" – "_____."

a) No, it isn't b) No, isn't it c) No, he isn't d) No, there isn't

04. a

05. "Where is Anna from?" – "_____ from Rome."

a) It is b) Her is c) He is d) She is

05. d

06. "_____ is your address?" – "12, Sundown Street, Bristol."

a) How b) Who c) What d) That

06. c

07. _____ name is John Smith.

a) His b) He's c) He d) Her

07. a

08. Sam _____ a doctor, he's a teacher at the university.

a) aren't b) isn't c) not d) doesn't

08. b

09. Here are Juan and Mercedes. _____ are from Valencia in Spain.

a) They b) Their c) Them d) This

09. a

10. "Have you got a computer?" – "Yes, _____."

a) I got b) I've got c) I've d) I have

10. d

11. _____ two hundred students in my school.
a) They are b) It is c) There are d) There is
11. c
12. "Do you live in Munich?" – "Yes, _____."
a) I live b) I don't c) I do live d) I do
12. d
13. "Is that _____ car?" – "No, it isn't."
a) they b) their c) there d) they're
13. b
14. "_____ is this blue bag?" – "It's £5.50."
a) Where b) How big c) How much d) What
14. c
15. "What's her job?" – "She's _____."
a) a actress b) actress c) the actress d) an actress
15. d
16. "_____ your car?" – "It's in the car park."
a) Which is b) Who's c) When's d) Where's
16. d
17. "_____ bag is this?" – "It's mine."
a) Whose b) What's c) Who's d) Who
17. a
18. _____ only three chairs in my room.
a) They are b) There are c) There is d) It is
18. b
19. She _____ a house in the town centre.
a) got b) have got c) has got d) is got
19. c
20. "_____ brothers have you got?" – "Only one."
a) How much b) How old c) How are d) How many
20. d
21. "Is there any food left?" – "_____."
a) No, there isn't b) Yes, there is any c) Yes, they is d) No, there aren't
21. a
22. My favourite painters are Monet and Renoir but John doesn't like _____ at all.
a) they b) them c) it d) some
22. b
23. There aren't _____ people here today.
a) many b) a lot c) much d) the many
23. a
24. We haven't got _____.
a) some children b) any children c) a children d) one children
24. b
25. "Do you speak Japanese?" – "No, I _____."
a) don't speak b) not c) speak not d) don't
25. d
26. "What does he do?" – "_____."

- a) He's teacher b) He's a teacher c) He's teaching d) Yes, he does
26. b
27. He _____ in an office every morning from eight to twelve.
a) working b) works c) work d) am working
27. b
28. "Do you like _____?" – "Yes, I do."
a) to shop b) shop c) to shopping d) shopping
28. d
29. I go _____ school in Vienna.
a) at b) to c) in d) on
29. b
30. We have lunch _____ one o'clock.
a) at b) to c) in d) on
30. a
31. She works _____ Saturday.
a) at b) to c) in d) on
31. d
32. I stay at home _____ the morning.
a) at b) to c) in d) on
32. c
33. "How do you get to work?" – "_____."
a) By car b) In car c) By the car d) On car
33. a
34. "Do you like classical music?" – "_____."
a) Yes, I likes b) Yes, I like c) Yes, I does d) Yes, I do
34. d
35. "Where is Mary?" – "She _____ over there."
a) is stand b) is standing c) stand d) standing
35. b
36. I'm hungry. _____ something to eat, please.
a) I like b) I'd want c) I'd like d) I'm like
36. c
37. He _____ born in 1963 in Spain.
a) had b) is c) was d) did
37. c
38. Switzerland is _____ than Britain.
a) as small b) smallest c) more small d) smaller
38. d
39. Motor racing is the _____ sport in the world.
a) most expensive b) expensivest c) more expensive d) as expensive
39. a
40. He passed his English exam very _____.
a) easy b) easier c) good d) easily
40. d
41. "When _____ you go to the USA?" – "Last year."
a) did b) was c) went d) have

41. a
42. "Did she stay with friends?" – "_____."
- a) No, she didn't b) No, she didn't stay c) No, she stayed not d) No, she didn't stayed
42. a
43. She's never _____ to New York.
- a) gone b) was c) been d) went
43. c
44. "I haven't got any money." – "Never mind. _____ some from the bank."
- a) I'll get b) I'm getting c) I get d) I'd get
44. a
45. _____ you ever visited London?
- a) Did b) Do c) Were d) Have
45. d
46. He's learning _____ a lorry.
- a) to drive b) driving c) drive d) the driving
46. a
47. I can't stand _____ in hot weather.
- a) to walk b) walking c) walk d) to walking
47. b
48. He smokes more than ten cigarettes _____.
- a) by day b) the day c) in day d) a day
48. d
49. Let's go somewhere else. There's _____ noise in this room.
- a) too many b) too much c) enough d) too
49. b
50. It's a very long day for Jack. He doesn't get home from school _____ six o'clock.
- a) since b) to c) towards d) until
50. d
51. They usually _____ at home but today they _____ lunch in a restaurant.
- a) are eating, have b) eat, have c) eat, are having d) are eating, are having
51. c
52. We didn't stay late _____ we were very tired.
- a) because b) so c) that d) until
52. a
53. I think most people _____ English for their jobs in the future.
- a) need b) are needing c) will need d) will have needed
53. c
54. Teenagers today like wearing casual clothes so leather shoes aren't _____ trainers.
- a) as fashionable than b) as fashionable as c) more fashionable as d) fashionable
54. b
55. A friend of _____ phoned this morning but _____ didn't leave a message.
- a) you, she b) you, her c) yours, she d) yourself, hers
55. c
56. We _____ lunch when the phone _____.
- a) had, rang b) were having, rang c) were having, was ringing d) had, has rung
56. b

57. You _____ open the door before the train gets into the station. It's very dangerous.

- a) must b) mustn't c) should d) don't have to

57. b

58. If you don't want to burn yourself, you _____ lie in the sun all day.

- a) won't b) don't c) shouldn't d) couldn't

58. c

59. If I have enough money next year, I _____ to the USA.

- a) will go b) go c) would go d) went

59. a

60. It's usually quite warm in September _____ it often rains, _____ bring a waterproof.

- a) but, so b) so, because c) unless, but d) for, as

60. a

Раздел 2. Словарный запас

01. six, seven, _____, nine, ten

- a) three b) twelve c) eight d) five

01. c

02. "What's your _____?" – "I'm American."

- a) name b) nationality c) country d) home

02. b

03. "What _____ is it?" – "It's half past two."

- a) time b) hour c) day d) old

03. a

04. Sunday, Monday, _____, Wednesday

- a) Saturday b) Thursday c) Tuesday d) Friday

04. c

05. March, _____, May, June, July

- a) April b) January c) August d) November

05. a

06. He's got a _____ and two sisters.

- a) father b) brother c) family d) friend

06. b

07. My favourite _____ is dinner.

- a) lunch b) drink c) food d) meal

07. d

08. We've got two _____: a son and a daughter.

- a) parents b) people c) children d) friends

08. c

09. I'd like a _____ of coffee, please.

- a) cup b) glass c) plate d) bottle

09. a

10. He's _____ the newspaper.

- a) reading b) watching c) listening d) seeing

10. a

11. September is my favourite _____.

- a) year b) autumn c) month d) season
11. c
12. "How old is your _____?" – "She's thirteen."
a) brother b) son c) boyfriend d) sister
12. d
13. I always have a big _____ in the morning.
a) lunch b) breakfast c) dinner d) supper
13. b
14. Those are very nice _____. Where did you buy them?
a) shirt b) dress c) trousers d) handbag
14. c
15. "What does he look like?" – "He's quite tall and he's got short, dark _____."
a) glasses b) eyes c) head d) hair
15. d
16. "Where can I buy some envelopes?" – "At the _____."
a) baker's b) newsagent's c) library d) grocer's
16. b
17. "What was the _____ like in Vienna?" – "It was cold and cloudy."
a) time b) weather c) cold d) temperature
17. b
18. I've got a new dishwasher and a fridge in my _____.
a) bathroom b) study c) office d) kitchen
18. d
19. It's very _____ here. I can't hear anything.
a) noisy b) quiet c) exciting d) clean
19. a
20. Excuse me, waiter. Can you bring me the _____, please?
a) note b) money c) bill d) cheque
20. c
21. She's _____ a blue coat and a grey scarf.
a) looking b) seeing c) wearing d) putting
21. c
22. I'm too _____ today. I'll phone you back tomorrow.
a) crowded b) interested c) polite d) busy
22. d
23. Take your umbrella. It's raining _____.
a) heavily b) strong c) hardly d) much
23. a
24. He's started a new job. It's more interesting and he _____ more money.
a) wins b) earns c) spends d) costs
24. b
25. I'm sorry but I don't understand what you _____. Can you explain it again, please?
a) tell b) know c) mean d) talk
25. c
26. If you don't leave now, you'll _____ the bus and there isn't another one today.
a) catch b) save c) miss d) take

26. c

27. "Can I _____ your dictionary, please?" – "Yes, of course. But I'd like it back for the weekend."

a) lend b) borrow c) give d) keep

27. b

28. He lets his wife do everything for him. He's very _____.

a) careful b) bored c) quiet d) lazy

28. d

29. I'm _____ living at home but my girlfriend and I are getting married next month so we've bought a flat.

a) always b) yet c) again d) still

29. d

30. Don't _____! It's not funny.

a) cry b) shout c) laugh d) grow

30. c

31. I'm afraid we have had to _____ the flight because of bad weather conditions.

a) stop b) cancel c) take off d) confirm

31. b

32. There was a terrible _____ on the A2 motorway this morning. Five vehicles were involved.

a) scratch b) incident c) crash d) damage

32. c

33. The religious wedding _____ takes place in a church.

a) performance b) marriage c) ceremony d) engagement

33. c

34. I wish they wouldn't _____ so much time with unnecessary meetings.

a) waste b) lose c) take d) put away

34. a

35. I was very _____ and depressed when I first went to live abroad.

a) lonely b) alone c) on my own d) solitary

35. a

36. I'm really _____ to the party. All my old friends will be there.

a) appreciating b) thinking about c) enjoying d) looking forward

36. d

37. The hotel was so awful that we wrote a letter of _____ to the agency when we got back home.

a) thanks b) complaint c) relief d) warning

37. b

38. You can't _____ on him at all. He never does what he says.

a) tolerate b) rely c) collaborate d) arrange

38. b

39. It's much too expensive. We can't possibly _____ it.

a) pay b) cost c) afford d) cope

39. c

40. I think he's a good live performer, and his songs are excellent. _____ you can't hear the words because the music is too loud.

a) The trouble is b) In fact c) On the whole d) What's more

40. a

Раздел 3. Понимание текста

Text 1.

Read the text, then try to answer the questions.

Yeoman's Warders

The Tower of London, officially Her Majesty's Royal Palace and Fortress of the Tower of London, is a historic castle located on the north bank of the River Thames in central London. The guards at the Tower of London are called Yeoman Warders. In principle, they are responsible for looking after any prisoners in the Tower and safeguarding the British Crown jewels. However, in practice they act as tour guides and answer tourists' numerous questions. They are also a tourist attraction themselves. There are currently 37 Yeoman Warders at the Tower.

Yeoman Warders have been in service at the Tower of London since 1485, when the corps were formed by King Henry VII, but actually their origins date back even further. In order to serve as a Yeoman Warder nowadays, an applicant must have 22 years of service in the British armed forces, along with awards for distinction and good conduct. The applicant should also be between 40 and 55 years old on appointment. A potential Yeoman Warder should have a good memory to be able to remember the numerous facts from the history of the Tower.

Although the correct term is Yeoman Warder, most people know the members of the famous guard by their nickname — Beefeater. The origin of the nickname Beefeater is not clear. Some historians believe that the original Warders got some meat as part of their payment. Others suggest that they had the privilege of eating beef from the Royal Kitchen.

However, nowadays the only creatures at the Tower with a steady diet of beef are the ravens, who serve as a symbol of the British monarchy. According to legend, if the ravens leave the Tower, the monarchy will fall. That's why one Yeoman Warder, the Ravenmaster, is responsible for the ravens.

The Ravenmaster takes good care of the birds. The ravens are fed nuts, berries, fruit, meat, and blood-soaked biscuits. In the evening, the Ravenmaster whistles a special tone to call the ravens to bed — they are put into spacious cages to protect them from foxes. Every three weeks he trims the feathers on their right wings to prevent them from flying away.

Traditionally, Yeoman Warders had only been men. The first female Yeoman Warder (Beefeater) started her work at the Tower of London in 2007 — breaking over 500 years of male-only Beefeater history. Moira Cameron of Argyll, Scotland passed all the tests and is now the only woman Yeoman Warder. Other women have applied for the job, but Moira is the only successful lady so far!

The job of Yeoman Warder has its bonuses, of course. Yeomen Warders have the unique privilege of being able to live in the Tower! A portion of their salaries is given over as rent and many of the apartments in the Tower date from the 13th century. Although an interesting place to live, the wife of one Beefeater says it's impossible to order a pizza there. Nobody ever believes that people could live in the Tower!

1. Yeoman Warders are not allowed to talk to tourists

1) True

- 2) false
- 3) not stated

Answer: 2

2. The Beefeaters are people who

- 1) eat a lot of beef
- 2) guard the Tower of London and answer tourists' questions
- 3) serve in the British Army.

Answer: 2

3. Where does the name "beefeaters" come from?

- 1) From the tradition of eating meat as part of the payment.
- 2) From the privilege of eating beef from the Royal Kitchen.
- 3) No one knows that exactly.

Answer: 3

4. According to the legend, while ravens live in the Tower,

- 1) local foxes won't be hungry
- 2) it will be popular among tourists.
- 3) nothing threatens the British crown.

Answer: 3

5. What does the word "trim the feathers" mean?

- 1) make the feathers shorter
- 2) take care of the feathers
- 3) admire the feathers

Answer: 1

6. Moira Cameron is the only woman who has ever applied for the job of Beefeater.

- 1) true
- 2) false
- 3) not stated

Answer: 2

7. Why is Ravenmaster called that?

- 1) He is in charge of the ravens.
- 2) He commands the ravens.
- 3) He draws the ravens .

Answer: 1

8. Yeoman Warders have the right to live in the Tower of London

- 1) True
- 2) False
- 3) Not stated

Answer: 1

Text 2.

Read the text, then try to answer the questions.

Sarah's Life in Canada

Sarah is 36 years old, and she lives in Canada. She has two young daughters. She works two days a week as a teacher. Her husband's name is Nathan, and he's a sales manager. Nathan's job is very busy, so he often comes home late. At weekends, they often go driving or walking in the countryside.

Nathan was born in Canada, but Sarah wasn't. She was born in Argentina, and she moved to Canada when she was 26. When she was growing up, she was really interested in English. At first, she thought it was difficult, but when she finished school, she could already speak quite fluently and understand almost everything she heard or read. She spent a lot of time listening to songs and watching TV shows and films in English.

After she graduated from university, she decided to train as an English teacher. The certificate she needed was quite expensive, and competition for places was intense, but she was determined to do it—she simply couldn't imagine doing anything else. She finished the course with a distinction, which was the highest grade possible. Soon, she found work as a teaching assistant in a local primary school. She enjoyed the work, although it was often challenging—the children were not always well-disciplined, and she didn't think that the classroom teacher had enough understanding of teaching methods.

When she first went to Canada, she never would have imagined that she would end up staying there. It was supposed to be a short-term placement in a high school. She thought that she would be able to see a different part of the world and gain some useful experience, which could help her to find a better teaching position when she came back to Argentina. At first, she found living overseas much more difficult than she had expected. She felt homesick, and she had problems getting used to everything which was different in Canada—the interpersonal culture, the climate, the food... For the first three months she was there, she spent most of her free time in her room, dreaming of going back to Argentina and seeing her family again.

Over time, she adjusted to life in Canada, and even started to enjoy herself a bit more. One day, she met Nathan at a party. She liked his sense of humour, and how kind he was, but she was reluctant to get involved, knowing that she was planning to leave in the near future. When her placement finished, he convinced her to apply for a permanent job in another school. She told herself that she would give it one more year and see how things went.

Now, Sarah is settled, although she still misses Argentina. She tries to make it back at least yearly, and she is bringing up her daughters to be bilingual, so that they can talk to their Argentinian relatives in Spanish. When she thinks back to her first few months in Canada, she can scarcely recognise herself. In some ways, she wishes she weren't so far away from her family, but at the same time, she feels that she's learned many things which she never would have experienced had she stayed in Argentina. She wants to give her daughters the chance to travel and experience life in other countries as soon as she can, although of course she hopes they don't move too far away!

1. Because of Nathan, Sarah initially decided to stay in Canada _____.
 1. for another year
 2. until Nathan asked her to marry him
 3. forever
 4. for a few more months

Answer 1

2. During her first few months in Canada, Sarah _____.

1. had to work very hard
2. met Nathan
3. made lots of new friends
4. didn't socialise much

Answer 4

3. Nathan is _____.

1. Sarah's father
2. Sarah's boyfriend
3. Sarah's manager
4. Sarah's husband

Answer 4

4. At weekends, Sarah and Nathan often _____.

1. go to a village
2. work long hours
3. stay in the city
4. get out of the city

Answer 4

5. In her first job, she _____.

1. worked with another teacher to teach young children
2. worked with another teacher to teach older children
3. taught young children by herself
4. taught older children by herself

Answer 1

6. Nathan and Sarah _____.

1. were born in the same year
2. were born in the same country
3. were born in different years
4. were born in different countries

Answer 4

7. Sarah thought that living in Canada _____.

1. would make her feel homesick
2. would be very different to living in Argentina
3. would be more difficult than it was
4. would be easier than it was

Answer 4

8. Nathan works _____.

1. in a factory

2. long hours
3. at home
4. in a school

Answer 2

9. Sarah has lived in Canada _____.

1. for one year
2. since she was 36
3. since she was born
4. for ten years

Answer 4

10. It took Sarah _____ to get used to living in Canada.

1. several years
2. several months
3. about one month
4. a few weeks

Answer 2

11. Which sentence best describes Sarah's attitude now towards her decision to stay in Canada?

1. She isn't sure. She thinks that it's impossible to say whether it was the right choice for her or not.
2. She regrets her decision, because she feels homesick and misses her family all the time.
3. She wishes she had come to Canada earlier, because she doesn't feel that there was anything for her in Argentina.
4. She wouldn't change her decision, although she still finds it hard to be so far from her family.

Answer 4

12. The children in Sarah's first job _____.

1. didn't learn anything
2. didn't always behave well in class
3. didn't understand what she was saying
4. were often rude to her

Answer 2

13. When Sarah met Nathan for the first time, _____.

1. she liked him, but she didn't want to have a relationship with him
2. she told him that she was planning to leave
3. she decided to stay another year
4. she didn't like him very much

Answer 1

14. When she left school, her English was _____.

1. very good
2. not very good

3. very bad
4. perfect

Answer 1

15. Sarah decided to train as an English teacher because _____.

1. she didn't know what else to do
2. it was the only thing she was really interested in
3. she wanted to travel
4. she thought she could get a good job

Answer 2

16. When Sarah went to Canada, she thought _____.

1. she would stay in Canada for a long time
2. she would come back to Argentina again after a short stay
3. she would find a job as a high school teacher
4. she would enjoy living in Canada

Answer 2

17. Sarah thinks that she has _____ since coming to Canada.

1. not changed very much
2. lost touch with her own country
3. learned to speak English better
4. changed a lot

Answer 4

18. Sarah and Nathan have _____.

1. no children
2. one boy and one girl
3. two boys
4. two girls

Answer 4

19. Sarah's feelings about her first job were _____.

1. negative
2. unclear
3. positive
4. mixed

Answer 4

20. When Sarah was at school, she _____ learning English.

1. liked
2. hated
3. didn't like
4. didn't mind

Answer 1

Процент результативности (правильных ответов)	Качественная оценка индивидуальных образовательных достижений	
	балл (отметка)	вербальный аналог
91-100	5	отлично
71-90	4	хорошо
60-70	3	удовлетворительно
менее 60	2	не удовлетворительно