

Областное государственное профессиональное образовательное
бюджетное учреждение
«Биробиджанский колледж культуры и искусств»

РАССМОТРЕН И ОДОБРЕН
на заседании предметно-цикловой
комиссии общеобразовательных и
общепрофессиональных
дисциплин, протокол
от «03» мая 2024 № 16

СОГЛАСОВАН
заместитель директора
по учебно-методической работе
«03» мая 2024 г.

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Приказ директора
ОГПОБУ «БККИ»
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КОМПЛЕКТ КОНТРОЛЬНО-ОЦЕНОЧНЫХ СРЕДСТВ

СГ.02 Иностранный язык в профессиональной деятельности

(наименование дисциплины)

**для специальности 51.02.02 Социально-культурная деятельность (по виду:
организация и постановка культурно-массовых мероприятий и
театрализованных представлений)**

(код и название специальности, профессии)

форма обучения - очная

Комплект контрольно-оценочных средств по учебной дисциплине «Иностранный язык в профессиональной деятельности» разработан в соответствии с Федеральным государственным образовательным стандартом среднего профессионального образования специальности 51.02.02 Социально-культурная деятельность (по видам), утвержденным приказом Министерства образования и науки Российской Федерации № 970 от 11.11.2022 г. (зарегистрировано в Министерстве юстиции Российской Федерации 16.12.2022 г. Регистрационный № 71588), и предназначен для организации обучения и выявления знаний студентов специальности 51.02.02 Социально-культурная деятельность (по видам).

Организация-разработчик: областное государственное профессиональное образовательное бюджетное учреждение «Биробиджанский колледж культуры и искусств»

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1. ПАСПОРТ КОМПЛЕКТА ОЦЕНОЧНЫХ СРЕДСТВ

1.1. Область применения комплекта оценочных средств по учебной дисциплине «Иностранный язык в профессиональной деятельности».

Комплект оценочных средств (далее - КОС) разработан в соответствии с требованиями федерального государственного образовательного стандарта среднего профессионального образования (далее - ФГОС СПО) по специальности 51.02.02 Социально-культурная деятельность (по виду: организация и постановка культурно-массовых мероприятий и театрализованных представлений) и предназначен для оценки результатов освоения программы учебной дисциплины «Иностранный язык в профессиональной деятельности».

Основная цель создания КОС учебной дисциплины – совершенствование содержания общеобразовательной профильной учебной дисциплины для формирования профессионально значимых компетенций. Комплект представлен контрольно-оценочными средствами и оценочными материалами для проведения текущего контроля, а также промежуточной аттестации в форме дифференцированного зачета.

1.2. Результаты освоения учебной дисциплины «Иностранный язык в профессиональной деятельности».

В результате освоения учебной дисциплины студент должен обладать предусмотренными ФГОС по специальностям и профессиям СПО следующими умениями, знаниями, которые формируют профессиональную компетенцию и общие компетенции:

- общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы; переводить (со словарем) иностранные тексты профессиональной направленности;

- самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас;

- владеть лексическим (1200-1400 лексических единиц) и грамматическим минимумом, необходимым для чтения и перевода (со словарем) иностранных текстов профессиональной направленности;

- владеть комплексом знаний, которые входят в состав всех компонентов коммуникативной компетенции - языкового (лингвистического), речевого, социокультурного, учебно-познавательного и компенсаторного.

1.3. Показатели сформированности общих и профессиональных компетенций.

Компетенция	Показатели компетенции
ОК 09. общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы; - переводить (со словарем) иностранные тексты профессиональной направленности; - самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас	- лексический (1200 - 1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности; - лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности; - правила чтения текстов (особенности произношения) профессиональной направленности

2. ОПИСАНИЕ КОНТРОЛЬНО-ОЦЕНОЧНЫХ СРЕДСТВ

Контрольно-оценочные средства для текущего контроля и промежуточной аттестации разработаны для оценки уровня освоения студентами планируемых результатов.

Задачами использования контрольно-оценочных средств являются:

- контроль и управление процессом приобретения студентами необходимых компетенций, определенных в ФГОСе в качестве результатов освоения учебной дисциплины;

- оценка результативности учебного процесса для каждого студента.

Структурные элементы КОС по дисциплине:

- результаты освоения дисциплины, подлежащие проверке;

- описание контрольно-оценочных средств;

- разноформатные задания для текущей аттестации по дисциплине;

- разноформатные задания для промежуточной аттестации по дисциплине.

Кроме оценочных заданий, комплект включает эталоны ответов к некоторым заданиям, а к типовым – алгоритмы решения либо ориентировочную основу действий.

Оценочные средства направлены на формирование планируемых результатов по указанной теме в рабочей программе.

Текущий контроль

Текущий контроль знаний проводится в форме фронтального опроса, индивидуального устного опроса по темам.

Критерии оценки освоения дисциплины на этапе проведения устного опроса

Форма текущего контроля	отметки по дисциплине			
	5 (отлично)	4 (хорошо)	3 (удовлетворительно)	2 (неудовлетворительно)
Устный опрос по темам	Студент свободно читает, переводит и отвечает на вопросы, показывает глубокое знание темы	Ответ недостаточно полный, допускаются отдельные ошибки в чтении, переводе и ответах	Может ответить лишь на некоторые вопросы темы. Чтение и перевод с лексическими ошибками	Студент не усвоил тему

Устный опрос

Snack facts

Young people in Britain eat more snacks than people of the same age in other European countries. A recent survey has discovered that 64 per cent of under-20-year-olds snack between meals. How does this compare with other countries? 58.7 per cent of young people snack in Germany, 53 per cent in France and only 40.7 per cent in Spain. What are these young Brits eating? Savoury snacks, especially crisps, are the favourite snack in the UK. Snack researchers found that the average person in Britain spends £43 on savoury snacks each year, compared with £12 for the French and only £7 for the Italians. British people are spending a total of about £2.8 billion a year on savoury snacks!

Crisps

What are crisps exactly? They are very thin slices of potato, fried in oil then covered in salt or other salty flavours. British people are mad for crisps and they like them in a huge variety of flavours. Some of the most popular flavours include cheese and onion, salt and vinegar, steak

and onion, roast chicken, tomato ketchup, and cheese and bacon. A crisp-making company held a competition recently to find new exciting flavours for their crisps. The competition was called 'Do us a flavour' and the company received more than a million suggestions for new flavours. The finalists included squirrel flavour and onion bhaji flavour. The winner was builder's breakfast, which tried to replicate the tastes of a full English breakfast including bacon, eggs, sausages and beans. The flavour was suggested by Emma Rushin of Belper, Derbyshire, who won £50,000 and one per cent of future sales of her flavour. You can't find builder's breakfast crisps in the shops now, though – they were discontinued after one year.

Chocolate

It isn't only savoury snacks that British people love. In fact, they spend more on chocolate than any other European country! If you go to any newsagent's shop in the UK, you'll see a huge selection of chocolate bars on sale. There is milk chocolate, dark chocolate and white chocolate. There are small bars of chocolate, medium-sized ones and massive bars of chocolate. You can buy mint-flavoured chocolate, chocolate-covered peanuts or raisins, chocolate with nuts, chocolate with toffee ... the list is endless! And chocolate companies are always testing out new flavours. One brand of chocolate bar recently asked people to try four new flavours of a chocolate and then vote on Facebook for their favourite. The bar with the most votes will be permanently added to their range.

Health

While crisps, chocolate and other snacks can be delicious, many people are worried that young people eat too much of these kinds of foods. The Food Standards Agency (FSA) is a government organisation that is responsible for food safety and food hygiene in the UK. The FSA issued a warning recently that many children's snacks contained dangerously high levels of salt.

1. Preparation

Match the vocabulary with the correct definition and write a–f next to the numbers 1–6.

1..... flavour

a. something small to eat

2..... a snack

b. having a salty (not sweet) taste

3..... a vending machine

c. the taste that a food or drink has

4..... advertising

d. a long, thin piece of chocolate

5..... a chocolate bar

e. a machine that you can buy something from

6..... savoury

f. posters or videos that are made by a company to make people buy their products

2. Check your vocabulary: grouping

Write the words in the correct group.

steak sweets cheese toffee chocolate cookies salted peanuts raisins crisps chicken

savoury sweet

3. Check your grammar: multiple choice

Circle the active or passive option to complete the sentences.

1. A recent survey has discovered / has been discovered that 64 per cent of under-20-year-olds snack between meals.
2. British people are spending / are being spent a total of about £2.8 billion a year on savoury snacks.
3. Some of the most popular flavours include / are included cheese and onion and salt and vinegar.
4. A crisp-making company held a competition recently. The competition called / was called 'Do us a flavour'.
5. The winning flavour suggested / was suggested by Emma Rushin.
6. If you go to any newsagent's shop in the UK, you will see / will be seen a huge selection of chocolate bars on sale.
7. One brand of chocolate bar recently asked / was asked people to try four new flavours of a chocolate and then vote on social web for their favourite.
8. The bar with the most votes will permanently add / will be permanently added to their range.
9. Some schools have banned / have been banned snack vending machines.
10. One opinion is that young people should protect / should be protected by a ban on junk food advertising.

4. Complete the sentences with a word from the box.

list breaks productivity five item timer task time

The Pomodoro Technique is designed to help people work effectively and avoid wasting

1. _____. It helps you to get the maximum 2. _____ in the time you have. First you have to break down each 3. _____ into steps. Then you use a 4. _____ to organise your time into intensive work and 5. _____. You write a list of the things you need to do, set the timer to twenty-five minutes and start working on the first 6. _____ on your list. When the timer goes off you stop work for 7. _____ minutes. Then you repeat these steps four or five times, ticking off items on your 8. _____ as you finish them. After a few short breaks you can take a longer break.

5. Check your vocabulary: gap fill

Complete the sentences with the correct form of the word in brackets.

1. It is important to find the most _____ way of working. (effect)
2. We can be more _____ if we work together as a team. (product)
3. Do you think that is a _____ idea? (sense)

4. I keep all my notes in _____ folders. (separation)
5. You can use a _____ to help you cook the perfect boiled egg. (time)
6. You will feel really _____ when you finish. (satisfaction)
7. It isn't a very _____ time to wait. (length)
8. The Pomodoro Technique is a system to help you _____ your time. (management)

Письменный опрос

Preparation task 1

Match the definitions (a–j) with the vocabulary (1–10).

Vocabulary

1. to work something in
2. an online dating app
3. an issue
4. a bunch of something
5. to be dead
6. to blink
7. to chill out
8. to hate on something
9. a necessary evil
- 10..... the jury is out

Definition

- a. a large amount of something [informal]
- b. to say bad things about something in an unpleasant and public way
- c. software you can use on your phone to find a romantic partner
- d. people have not yet decided if something is good or bad
- e. to not work [equipment]
- f. something unpleasant that must be accepted in order to achieve a particular result
- g. a subject or problem that people are thinking and talking about
- h. to close and open your eyes quickly
- i. to include or incorporate something
- j. to relax completely

Task 2

Match the opinions (a–h) to the correct groups (1–3).

Groups

1. Positive

.....

2. Negative

.....

3. Not sure

.....

Opinions

- a. I feel like it's in control of me.
- b. I notice my eyes get tired.
- c. If you're using it for good things, I think it's really helpful.
- d. It's a necessary good that could go either way.
- e. It's great to stay in touch.
- f. My biggest issue is knowing when to stop.
- g. New places to eat, new places to explore.
- h. The jury's out.

Task 3

Complete the sentences with words in the box.

away in on on out to up up

- 1. Technology has been worked to everyone's day-to-day life.
- 2. It is the first thing I do when I wake and when I go to bed.
- 3. It's easy to just pick up your phone, turn it
- 4. It takes a bunch of my day.
- 5. He should just throw his phone
- 6. You need to chill
- 7. Most people hate technology.
- 8. It's up us as to what we do with the technology.

Task 2

Write the useful phrases next to the tips.

I'd like to talk you through the following (three) points.

Firstly, ... / Next, ...

Finally, I'm going to talk to you about ...

As you can see ..., / You'll notice that ...

I'd now like to tell you about ...

As you know, ...

Do you have any questions?

In summary, ...

1. Refer to the audience's knowledge
 2. Refer to what images you are showing
 3. Tell them the structure of your presentation
 4. Use signal words to help them follow you
 5. Tell them when you're moving on
 6. Show them when you're near the end
 7. Tell them the main points one last time
 8. Open up the discussion
-

Discussion 5

What about you? Do you feel as if you're in control of technology, or is technology in control of you?

Система оценивания

За выполнение задания выставляется отметка по пятибалльной шкале.

За каждое правильно выполненное задание ставится 1 балл.

Отметка «5» - правильно представлены ответы на все вопросы.

Отметка «4» - правильно представлены 95 % ответов на вопросы.

Отметка «3» - правильно представлены 70-80 % ответов на вопросы.

Отметка «2» - выставляется в том случае, если студент выполнил менее 70 % работы.

Тест по общей грамматике

- 1 1. _____ at school yesterday.
 - a Was you
 - b Were you
 - c Did you
 - d Is you
- 2 Is your family large? _____
 - a Yes, it is.
 - b Yes, they are.
 - c No, it not.
 - d No, they isn't.
- 3 What _____ he want?
 - a does
 - b do
 - c have
 - d was
- 4 _____ do you have dinner?
 - a When time
 - b What time
 - c What kind of
 - d What for
- 5 He _____ to go home.
 - a want
 - b did
 - c didn't want
 - d didn't wanted

- 6 Where ____ to school?
a did you go
b went you
c did you went
d did go
- 7 Latin ____ compulsory in Irish schools.
a used to be
b would be
c has
d has been
- 8 The boy ____ cake when his mother came into the room.
a was eat
b eats
c was eating
d has eating
- 9 There ____ milk for my breakfast.
a isn't some
b isn't any
c any
d —
- 10 ____ people from Poland went to Scotland in the 20th century.
a Many of
b Many
c Some of
d —
- 11 There are _____ French speakers in Montreal.
a too much
b a lot of
c a little
d not much
- 12 She ____ with her friends on Facebook™ everyday
a is communicating
b communicates
c will communicating
d —
- 13 More and more people ____ divorced every year.
a are wanting
b wanting
c getting
d are getting
- 14 Many, but not all, people ____ get married in a church. .
a want to
b are wanting to
c wanting to
d used to want
- 15 Would you like ____ to the theatre tonight?
a go
b to go
c going
d to going
- 16 I ____ to Peru on holiday next month.

- a am flying
 - b flying
 - c am go flying
 - d will flying
- 17 Oh! It _____. I'll take an umbrella with me.
- a raining
 - b will raining
 - c rains
 - d 's raining
- 18 Do you have any plans for tonight? Yes, we _____ to the cinema.
- a will go
 - b going
 - c go
 - d are going
- 19 I plan to _____ two weeks by the beach.
- a bring
 - b spend
 - c spending
 - d making
- 20 The fast food restaurant was _____ dirty. We didn't eat there.
- a extreme
 - b extremely
 - c bit
 - d very much
- 21 A lot of _____ came to Ireland in the 1990s.
- a immigrants
 - b emigrants
 - c invaders
 - d colonies
- 22 There was a nice meal and a band at the wedding _____
- a ceremony
 - b reception
 - c speech
 - d group
- 23 I mostly _____ my friends via email.
- a get on well with
 - b have in commn
 - c keep in touch with
 - d see each other
- 24 Bob has had a very interesting _____. He has had jobs in many countries and industries.
- a carrier
 - b job
 - c career

Система оценивания

За выполнение задания выставляется отметка по пятибалльной шкале.

За каждое правильно выполненное задание ставится 1 балл.

Отметка «5» - правильно представлены ответы на 22-24 вопросов.

Отметка «4» - правильно представлены ответы на 20-21 вопросов.

Отметка «3» - правильно представлены ответы на 18-19 вопросов.

Отметка «2» - правильно отвечено на 16 и менее вопросов.

Тест по аудированию (для студента)

Preparation task

Match the definitions (a–f) with the vocabulary (1–6).

Vocabulary

Definitions

1. ID
 2. a position
 3. references
 4. to reschedule
 5. a CV
 6. reception
- a. a job in a company, for example a marketing manager or sales assistant
 - b. a short document that shows your experience and qualifications
 - c. letters from people who know you that describe your abilities
 - d. identification; a document with your name, photo and other personal information
 - e. the place in an office where visitors arrive
 - f. to change the date or time of something

Listening to the text: An invitation to a job interview

To: Grace Yang

Date: 6 September

Subject: Invitation to job interview

Dear Grace,

Thank you for your application for the position of sales manager.

We would like to invite you for an interview at 10 a.m. on Monday 21 September at our offices at The Shard, 32 London Bridge Street, London.

You will meet with our head of sales, Susan Park, and the interview will last for about 45 minutes. During this time, you will have the opportunity to find out more about the position and learn more about our company.

Please bring your CV and references to the interview. You will also need to show a form of ID at reception to receive a visitor's pass. Please ask for me as soon as you arrive.

If you have any questions or if you wish to reschedule, please call me on 555-1234 or email me by 12 September.

I look forward to meeting you.

Task 1

Circle the best answer.

1. What job did Grace apply for?
 - a. Head of sales
 - b. Sales manager
 - c. Sales assistant
 - d. Human resource assistant
2. When is the job interview?
 - a. 6 September
 - b. 12 September
 - c. 21 September
 - d. 22 September
3. How long will the interview take?
 - a. Under an hour
 - b. Just over an hour
 - c. Over two hours
 - d. A day
4. What does Grace need to bring to the interview?
 - a. Her CV
 - b. Her references
 - c. Her ID
 - d. All of the above
5. Who should Grace ask for at reception?
 - a. The reception manager
 - b. Susan Park
 - c. Anna Green
 - d. Grace Yang
6. What can Grace do if she wants to change the interview date?
 - a. Go to the reception on 12 September
 - b. Call Anna Green on 10 September
 - c. Email Anna Green on 15 September
 - d. Meet Susan Park for a coffee on 21 September

Task 2

Complete the sentences with words from the box.

sales last pass resources invite Shard

1. The main purpose of the email is to Grace for a job interview.
2. The interview will be at their offices at The
3. Susan Park is their head of
4. Anna Green is their human assistant.
5. The job interview will for about 45 minutes.
6. Grace needs to show her ID to receive a visitor's

Discussion

How can you prepare for a job interview?

Система оценивания

За каждое правильно выполненное задание ставится 1 балл.

Отметка «5» - правильно представлены ответы на все вопросы.

Отметка «4» - правильно представлены 95 % ответов на вопросы.

Отметка «3» - правильно представлены 70-80 % ответов на вопросы.

Отметка «2» выставляется в том случае, если студент выполнил менее 70 % работы.

3.ЗАДАНИЯ ДЛЯ ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ

Do the preparation task first. Then read the article and do the exercises to check your understanding.

A picture speaks a thousand words. And with over a thousand emoji pictures to represent our words, who needs to speak or write any more?! Let's take a closer look at the UK's fastest-growing language.

According to Professor Vyv Evans of Bangor University, Emoji is the UK's fastest-growing language – evolving faster than any language in history. These little electronic images started life in Japanese mobile phones in the 90s and are now hugely popular. In the UK they are becoming more popular than internet abbreviations like 'lol' (laughing out loud), 'muah' (the sound of a kiss) or 'xoxoxo' (hugs and kisses). They have inspired fashion, like the real-life dress copied from the dancing lady emoji, and are even recognised as art! In New York's Museum of Modern Art you can now see the first set of the 176 original emojis.

Why do we love them so much?

We really seem to 'big red heart' emojis! But why? They allow us to personalise text and have fun as we express ourselves, make people laugh and be creative in how we use them. UK teenagers also told us they really appreciated the fact that emojis are quick and easy.

'... they're quick to use instead of words and show hidden meanings.'

Will, 15

‘My favourite emoji is ‘laughing face’ because it saves you putting ‘hahaha’ or ‘lol’.’

Lucia, 15

‘It’s easier for lazy people.’

Lucy, 15

‘Yeah, cuz talking’s effort.’

Katy, 15

People also really identify with their favourite emojis. The emojis we choose can reflect our personality. What does your recently used emoji board say about you? Is it full of party poppers and smileys? Or unhappy faces? In the UK, the most used emojis are ‘face with tears of joy’, ‘face blowing a kiss’ and ‘love heart’. Maybe (with emojis at least) the British are more fun and romantic than people think! You can also tell a lot about a culture from their emoji complaints. Until 2015 when the ‘cheese wedge’ arrived, British people were constantly complaining about the lack of cheese! Now, the addition of ‘bacon’ in 2016 means we’re very close to a full English breakfast.

Diversity and representation

Getting the emoji you want can be a more serious problem than not finding exactly what you had for breakfast. Emojis do not always represent the people that use them. However, after many years of public anger and campaigning, things are changing. Instead of just cartoon-yellow people and faces, we now have the option for five different skin colours. Recent updates also included opposite gender pairs, so we have ‘Mrs Father Christmas’, a smartly dressed ‘man in tuxedo’, as a partner for the bride, and a ‘dancing man’, to match the dancing lady. Soon there will be a redhead emoji, by popular demand, and a woman wearing a headscarf, after German teenager Rayouf Alhumedhi campaigned for an emoji to represent her.

Emojis for campaigns

Can emojis help to change society for the better? Did you know that the ‘eye in speech bubble’ or ‘I am a witness’ emoji represents speaking out about online bullying? It was created by Apple and the Ad Council for their ‘I Am A Witness’ campaign. Use it to say that someone’s comment is rude and not OK, or to show someone that you’re on their side when people are not treating them right. Companies such as McDonalds have also tried to use our love of emojis to their advantage. In their ‘good times’ campaign they use a series of emojis on a billboard to tell a story of a frustrating day given a happy ending by a visit to McDonalds. Unfortunately for McDonalds, the blank white space after the end of the story was too tempting for British graffiti artists. Can you guess what they added? That’s right ... the vomiting emoji was a popular choice!

The future of emojis

What is the future of emojis? They are already shaping social media as existing and new platforms evolve to incorporate and respond to their use. Is emoji evolving so rapidly that it will soon compete with English as a global language? Or is technology changing so fast that emojis will soon be forgotten when the next big thing comes along? It is hard to predict and even technology and language experts are divided on the subject. What do you think? Keep your eyes open for new developments!

1. Check your understanding: multiple choice

Circle the best answer to these questions.

1. Emoji ...
 - a. has more symbols than there are words in the English language.
 - b. is developing faster than any other language.
 - c. is still at a very basic stage.
2. Emojis have influenced ...
 - a. English vocabulary and pronunciation.
 - b. our messaging style and fashion.
 - c. art and architecture.
3. British teenagers say emojis help them ...
 - a. express their personalities and be creative.
 - b. tell stories in a funny way.
 - c. save time and effort.
4. The author suggests that the emojis you use most ...
 - a. can reflect your personality.
 - b. change quickly with your mood.
 - c. are strongly influenced by your friends.
5. The UK's favourite emojis might show that British people ...
 - a. are quite negative.
 - b. don't say what they mean.
 - c. are different from how they are perceived.
6. Apart from having no cheese emoji for a while, people have been angry about ...
 - a. not all emojis being available in the UK.
 - b. emojis looking different on different platforms.
 - c. a lack of diversity in emojis.
7. A German teenager has successfully campaigned to add an emoji ...
 - a. woman with red hair.
 - b. woman with her hair covered.
 - c. woman who is boxing.
8. The 'I Am A Witness' emoji is used ...
 - a. to encourage people to stand up to online bullies.
 - b. by teenagers to warn friends that their parents are in the room.
 - c. to say, 'Don't worry, I won't tell anyone'.
9. After the McDonalds advertising campaign that used emojis, ...
 - a. a lot of people bought McDonalds.
 - b. McDonalds had to pay money for copyright reasons.
 - c. some graffiti artists had the last laugh.
10. The author suggests that ...
 - a. Emoji will become more important than English.
 - b. it is difficult to know what will happen with emojis in the future.
 - c. the current excitement over emojis will not last long.

Discussion

Do you have a favourite emoji? Why do you like it?

Is there an emoji that doesn't exist yet but you would like to have? Why?

Are emojis the new global language or will they soon be forgotten?

Preparation task

Match the definitions (a–h) with the vocabulary (1–8).

Vocabulary/Definition

1. age-appropriate
2. a background
3. marbles
4. dots

5. to zoom in
 6. to get closer
 7. tears
 8. pinkish
- a. drops of water that fall from our eyes when we cry
 - b. small, circular shapes or marks
 - c. a light red colour which is similar to pink
 - d. suitable for people at a specific time of their lives
 - e. to move nearer to something
 - f. the part of a painting which is behind the main figure
 - g. to magnify an item on a computer screen
 - h. tiny, multicoloured glass balls which children sometimes play with

Task 1 – Multiple choice

Choose the best answer to these questions.

1. What hobby does JJ say he enjoys?
 - a. painting pictures
 - b. playing marbles
 - c. making things
2. For the first painting, why is it difficult for Shana to guess a painting?
 - a. because she is laughing too much
 - b. because she can't think of any paintings which are suitable for children
 - c. because JJ's description is very confusing
3. For the second painting, why does John laugh when JJ zooms in on the painting?
 - a. because JJ doesn't know how to use the computer screen
 - b. because JJ says something very obvious
 - c. because JJ thinks the dots are marbles
4. For the second painting, what does JJ see when he zooms in?
 - a. little people
 - b. a yellow background
 - c. little faces
5. For the third painting, what does JJ compare the people in the painting to?
 - a. animated creatures (like Mickey Mouse or Homer Simpson)
 - b. pinkish pigs
 - c. normal people in a photo
6. For the third painting, what country is the artist from?
 - a. Scotland
 - b. China
 - c. France

Discussion

Were you surprised by any of JJ's descriptions? Can you describe a painting that you love?

Критерии отметки:

Отметка	Обобщенная оценка компетенции (2-5 баллов)
5 (отлично)	Студент свободно читает, переводит и отвечает на вопросы, показывает глубокое знание темы. Осознанно применяет грамматику.
4 (хорошо)	Ответ недостаточно полный, допускаются отдельные ошибки в чтении, переводе и ответах.

3 (удовлетворительно)	Может ответить лишь на некоторые вопросы темы. Чтение и перевод с лексическими ошибками.
2 (неудовлетворительно)	Студент не усвоил темы, чтение и перевод неполные.