



Муниципальное образовательное автономное учреждение  
высшего образования  
«Воронежский институт экономики  
и социального управления»

**ФОНД ОЦЕНОЧНЫХ СРЕДСТВ**  
**ПО ДИСЦИПЛИНЕ**  
**«ИНОСТРАННЫЙ ЯЗЫК (АНГЛИЙСКИЙ ЯЗЫК)»**

Направление подготовки  
**38.03.02 Менеджмент**

Направленность (профиль): «**Менеджмент организации**»

**Воронеж 2023**



## 1. Этапы формирования компетенций в процессе освоения дисциплины

№ п/п	Разделы / темы дисциплины	Индекс контролируемой компетенции	Оценочные средства		Технология оценки (способ контроля)
			наименование	№ заданий	
1	<b>Раздел 1.</b> Знакомство, представление. Автобиография. Семья. Понятие об инфинитиве глагола. Глагол «to be». Present Continuous. Present Simple. Понятие об артикле. Неопределенный артикль. Определенный артикль.	УК-4.1, УК-4.2, УК-4.4	Практическая работа (упражнения для работы в аудитории).	2.1.1-2.1.8	Оценка преподавателем.
			Домашнее задание.	2.2.1-2.2.5	Проверка преподавателем на практических занятиях.
			Тест.	Тест по разделу 1.	Проверка преподавателем.
2	<b>Раздел 2.</b> Высшее образование в России и за рубежом. Вуз, в котором я обучаюсь. Его история и традиции. Вопросительные предложения. Специальные вопросы. Предлоги места и направления. Наречия «much, little, many, few». Past Simple. Irregular verbs.	УК-4.1, УК-4.2, УК-4.4	Практическая работа (упражнения для работы в аудитории).	2.1.1-2.1.8	Оценка преподавателем.
			Домашнее задание.	2.2.1-2.2.5	Проверка преподавателем на практических занятиях.
			Тест. Зачет.	Тест по разделу 2. Вопросы к зачету.	Проверка преподавателем.
3	<b>Раздел 3.</b> Социокультурный портрет страны изучаемого языка (географическое положение, площадь, население, экономика, наука, политика). Нравы, традиции, обычаи. Модальные глаголы. Present Perfect.	УК-4.1, УК-4.2, УК-4.4	Практическая работа (упражнения для работы в аудитории).	2.1.1-2.1.8	Оценка преподавателем.
			Домашнее задание.	2.2.1-2.2.5	Проверка преподавателем на практических занятиях.
			Самостоятельное внеаудиторное чтение.	2.3.1	Проверка преподавателем на экзамене.
			Тест.	Тест по разделу 3.	Проверка преподавателем.
4	<b>Раздел 4.</b> Проблемы современного мира. Здоровый образ жизни. Охрана окружающей среды. Глобальные проблемы человечества и пути их решения. Future Simple. Сложноподчиненные предложения.	УК-4.1, УК-4.2, УК-4.4	Практическая работа (упражнения для работы в аудитории).	2.1.1-2.1.8	Оценка преподавателем.
			Домашнее задание.	2.2.1-2.2.5	Проверка преподавателем на практических занятиях.
			Самостоятельное внеаудиторное чтение.	13-14	Проверка преподавателем на экзамене.
			Тест.	Тест по разделу 4.	Проверка преподавателем.
5	<b>Раздел 5.</b> Трудоустройство. Поиск работы, устройство на работу.	УК-4.1, УК-4.2, УК-4.4	Практическая работа (упражнения для работы в	2.1.1-2.1.8	Оценка преподавателем.

	Деловое письмо. Согласование времен. Придаточные предложения .		аудитории).		
			Домашнее задание.	2.2.1-2.2.5	Проверка преподавателем на практических занятиях.
			Самостоятельное внеаудиторное чтение.	2.3.1	Проверка преподавателем на экзамене.
			Тест.	Тест по разделу 5.	Проверка преподавателем.
6	<b>Раздел 6.</b> Роль иностранного языка в будущей профессиональной деятельности бакалавра. Молодежный туризм. Фразовые глаголы.	УК-4.1, УК-4.2, УК-4.4	Практическая работа (упражнения для работы в аудитории).	2.1.1-2.1.8	Оценка преподавателем.
			Домашнее задание.	2.2.1-2.2.5	Проверка преподавателем на практических занятиях.
			Самостоятельное внеаудиторное чтение.	2.3.1	Проверка преподавателем на экзамене.
			Тест.	Тест по разделу 6.	Проверка преподавателем.

Номер задания	Прочитайте диалог, вставьте соответствующие вопросы в пробелы, а затем разыграйте диалог по ролям.
2.1.1	<p>(A) Hello. My name is Sandra. 1. _____?</p> <p>(B) I am Jack. Nice to meet you, Sandra.</p> <p>(A) Glad to see you too, Jack. 2. _____?</p> <p>(B) Yes, I am. My friend has fallen ill today and decided to stay at home. And you?</p> <p>(A) Me too. 3. _____, Jack?</p> <p>(B) I'm 24. And how about you?</p> <p>(A) I'm a bit younger. I am 21.</p> <p>(B) 4. _____ Chicago?</p> <p>(A) No, I'm originally from Alaska. But currently I live here, in Chicago.</p> <p>(B) 5. _____?</p> <p>(A) I have lived here for 2 years already. And where are you from, Jack?</p> <p>(B) I'm from New York and I live there.</p> <p>(A) 6. _____?</p> <p>(B) I work as an architect at a design company. And what do you do for a living, Sandra?</p> <p>(A) Well, I am a student. I am going to be a journalist.</p> <p>(B) Oh, really! How interesting!</p> <p>(A) Yes. And your job must be very exciting too.</p> <p>(B) Yes, you are right, Sandra. I love my job. 7. _____?</p> <p>(A) Most of all I like watching movies, playing tennis and I kind of like horse-riding. And what do you do for fun?</p> <p>(B) Well. I like travelling, sailing, fishing, and stuff like that. It's so much fun.</p> <p>(A) Oh, I see. Your lifestyle is quite active.</p> <p>(B) Well, it was nice talking to you, but sadly I have to go now. Could I get your phone number, Sandra? Or your e-mail address?</p> <p>(A) Yes, sure, Jack. And are you on Facebook or on Skype?</p> <p>(B) Yes, I am on both of them.</p> <p>(A) That's great!</p> <p>a. Are you alone at this party?</p> <p>b. Are you from ...</p> <p>c. What do you do there?</p> <p>d. What do you like doing in your free time?</p> <p>e. How old are you?</p> <p>f. How long have you lived here?</p> <p>g. What's your name?</p>
2.1.2	<p><b>Choose the correct alternative.</b></p> <p>Hi Kai</p> <p>(1) <u>I'm having</u> / <u>I have</u> a great time here in Canada. My MSc course (2) <u>isn't starting</u> / <u>doesn't start</u> until next month, at the beginning of September, so (3) <u>I'm making</u> / <u>I make</u> use of the time to get to know the place. (4) <u>I'm staying</u> / <u>I stay</u> near Vancouver with Ryan, my Canadian cousin. He and his brother Liam (5) <u>are owning</u> / <u>own</u> a software business. In the evenings (6) <u>we're driving</u> / <u>we drive</u> into the city and go clubbing or see a movie. (7) <u>I'm making</u> / <u>I make</u> a lot of new friends. (8) <u>I'm thinking</u> / <u>I think</u> my pronunciation is much better already, and (9) <u>I'm understanding</u> / <u>I understand</u> almost everything. On weekdays (10) <u>I'm helping</u> / <u>I help</u> Liam. At the moment (11) <u>he's working</u> / <u>he works</u> on their new website and (12) <u>he's needing</u> / <u>he needs</u> help with it. (13) <u>I'm learning</u> / <u>I learn</u> some useful</p>

stuff about  
 how people (14) are doing / do business in this country.  
 (15) Do you come / Are you coming to see me? (16) I'm spending / I spend the  
 winter holiday  
 skiing with Ryan and Liam. (17) They're wanting / They want to meet you and  
 there's plenty  
 of space. You must bring lots of warm clothes because (18) it's getting / it gets really  
 cold here  
 in the winter. Let me know as soon as (19) you're deciding / you decide. And tell me  
 what  
 (20) you're doing / you do these days.  
 See you in December, I hope.  
 Pedro

**2.1.3 Tick (✓) the sentence which means the same as the first sentence.**

1. **Have you ever visited Ibiza?**
  - a Did you visit Ibiza?
  - b Have you been to Ibiza? ✓
  - c Have you visited Ibiza recently?
2. **This is the first time I've been skiing.**
  - a I've been skiing once before.
  - b I haven't been skiing for a long time.
  - c I've never been skiing before.
3. **I haven't checked my emails since this morning.**
  - a I have just checked my emails.
  - b I have not checked my emails today.
  - c I checked my emails this morning.

**2.1.4 Look at the information about Fred. Complete the sentences about him. Use can/can't or could/couldn't.**

Fred's mother is English and his father is German. When Fred was young:

+	-
1 understand German	speak it
2 play the guitar	sing
3 swim really well	ride a bike
4 speak three languages fluently	play the guitar
5 play the piano	drive a car

1. **When Tom was young, he could understand German, but he couldn't speak it.**
2. \_\_\_\_\_

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

Vocabulary Definition

1. .... brand loyalty
2. .... brand awareness
3. .... sector
4. .... a proven track record
5. .... to drive engagement
6. .... strategic

- a. evidence of all the successes you have had in the past
- b. customers' habit of always buying the same product from the same company
- c. to encourage people to be interested
- d. how much customers know about a product
- e. helping to achieve a plan
- f. an area of economic or professional activity

2.1.6	<p><b>Complete the sentences with words.</b>  <b><u>have am an with to of for for In in on on</u></b></p> <ol style="list-style-type: none"> <li>1. I ..... currently ..... editor and team leader for Chestnut Books.</li> <li>2. Over the past four years I ..... held various roles ..... the field of publishing.</li> <li>3. I'm currently responsible ..... managing book projects from initiation to completion.</li> <li>4. My role involves strategic focus ..... new books for children and teens, working closely ..... the editorial team.</li> <li>5. In my previous role, I worked ..... several non-fiction books ..... adult readers and developed my knowledge ..... marketing.</li> <li>6. .... my current role, I have also organised two book launches with authors ..... promote their new books.</li> </ol>
2.1.7	<p><b>Circle the best verb to complete each sentence.</b></p> <ol style="list-style-type: none"> <li>1. Over the past 18 months, I have ___ different roles across the telecommunications sector. <ol style="list-style-type: none"> <li>a. done</li> <li>b. held</li> <li>c. worked</li> </ol> </li> <li>2. I have a proven ability to ___ strong relationships with customers and key stakeholders. <ol style="list-style-type: none"> <li>a. meet</li> <li>b. support</li> <li>c. build</li> </ol> </li> <li>3. I ___ project teams from other departments. <ol style="list-style-type: none"> <li>a. worked</li> <li>b. supported</li> <li>c. produced</li> </ol> </li> <li>4. During this role I ___ specialist knowledge and skills in the area. <ol style="list-style-type: none"> <li>a. developed</li> <li>b. supported</li> <li>c. made</li> </ol> </li> <li>5. I was responsible for ___ marketing campaigns. <ol style="list-style-type: none"> <li>a. creating</li> <li>b. performing</li> <li>c. drawing</li> </ol> </li> <li>6. I worked with the communications team to ___ customer engagement with our brand. <ol style="list-style-type: none"> <li>a. make</li> <li>b. drive</li> <li>c. force</li> </ol> </li> <li>7. I designed campaigns to ___ brand loyalty among customers. <ol style="list-style-type: none"> <li>a. make</li> <li>b. do</li> <li>c. build</li> </ol> </li> <li>8. The first objective was to ___ brand awareness for the new range of healthy snacks. <ol style="list-style-type: none"> <li>a. work</li> <li>b. recommend</li> </ol> </li> </ol>

	c. promote
2.1.8	<p><b>Прочитайте и переведите текст устно.</b>  <b>Сделайте полный письменный перевод 5, 10, 11 и 12 абзацев.</b>  University Education in Great Britain</p> <ol style="list-style-type: none"> <li>1. There are 46 universities in Britain. But not all universities are equal. They differ from one another in history, traditions, academic organizations. Not all British universities are backed by a well-known reputation.</li> <li>2. Oxford and Cambridge, the oldest universities, are world-known for their academic excellence. The University of London has the size and breadth to rank among the UK's top universities.</li> <li>3. A university usually consists of colleges. The department of the colleges are organized into faculties. University teaching in the UK differs greatly at both undergraduate and postgraduate levels from that in many other countries.</li> <li>4. An undergraduate programme consists of a series of lectures, seminars, tutorials and laboratory classes which in total account for about 15 hours per week.</li> <li>5. Following a particular programme students take series of lectures courses which may last one academic term or the whole year. Associated with each lecture course are seminars, tutorials, laboratory classes which illustrate the topics presented in the lectures.</li> <li>6. Lectures are given to large groups of students (from 20 to 200). Seminars and tutorials are much smaller than lecture classes and in some departments can be on a one-to-one basis (one member of staff and one student).</li> <li>7. Students prepare work in advance for seminars and tutorials. And this can take the form of researching a topic for discussion by writing essays or by solving problems.</li> <li>8. Lectures, seminars and tutorials are all one hour in length, laboratory classes last two or three hours. Much emphasis is put on the private study nature of a UK degree.</li> <li>9. Each student has a tutor whom he can consult on any matter academic or personal.</li> <li>10. The academic year is split into three terms. Formal teaching takes place in the first two terms which last for twenty four weeks in total. The third term reserved for classes and examinations lasts for six weeks.</li> <li>11. Universities teach in all major subject areas: arts, science, law, engineering, medicine, social sciences. University staff are at the foreground of knowledge in their subject. The teaching encourages students to learn in the most effective way.</li> <li>12. University degree courses extend from three to four years. After three years of study a university graduate will leave with the Degree of Bachelor of Arts or Science. He can continue to take his Master's Degree and then the Doctor's.</li> </ol>

**2. Типовые задания или иные материалы, необходимые для оценки знаний, умений, навыков, характеризующих этапы формирования компетенций**

**2.1 Упражнения для работы в аудитории**



## 2.2 Домашнее задание

Номер задания	
2.2.1	<p><b>Раскройте скобки, поставив глагол в соответствующей временной форме.</b></p> <p>Dear Jess,</p> <p>How are you? I'm sorry I 1) . . . . . (not/write) to you for a long time, but I 2) . . . . . (be) really busy lately. Let me tell you my news. I 3) . . . . . (start) at the local 6th form college last September, and I 4) . . . . . (study) for my A' levels at the moment. I 5) . . . . . (become) a lawyer when I grow up, so I'll have to work hard and pass all my exams to get into a good university.</p> <p>My other news is that I have a new pet dog. I 6) . . . . . (have) him for two months now and he is really funny. I 7) . . . . . (love) him very much! Yesterday I 8) . . . . . (walk) with him in the park and we 9) . . . . . (run) for an hour. Anyway, I must go as I have some homework to do, but I promise I 10) . . . . . (write) again soon.</p> <p style="text-align: center;">Love, Chris.</p>
2.2.2	<p><b>Put in could or was/were able to. Sometimes either is possible. Use a negative if necessary.</b></p> <p>► Suddenly all the lights went out. We couldn't see a thing.</p> <ol style="list-style-type: none"> <li>1. The computer went wrong, but luckily Emma..... put it right again.</li> <li>2. There was a big party last night. You..... hear the music half a mile away.</li> <li>3. I learnt to read music as a child. I..... read it when I was five.</li> <li>4. People heard warnings about the flood, and they..... move out in time.</li> <li>5. The train was full. I ..... find a seat anywhere.</li> </ol>
2.2.3	<p><b>A reporter is interviewing Mrs Miles for a TV news programme. Complete the conversation. Put in <i>must, can't</i> or <i>might</i>.</b></p> <p><b>Mrs Miles:</b> My name's Nora Miles, and I'm going to do a parachute jump.</p> <p><b>Reporter:</b> Mrs. Miles, you're seventy-three, and you're going to jump out of an aeroplane. You (►) <i>must be</i> mad. You (1) ..... be serious.</p> <p><b>Mrs. Miles:</b> It really (2).....be wonderful to look down from the sky. I've always wanted to try it.</p> <p><b>Reporter:</b> But anything could happen. You (3) ..... be injured or even killed. I wouldn't take the risk.</p> <p><b>Mrs. Miles:</b> Well, young man, your life (4).....be much fun if you never take risks. You ought to try it. You never know - you (5).....enjoy it.</p> <p><b>Reporter:</b> Enjoy it? You (6) ..... be joking!</p>

**2.2.4****Learn how to write an email about a business event to practise and improve your writing skills.**

Reading text: An email about a business event

To: Jonas Schiffer

From: Nina Petrov

Subject: Report on Lumos conference

Dear Jonas,

Thanks for making it possible for me to go to the Lumos conference in London last week. As

you know, it is the biggest technology conference in the country and very important to our work.

I learned a lot and I've made some new contacts that will be good for our company.

I think we

should try to attend the 'Innovation Day' in April as well.

I focused on talks about robotics, as that is our most interesting area at the moment.

The

presentations on robot 'hands' and robots for hospitals were particularly interesting for us. I'm

attaching a detailed report on this new research with some suggestions about how we can

use it.

Thanks again for this opportunity. I'm happy to discuss the report further if you're interested.

Best regards,

Nina

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

1. .... to attend

2. .... to focus on

3. .... a report

4. .... as well

5. .... to make contacts

6. .... research

7. .... a presentation

8. .... challenging

a. to meet people that can give you useful information or help you at work

b. to go to an event or place

c. also, too

d. to give attention to one particular thing

e. difficult

f. a talk giving information about something

g. written information about something

h. detailed study of something

<b>2.2.5</b>	<p><b>Complete the email with words.</b></p> <p style="text-align: center;"><b><u>talks attend know Dear particularly made</u></b></p> <p style="text-align: center;"><b><u>regards further for attaching again</u></b></p> <p>(1)..... Rachel</p> <p>Thanks (2)..... offering me the opportunity to</p> <p>(3)..... the marketing</p> <p>technology conference last week.</p> <p>As you (4)..... , I was (5).....</p> <p>interested in the digital marketing</p> <p>presentations. I saw some very useful (6)..... and I've</p> <p>(7)..... some new contacts that will be good for our</p> <p>company.</p> <p>I'm (8)..... information on two new digital marketing</p> <p>applications that I think we could use.</p> <p>Thanks (9)..... for this opportunity.</p> <p>I'm happy to discuss the applications (10)..... if you're</p> <p>interested.</p> <p>Best (11).....</p> <p>Chardine</p>
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### 2.3 Самостоятельное внеаудиторное чтение

Номер задания	Текст задания
<b>2.3.1</b>	<p>Прочитайте текст. Переведите его устно со словарем. Напишите краткий пересказ(summary) к тексту и выполните задания.</p> <p><b>Social media influencers</b></p> <p>It is estimated that about 40 per cent of the world's population use social media, and many of these billions of social media users look up to influencers to help them decide what to buy and what trends to follow.</p> <p>So what is an influencer and how do we become one?</p> <p>An influencer is a person who can influence the decisions of their followers because of their relationship with their audience and their knowledge and expertise in a particular area, e.g. fashion, travel or technology.</p> <p>Influencers often have a large following of people who pay close attention to their views. They have the power to persuade people to buy things, and influencers are now seen by many companies as a direct way to customers' hearts. Brands are now asking powerful influencers to market their products. With some influencers charging up to \$25,000 for one social media post, it is no surprise that more and more people are keen to become influencers too. If you are one of them, then here are five tips on how to do it.</p> <p>1. Choose your niche</p> <p>What is the area that you know most about? What do you feel most excited talking about? Find the specific area that you're most interested in and develop it.</p> <p>2. Choose your medium and write an interesting bio</p> <p>Most influencers these days are bloggers and micro-bloggers. Decide which medium – such as your own online blog, Instagram or Snapchat – is the best way to connect with your followers and chat about your niche area. When you have done that, write an attention-grabbing bio that describes you and your speciality area in an interesting</p>

and unique way. Make sure that people who read your bio will want to follow you.

3. Post regularly and consistently

Many influencers post daily on their social media accounts. The more you post, the more likely people will follow you. Also, ensure that your posts are consistent and possibly follow a theme.

4. Tell an interesting story

Whether it is a photo or a comment that you are posting, use it to tell a story that will catch the attention of your followers and help them connect with you.

5. Make sure people can easily find your content

Publicise your posts on a variety of social media, use hashtags and catchy titles and make sure that they can be easily found. There is no point writing the most exciting blogposts or posting the most attractive photographs if no one is going to see them.

Most importantly, if you want to become a social media influencer, you need to have patience. Keep posting and your following will gradually increase. Good luck!

Task 1

Choose the best answer.

1. A social media influencer is not someone who ...

- a. guides the decisions of their followers.
- b. is an expert in a particular area.
- c. pays their followers to buy products.
- d. has many followers who pay attention to their opinions.

2. Companies want to use influencers to help ...

- a. sell their products to their followers.
- b. develop new products.
- c. write their blogposts.
- d. design their websites.

3. If you want to be an influencer, your bio on your social media account shouldn't

...

- a. say who you are.
- b. talk about your niche area.
- c. be interesting.
- d. be the same as other people's bios.

4. You should make sure that you post ...

- a. once a month.
- b. every day for the first month and then once a month after that.
- c. about similar subjects.
- d. about all sorts of different things.

5. You can make sure that people find your post by ...

- a. using hashtags.
- b. using funny or memorable titles.
- c. using different social media to link to your post.

	<p>d. doing all of the above.</p> <p>6. What should the title of this blogpost be?</p> <p>a. Five ways to influence people</p> <p>b. Five ways to use influencers in marketing</p> <p>c. Five tips on becoming a social media influencer</p> <p>d. Five tips on making money as an influencer</p>
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#### 2.4 Банк тестовых заданий

	<b>Тест по разделу 1</b>
1.	We gave ..... a meal. a) at the visitors b) for the visitors c) the visitors d) to the visitors
2.	I'm busy at the moment.....on the computer. a) I work b) I'm work c) I'm working d) I working
3.	My friend ..... the answer to the question. a) is know b) know c) knowing d) knows
4.	I think I'll buy these shoes.....really well. a) They fit b) They have fit c) They're fitting d) They were fitting
5.	Where ..... the car? a) did you park b) did you parked c) parked you d) you parked
6.	At nine o'clock yesterday morning we ..... for the bus. a) wait b) waiting c) was waiting d) were waiting
7.	When I looked round the door, the baby..... quietly. a) is sleeping b) slept c) was sleeping d) were sleeping
8.	Here's my report..... it at last. a) I finish b) I finished c) I'm finished d) I've finished
9.	I've ..... made some coffee. It's in the kitchen. a) ever b) just c) never d) yet
10.	We..... to Ireland for our holidays last year. a) goes b) going c) have gone d) went
11.	<p><b>Расставьте в правильной последовательности части личного письма.</b></p> <p>(a) As for me, I'm working hard. I want to be an economist and I'm studying a lot of mathematics. So unfortunately there is no much time for going anywhere. But your letter made me go to the Tretyakov Picture Gallery. It was founded in the 19th century and a lot of pictures by famous Russian artists are exhibited there. It is our national gallery. You see, your decision to go to a medical school was quite a surprise for me. What made you choose this field? Is this your father who advised you to go there? How long is the course of studies in a medical school?</p> <p>(b) Dear Ann,</p> <p>(c) Love, Kate</p>
12.	<p><b>Расставьте слова в верном порядке, что бы получилось корректное предложение.</b></p> <p>1. for the reader. Try your writing to make interesting</p> <p>2. with personal Make memories and experiences. your own your writing</p> <p>3. detail Use to your descriptions. to add adjectives</p> <p>4. and organise in short paragraphs. Write sentences your ideas clear and simple</p> <p>5. each topic paragraph. Give a different</p> <p>6. like so, but words Use and because. linking</p>

	<p><b>1. Try to make your writing interesting for the reader.</b>  <b>2. Make your writing personal with your own memories and experiences.</b>  <b>3. Use adjectives to add detail to your descriptions.</b>  <b>4. Write clear and simple sentences and organise your ideas in short paragraphs.</b>  <b>5. Give each topic a different paragraph.</b>  <b>6. Use linking words like so, but and because</b></p>
<p><b>13.</b></p>	<p><b>Восстановите структурно открытку с отдыха (Postcard from Holidays):</b>  (a) Ps. I miss you so much  (b) Atlantic Beach  Florida 3223  USA  (c) Anyway, it's over and my holiday is starting!  (d) Emma Daniels  (e) Best wishes,  Philip  (f) They charged me 180 more for one extra piece of luggage. I got all my suitcases delayed... What's more, the hotel charged me for two people instead of one because of some problems with reservation.  (g) Emma,  Greetings from Paris!</p>
<p><b>14.</b></p>	<p><b>Прочитайте текст и определите, является ли утверждение:</b>  <i>Modern family must provide children with everything they want and need.</i></p> <p style="text-align: center;"><b>Family</b></p> <p>1. The family, a basic social group united through bonds of kinship or marriage, has been present in all societies. Ideally, the family provides its members with protection, companionship, security, and socialization. The structure of the family and the needs that the family fulfils vary from society to society. The nuclear family – two adults and their children – is the main unit in some societies. In others, it is a subordinate part of an extended family, which also consists of grandparents and other relatives. A third family unit is the single-parent family, in which children live with an unmarried, divorced, or widowed mother or farther.</p> <p>2. Historical studies have shown that family structure has been less changed by urbanization and industrialization than was once supposed. The nuclear family was the most prevalent pre-industrial unit and is still the basic unit of social organization. The modern family differs from earlier traditional forms, however, in its functions, composition, and life cycle and in the roles of husbands and wives.</p> <p>3. The only function of the family that continues to survive all change is the provision of affection and emotional support by and to all its members, particularly infants and young children. Specialized institutions now perform many of the other functions that were once performed by the agrarian family: economic production, education, religion, and recreation. Jobs are usually separate from the family group; family members often work in different occupations and in locations away from the home. Education is provided by the state or by private groups. The family is still responsible for the socialization of children.</p> <p><b>ВАРИАНТЫ ОТВЕТОВ:</b>  a) истинным  b) ложным  c) в тексте нет информации</p>
<p><b>15.</b></p>	<p><b>Выберите реплику, наиболее соответствующую ситуации общения</b>  Sister: "I'm going to the party". Brother: "_____!"</p>

	<p>a) I wish you every happiness!  b) All the best!  c) Have a good journey!  d) Have fun!</p>
	<b>Тест по разделу 2</b>
1.	<p>When Martin the car, he took it out for a drive.  a) had repaired b) has repaired c) repaired d) was repairing</p>
2.	<p>Janet was out of breath because ...  a) she'd been running b) she did run c) she's been running d) she's run</p>
3.	<p>Don't worry. I ... be here to help you.  a) not b) shall c) willn't d) won't</p>
4.	<p>Robert... .. ill for three weeks. He's still in hospital.  a) had been b) has been c) is d) was</p>
5.	<p>My arms are aching now because ..... since two o'clock.  a) I'm swimming b) I swam c) I swim d) I've been swimming</p>
6.	<p>I'm very tired. .... over four hundred miles today.  a) I drive b) I'm driving c) I've been driving d) I've driven</p>
7.	<p>Выберите реплику, наиболее соответствующую ситуации общения  Susan: "Hi, Mary. How's life?" Mary: " _____".  a) Fine, thanks. And you?  b) Very well. Why?  c) How do you do?  d) Thanks, nice to see you.</p>
8.	<p><b>Укажите, какой части текста (1,2,3) соответствует следующая информация:</b>  <i>The structure of the family hasn't greatly changed.</i></p> <p style="text-align: center;"><b>Family</b></p> <p>1. The family, a basic social group united through bonds of kinship or marriage, has been present in all societies. Ideally, the family provides its members with protection, companionship, security, and socialization. The structure of the family and the needs that the family fulfils vary from society to society. The nuclear family – two adults and their children – is the main unit in some societies. In others, it is a subordinate part of an extended family, which also consists of grandparents and other relatives. A third family unit is the single-parent family, in which children live with an unmarried, divorced, or widowed mother or farther.</p> <p>2. Historical studies have shown that family structure has been less changed by urbanization and industrialization than was once supposed. The nuclear family was the most prevalent pre-industrial unit and is still the basic unit of social organization. The modern family differs from earlier traditional forms, however, in its functions, composition, and life cycle and in the roles of husbands and wives.</p> <p>3. The only function of the family that continues to survive all change is the provision of affection and emotional support by and to all its members, particularly infants and young children. Specialized institutions now perform many of the other functions that were once performed by the agrarian family: economic production, education, religion, and recreation. Jobs are usually separate from the family group; family members often work in different occupations and in locations away from the home. Education is provided by the state or by private groups. The family is still responsible for the socialization of children.</p> <p><b>ВАРИАНТЫ ОТВЕТОВ:</b>  a) 2  b) 1</p>

	<b>c) 3</b>
<b>9.</b>	<p><b>Прочтите текст и ответьте на вопрос:</b>  <b>What function of the family is the most important?</b></p> <p style="text-align: center;"><b>Family</b></p> <p>1. The family, a basic social group united through bonds of kinship or marriage, has been present in all societies. Ideally, the family provides its members with protection, companionship, security, and socialization. The structure of the family and the needs that the family fulfils vary from society to society. The nuclear family – two adults and their children – is the main unit in some societies. In others, it is a subordinate part of an extended family, which also consists of grandparents and other relatives. A third family unit is the single-parent family, in which children live with an unmarried, divorced, or widowed mother or farther.</p> <p>2. Historical studies have shown that family structure has been less changed by urbanization and industrialization than was once supposed. The nuclear family was the most prevalent pre-industrial unit and is still the basic unit of social organization. The modern family differs from earlier traditional forms, however, in its functions, composition, and life cycle and in the roles of husbands and wives.</p> <p>3. The only function of the family that continues to survive all change is the provision of affection and emotional support by and to all its members, particularly infants and young children. Specialized institutions now perform many of the other functions that were once performed by the agrarian family: economic production, education, religion, and recreation. Jobs are usually separate from the family group; family members often work in different occupations and in locations away from the home. Education is provided by the state or by private groups. The family is still responsible for the socialization of children.</p> <p><b>ВАРИАНТЫ ОТВЕТОВ:</b></p> <p>a) The most important function of the family is to perform economic production, education, religion, and recreation.</p> <p>b) The most important function of the family is to provide its members with education, work, recreation and socialization.</p> <p>c) The most important function of the family is to provide its members with protection, companionship, security, and socialization.</p> <p>d) The most important function of the family is to provide its members with affection and emotional support</p>
<b>10.</b>	<p>Put in the past participles of the verbs in brackets.</p> <p>► We've found (find) all the answers.</p> <p>1 Have you..... (wash) the car?</p> <p>2 You haven't ..... (eat) very much.</p> <p>3 They've..... (open) a new supermarket.</p> <p>4 You've..... (write) it in pencil.</p> <p>5 I've..... (make) the sandwiches.</p> <p>6 We've..... (have) our lunch.</p> <p>7 United have..... (score) a goal.</p> <p>8 The balloon has.....(land) in a field.</p> <p>9 Who's..... (break) this glass?</p> <p>10 It's warm because the heating has ..... (be) on.</p> <p>11 Have you .....(sell) your flat yet?</p> <p>12 I've..... (finish) that job at last.</p>
<b>11.</b>	<p>Decide which word is correct.</p> <p>1. Ben writes very quickly. He's..... finished his essay,  a) already b) been c) for d) yet</p>



	<p>2. What are you going to do? ~ I don't know. I haven't decided .....</p> <p>a) just b) long c) since d) yet</p> <p>3. I've..... to London. I went there in June.</p> <p>a) been b) gone c) just d) yet</p> <p>4. Have you .....done any skiing?</p> <p>a) ever b) for c) just d) long</p> <p>5 . My boyfriend hasn't rung..... week,</p> <p>a) for b) last c) since d) this</p> <p>6. I haven't seen that coat before. How .....have you had it?</p> <p>a) already b) for c) long d) since</p> <p>7. The girls have ..... to the cinema. They won't be back until ten o'clock.</p> <p>a) already b) been c) gone d) just</p>
12.	<p>Put in the present perfect or past simple of the verbs in brackets.</p> <p>? <i>I've had</i> (have) these shoes since my eighteenth birthday.</p> <p>? I <i>tidied</i> (tidy) my desk, but now it's in a mess again.</p> <p>1 The last time I ..... (go) to Brighton was in August.</p> <p>2 I'd like to meet a ghost, but I .....(never / see) one.</p> <p>3 I've finished my homework. I ..... (do) it before tea.</p> <p>4 And the race is over! And Micky Simpson..... (win) in a record time!</p> <p>5 I ..... (work) for a computer company for a year. That was after college.</p> <p>6 What time .....(you / get) to work this morning?</p> <p>7 Martin ..... (be) to Greece five times. He loves the place.</p> <p>8 The President ..... (come) out of the building and is going to make a speech.</p> <p>9 You won't believe this, but I've got some tickets for the concert. ~ Oh, well done.</p> <p>How ..... (you / get) them?</p> <p>10 Of course I can ride a bike. But I .....(not / ride) one for years</p>

### 2.6 Тестовые задания по английскому языку (2-й семестр)

	<b>Тест по разделу 3</b>
1.	<p>A: Could you tell me your address?</p> <p>B: Well, _____ (I / live) in a friend's house at the moment. Luckily _____ (I / find) a place of my own now, but I can't move in until next week.</p>
2.	<p>A: Why can't you wash your dirty plates sometimes? _____ (you / leave) them in the sink most of the time.</p> <p>B: OK, sorry. The last few weeks _____ (I / have) so little time. _____ (I / rush) around all the time.</p>
3.	<p>I've got my key. I found it when..... for something else.</p> <p>a) I looked b) I've looked c) I was looking</p>
4.	<p>Sorry, I can't stop now. .... to an important meeting.</p> <p>a) I go b) I'm going c) I've gone</p>
5.	<p>I can't get Tessa on the phone..... all afternoon.</p> <p>a) I'm trying b) I try c) I've been trying</p>
6.	<p>There's a new road to the motorway. .... it yesterday.</p> <p>a) They'd opened b) They opened c) They've opened</p>
7.	
8.	<b>Восстановите структурно служебную записку (Мемо):</b>

	<p>(a) Subject: Customer Presentation  (b) Sincerely yours,  Igor Ivanov  (c) To: Marketing Department ZAO Funny Cats  (d) The New Product Marketing presentation you prepared last week was exceptional! Your enthusiasm, sales strategy, and product knowledge were impressive and certainly sealed the deal with our partner.  Thank you for your outstanding work and dedication!  My congratulations to all of you!  (e) From: Igor Ivanov/Игорь Иванов  Managing director Funny Cats, ZAO  (f) Date: June 15, 2011/15 ИЮНЯ 2011</p>
<p><b>9.</b></p>	<p>Write the sentences correctly.  ► Would-like-you:to go sailing? <i>Would you like to go sailing?</i>  1. Do you be a student here?  2. How many cakes have eaten you?  3. Enjoyed you your walk?  4. Where your friends have gone?  5. What kind of music do you like?  6. Does Peter plays tennis?  7. About what are you talking?  8. What has it happened?</p>
<p><b>10.</b></p>	<p>Harriet is visiting David, who hurt himself when he fell off a ladder. Complete the conversation using <i>can</i> or a form of <i>be able to</i>. Sometimes there is more than one possible answer.  Harriet: Hello, David. I'm sorry I haven't <i>been able to come</i> (come) and see you before.  I've been really busy lately. How are you?  David: I'm OK, thanks. (1)..... (I / walk) around now.  The doctor says (2) ..... (I / go) back to work soon.  It'll be nice (3)..... (get) out again. I hate being stuck here like this.  I haven't (4)..... (do) anything interesting.</p>
<p><b>11.</b></p>	<p>Put in <i>could</i> or <i>was/were able to</i>. Sometimes either is possible. Use a negative if necessary.  ► Suddenly all the lights went out. <i>We couldn't</i> see a thing.  1 The computer went wrong, but luckily Emma..... put it right again.  2 There was a big party last night. You..... hear the music half a mile away.  3 I learnt to read music as a child. I..... read it when I was five.  4 People heard warnings about the flood, and they..... move out in time.  5 The train was full. I ..... find a seat anywhere.</p>
<p><b>12.</b></p>	<p>Add a sentence with <i>may</i> or <i>might</i> (both are correct).  ? I'm not sure if it's going to rain. <i>It might rain.</i>  ? I don't know if we'll see an elephant. <i>We may see one.</i>  1 I can't say whether Daniel will win  .....  2 I haven't decided if I'm having a holiday.  .....  3 I don't know if we'll get an invitation.</p>

	<p>.....</p> <p>4 I've no idea whether Sarah will be late.....</p> <p>3 I'm not sure if my friends are visiting me.....</p>
<b>13.</b>	<p><b>Подберите реплику, соответствующую ситуации общения:</b></p> <p>- Could you pass me the salt, please?</p> <p>- .....</p> <p>a) Here you are. b) No, it's not healthy! c) No, thanks. d) Help yourself.</p>
<b>14.</b>	<p><b>Подберите реплику, соответствующую ситуации общения:</b></p> <p>- Could you tell me where the conference is held?</p> <p>- .....</p> <p>a) Could I help you? b) At about 11 o'clock. c) I can't. d) Sure. The assembly hall is on the second floor</p>
<b>15.</b>	<p><b>Подберите реплику, соответствующую ситуации общения:</b></p> <p>- Do you enjoy talking to customers?</p> <p>- .....</p> <p>a) That's OK. b) I'm sorry, what do you mean by «social skills»? c) Oh yes, I'm very friendly and easy-going. d) I worked as a cashier at "7-Eleven" for one year.</p>
	<b>Тест по разделу 4</b>
<b>1.</b>	<p>A: Could I have a word with you, please?</p> <p>B: Sorry, I'm in a big hurry. My train..... in fifteen minutes. a) is going to leave b) leaves c) will leave</p>
<b>2.</b>	<p>A: Have you decided about the course?</p> <p>B: Yes, I decided last weekend. .... for a place. a) I apply b) I am to apply c) I'm going to apply</p>
<b>3.</b>	<p><b>Can and be able to (B)</b></p> <p>Harriet is visiting David, who hurt himself when he fell off a ladder. Complete the conversation using can or a form of be able to. Sometimes there is more than one possible answer.</p> <p><b>Harriet:</b> Hello, David. I'm sorry I haven't (►) been able to come (come) and see you before. I've been really busy lately. How are you?</p> <p><b>David:</b> I'm OK, thanks. (1)..... (I / walk) around now. The doctor says (2) ..... (I / go) back to work soon. It'll be nice (3).....(get) out again. I hate being stuck here like this. I haven't (4)..... (do) anything interesting.</p>
<b>4.</b>	<p><b>Выберите слова и словосочетания для заполнения пропусков так, чтобы они отражали особенности оформления письма-заявления о трудоустройстве (a job application letter).</b></p> <p>I am interested in (1) ... the position of an accountant. I have been working (2) ... for about 3 years. My duties as a sales manager include (3)...specified in your (4)...</p>

	<p>I (5) ... you to discuss the post at your (6)...</p> <p>I would be grateful if you would (7) ... rather than at work.</p> <p>I look forward to (8) ... you soon.</p> <p>a) advertisement  b) applying for  c) hearing from you  d) in the same position  e) responsibilities  f) convenience  g) would be glad to see  h) contact me at home</p>
5.	<p>Put in could or was/were able to. Sometimes either is possible. Use a negative if necessary.</p> <p>► Suddenly all the lights went out. We couldn't see a thing.</p> <ol style="list-style-type: none"> <li>The computer went wrong, but luckily Emma..... put it right again.</li> <li>There was a big party last night. You..... hear the music half a mile away.</li> <li>I learnt to read music as a child. I..... read it when I was five.</li> <li>People heard warnings about the flood, and they..... move out in time.</li> <li>The train was full. I ..... find a seat anywhere.</li> </ol>
6.	<p><b>Asking permission (A)</b></p> <p>How would you ask for permission in these situations?</p> <p>Use <i>Can I...?</i>, <i>Could I...?</i> or <i>May I...?</i> and these verbs: <i>borrow, join, look at, use</i> ►</p> <p>You are at a friend's flat. You want to make a phone call. <i>Can I use your phone?</i></p> <p>You need a calculator. The person sitting next to you has got one.</p> <p>You have gone into a cafe. Three people who you know from work are sitting at a table. You go over to the table.</p> <p>You had to go to a lecture, but you were ill. Your friend went to the lecture and took notes. Next day you are well again and you see your friend.</p>
7.	<p>Put in the correct forms.</p> <p>Rita: I hear you've moved into a new flat with a couple of friends.</p> <p>Emma: Yes, it's a nice flat, but the landlady is really strict. (►) <i>We aren't allowed to do</i> (we / not / allow / do) anything. It was my birthday last month, and (1).....(I / not / allow / have) a party.</p> <p>Rita: Oh, (2)..... (we / allow / have) parties at our place, luckily.</p> <p>(3)..... (we / allow / do) anything, more or less. We're hoping to have an all-night party soon, but I'm not absolutely sure if (4) ..... (we / allow/hold) it.</p>
8.	<p><b>Might be and might be doing (A)</b></p> <p>Vicky and Rachel are at college. They're looking for their friend Natasha. Complete the conversation. Use <i>may</i> or <i>might</i> and the verb in brackets. Sometimes you need to</p>

	<p>use the continuous.</p> <p>Vicky: I can't find Natasha. Have you seen her?</p> <p>Rachel:(▶) <i>She might be</i> (she/be) in the music room. (▶) <i>She may be practicing</i> (she / practice).</p> <p>Vicky: No, she isn't there. I thought (1).....(she/be) with you.</p> <p>Rachel: It's a nice day. (2).....(she/be)on the lawn. (3) .....(she/sit) out there reading the paper. Or (4) .....(she/have) a coffee. (5).....(you/find) her in the canteen.</p> <p>Emma: No, I've looked there.</p> <p>Rachel: Well, here comes Jessica. (6).....(she/know).</p>
9.	<p>A reporter is interviewing Mrs Miles for a TV news programme. Complete the conversation. Put in <i>must, can't</i> or <i>might</i>.</p> <p><b>Mrs Miles:</b> My name's Nora Miles, and I'm going to do a parachute jump.</p> <p><b>Reporter:</b> Mrs. Miles, you're seventy-three, and you're going to jump out of an aeroplane. You (▶) <i>must be</i> mad. You (1) ..... be serious.</p> <p><b>Mrs. Miles:</b> It really (2).....be wonderful to look down from the sky. I've always wanted to try it.</p> <p><b>Reporter:</b> But anything could happen. You (3) ..... be injured or even killed. I wouldn't take the risk.</p> <p><b>Mrs. Miles:</b> Well, young man, your life (4).....be much fun if you never take risks. You ought to try it. You never know - you (5).....enjoy it.</p> <p><b>Reporter:</b> Enjoy it? You (6) ..... be joking!</p>
10.	<p>Complete the conversations. Put in the correct form of each verb.</p> <p>▶ A: <i>Did you buy</i> (you / buy) anything at the antiques sale yesterday?</p> <p>B: No. / <i>wanted</i> (I / want) to buy some jewellery, but <i>I'd left</i> (I / leave) my credit card at home.</p> <p>1 A: Are you still copying those addresses?</p> <p>B: No, that's all of them.....(I / finish) now.</p> <p>2 A: The train is never going to get here.</p> <p>B: How long .....(we / wait) now?</p> <p>A: At least half an hour..... (we / be) here since ten to five.</p> <p>3 A: Did you have a nice chat with Tessa?</p> <p>B: No, not really. When ..... (we / drink) our coffee, ..... (she / hurry) off home.</p> <p>4 A: It's terrible about that plane crash, isn't it?</p> <p>B: Yes, awful..... (I / have) breakfast when</p>
11.	<p>Read about situation and then tick the right answer.</p> <p>1 Mark has been a member of the golf club for two years.</p>

	<p>a) He joined the club two years ago and is still a member.  b) He was a member of the club for two years but is not a member now.</p>
12.	<p>Complete the conversations. Put in the correct form of each verb.  A: Could you tell me your address?  B: Well,..... (I / live) in a friend's house at the moment.  Luckily.....(I / find) a place of my own now, but I can't move in until next week.</p>
13.	<p>Read about situation and then tick the right answer.  2 Vicky is watching the weather forecast.  The weather forecast a) hasn't started yet, b) has started but not finished, or c) is over</p>
14.	<p>Complete the conversations. Put in the correct form of each verb.  A: Can I borrow your calculator, please?  B: Well,..... (I / use) it to work out these figures at the moment..... (I / want) to finish doing them, now that..... (I / start).</p>
15.	<p>Read about situation and then tick the right answer.  3 I've switched off the burglar alarm.  Do I think that the alarm a) is off, b) is on, or c) may be on or off?</p>
	<p><b>Тест по разделу 5</b></p>
1.	<p><b>Rewrite these sentences beginning with the underlined words.</b>  ► Thieves robbed a woman.  A woman was robbed.  1 They may ban the film.  2 They offered Nancy a pay increase.  3 We need to correct the mistakes.  4 Someone reported that the situation was under control.  5 They are testing the new drug.  6 We haven't used the machine for ages.</p>
2.	<p><b>Choose the correct verb forms in this news report about a storm.</b>  Millions of pounds' worth of damage (► has caused/has been caused by a storm which ( 1 ) swept/was swept across the north of England last night. The River Ribble ( 2 ) burst/was burst i ts banks after heavy rain. Many people (3) rescued/were rescued from the floods by fire-fighters, who (4) received/were received hundreds of calls for help. Wind speeds (5) reached/were reached ninety miles an hour in some places. Roads (6) blocked/were blocked by fallen trees, and electricity lines (7) brought/were brought down, leaving thousands of homes without electricity. 'Everything possible (8) is doing/is being done to get things back to normal,' a spokesman (9) said/was said.</p>
3.	<p><b>Rewrite the underlined phrases using a possessive form.</b>  ? The prices this year are even lower. This year's prices  ? From here it's a drive of two hours. a two hours' drive</p> <p>1 I read about it in the paper yesterday  2 I just want a rest for five minutes.  3 It's the special offer for this month.</p>

	4 I'll see you in a week.
4.	<p>Complete the conversation. Put in <i>a lot of</i>, <i>many</i> or <i>much</i>. More than one answer may be correct.</p> <p>Matthew: There are (▶) <i>a lot of</i> athletes taking part in the International Games in London.</p> <p>There's been (1) ..... coverage in the papers.</p> <p>Daniel: Our runners haven't won (2) .....medals, have they?</p> <p>Matthew: No, not as (3)..... as last time. But there's plenty of time.</p> <p>There are still (4)..... events to come. I'd like to go and see some of the track events, but I haven't got (5)..... time at the moment.</p> <p>Daniel: No, not with exams coming up. Matthew: I'm hoping to go at the weekend if I can get a ticket.</p> <p>Apparently there aren't (6) ..... seats left.</p> <p>Daniel: I've heard the cheapest tickets are £25. I think that's too (7)</p>
5.	<p>Complete this paragraph from a travel book. Put in <i>many</i>, <i>few</i>, <i>much</i> or <i>little</i>.</p> <p>The main town on the island is very small and does not have (▶) <i>many</i> important buildings. The islanders do not have (1)..... money, and they have (2)..... contact with the outside world. There is not (3).....chance of the place attracting large numbers of tourists. The roads are not very good.</p> <p>There are lots of bicycles but not (4)..... cars. And there are hardly any of the modern facilities which visitors expect. There are (5)..... shops, and there is (6)..... entertainment</p>
6.	<p>Put the verb into the correct form, present simple or past simple, active or passive.</p> <p>1 It's a big factory. Five hundred people <b>are employed</b> (employ) there.</p> <p>2 <b>Did somebody clean</b> (somebody / clean) this room yesterday?</p> <p>3 Water _____ (cover) most of the earth's surface.</p> <p>4 How much of the earth's surface _____ (cover) by water?</p> <p>5 The park gates _____ (lock) at 6.30 p.m. every evening.</p> <p>6 The letter _____ (send) a week ago and it (arrive) yesterday.</p> <p>7 The boat hit a rock and _____ (sink) quickly. Fortunately everybody _____ (rescue).</p> <p>8 Robert's parents _____ (die) when he was very young. He and his sister _____ (bring up) by their grandparents.</p> <p>9 I was born in London, but I _____ (grow up) in Canada.</p> <p>10 While I was on holiday, my camera _____ (steal) from my hotel room.</p>
7.	<p><b>Rewrite these sentences. Instead of using somebody, they, people etc., write a passive sentence.</b></p> <p>1 Somebody cleans the room every day. <i>The room is cleaned every day.</i></p> <p>2 They cancelled all flights because of fog. All _____</p> <p>3 People don't use this road much. _____</p> <p>4 Somebody accused me of stealing money. I _____</p> <p>5 How do people learn languages? How _____</p>
8.	<p><b>For each situation, write a sentence ending with never ... before. Use the verb in brackets.</b></p> <p>1 The man sitting next to you on the plane was very nervous. It was his first flight.</p>

	<p>(fly) He'd never flown before.</p> <p>2 Somebody sang a song. I didn't know it. (hear) I _____ before.</p> <p>3 Sam played tennis yesterday. He wasn't very good at it because it was his first game. (play) He _____</p> <p>4 Last year we went to Mexico. It was our first time there. (be there) We _____</p>
<b>9.</b>	<p><b>Put the verb into the correct form, past perfect (I had done) or past simple (I did).</b></p> <p>1 'Was Paul at the party when you arrived?' 'No, he <b>had gone</b> (go) home.'</p> <p>2 I felt very tired when I got home, so I _____ (go) straight to bed.</p> <p>3 The house was very quiet when I got home. Everybody _____ (go) to bed.</p> <p>4 Sorry I'm late. The car _____ (break) down on my way here.</p> <p>5 We were driving along the road when we _____ (see) a car which _____ (break) down, so we _____ (stop) to help.</p>
<b>10.</b>	<p><b>Complete the sentences with use(d) to + a suitable verb.</b></p> <p>1. Nicola doesn't travel much now. She <b>used to travel</b> a lot, but she prefers to stay at home these days.</p> <p>2. Sophie _____ a motorbike, but last year she sold it and bought a car.</p> <p>3. We moved to Spain a few years ago. We _____ in Paris.</p> <p>4. I rarely eat ice-cream now, but I _____ it when I was a child.</p> <p>5. Jackie _____ my best friend, but we aren't good friends any more.</p> <p>6. It only takes me about 40 minutes to get to work now that the new road is open. It _____ more than an hour.</p> <p>7. There _____ a hotel near the airport, but it closed a long time ago.</p> <p>8. When you lived in New York, _____ to the theatre very often?</p>
	<b>Тест по разделу 6</b>
<b>1.</b>	<p>Write a question with going to for each situation.</p> <p>1. Your friend has won some money. You ask: (what / do with it?) <b>What are you going to do with it?</b></p> <p>2. Your friend is going to a party tonight. You ask: (what / wear?) _____</p> <p>3. Your friend has just bought a new table. You ask: (where / put it?) _____</p> <p>4. Your friend has decided to have a party. You ask: (who / invite?) _____</p>
<b>2.</b>	<p>Complete the sentences with I'll + a suitable verb.</p> <p>1. I'm too tired to walk home. <b>I think I'll take a taxi.</b></p> <p>2. 'It's cold in this room.' 'Is it? _____ on the heating then.'</p> <p>3. 'Bye! Have a nice holiday!' 'Thanks. _____ you a postcard.'</p> <p>4. 'Shall I do the washing-up?' 'No, it's all right. _____ it later.'</p>



	<p>5. 'I don't know how to shut down this computer.' 'OK, _____ you.'</p> <p>6. 'Would you like tea or coffee?' '_____ coffee, please.'</p> <p>7. 'Are you coming with us?' 'No, I think _____ here.'</p> <p>8. Thanks for lending me the money. _____ it back as soon as possible, OK?</p> <p>9. A: I know you're busy, but can you finish this report this afternoon? B: Well, _____, but I can't promise.</p>
<p><b>3.</b></p>	<p>Complete the sentences using the verbs in brackets. All the sentences are about the future. Use will/won't or the present simple (I see / he plays / it is etc.).</p> <ol style="list-style-type: none"> <li>1. When <b>you are</b> (you / be) in London again, come and see us.</li> <li>2. I want to see Sophie before _____ (she / go) out.</li> <li>3. Call me when _____ (you / know) what time you're going to get here.</li> <li>4. I'm going out now. _____ (you / be) here when _____ (I / get) back?</li> <li>5. I think everything will be fine, but if _____ (there / be) any problems, _____ (I / call) you, OK?</li> <li>6. We must do something soon before _____ (it / be) too late.</li> <li>7. Anna looks very different now. When _____ (you / see) her again, _____ (you / not / recognise) her.</li> <li>8. Steve has applied for the job, but he isn't really qualified for it. _____ (I / be) surprised if _____ (he / get) it.</li> <li>9. I'm going to be away for a few days. If _____ (you / need) to contact me while _____ (I / be) away, here's my mobile number.</li> <li>10. I don't want to go without you. _____ (I / wait) for you until _____ (you / be) ready.</li> </ol>
<p><b>4.</b></p>	<p>Write sentences about yourself. Imagine things you would like or wouldn't like.</p> <ol style="list-style-type: none"> <li>1 (a place you'd love to live) <b>I'd love to live by the sea.</b></li> <li>2 (a job you wouldn't like to do) _____</li> <li>3 (something you would love to do) _____</li> <li>4 (something that would be nice to have) _____</li> <li>5 (a place you'd like to go to) _____</li> </ol>
<p><b>5.</b></p>	<p>Put the verb into correct form.</p> <ol style="list-style-type: none"> <li>1 <b>I'd be very scared if somebody pointed (point) a gun at me.</b></li> <li>2 I can't afford to buy a car. If I _____ (buy) a car, I'd have to borrow the money.</li> <li>3 Don't lend Amy your car. If she _____ (ask) me, I wouldn't lend her mine.</li> <li>4 If the computer factory closed down, many people _____ (lose) their jobs.</li> <li>5 I don't think Gary and Emma will get married. I _____ (be) amazed if they did.</li> <li>6 What would you do if you _____ (be) in a lift and it _____ (stop) between floors?</li> <li>7 If somebody _____ (give) me £10,000, I _____ (have) a very long holiday.</li> </ol>

## 2.7 Вопросы к зачету

### Вопросы к зачету по английскому языку (1- й семестр)

№ задания	Формулировка вопроса
<b>Раздел 1</b>	<b>Пороговый уровень:</b>
1.	Speak about yourself and your family.
2.	Tell us about your best friend.
3.	Who knows you better: your family or your friends?
4.	What do you do in your free time?
5.	How big is your family?
6.	Do you have brothers or sisters?
7.	Speak about your hobbies and interests.
8.	Do you have many friends?
9.	Who do you spend your free time with?
10.	Who are the most important people in your life?
<b>Раздел 1</b>	<b>Продвинутый уровень:</b>
11.	You have found a pen-pal. Tell him (her) about your family.
12.	You have to introduce your best friend. Describe his/her character and appearance.
13.	Imagine you have three or four hours of free time. Say what you would do in these free hours
14.	An English proverb says: A friend in need is a friend indeed. Do you agree with it?
15.	How do you like to spend time with your friends?
16.	Who has the greatest influence on your life?
17.	You have to introduce your family members to a friend of yours. Could you speak about them, please?
18.	Do you normally go out with family or friends?
19.	What makes a good friend in your opinion? Why?
20.	It is nice when your friends share the same ideas as you do. Can you say this about your friends?
<b>Раздел 2</b>	<b>Пороговый уровень:</b>
21.	Tell us about your student's life.
22.	Do you like studying at the university?
23.	What classes do you have at the university? What is your favourite one?
24.	Do you enjoy studying at the university?
25.	Why did you choose this university?
26.	When do your classes begin? What are they?
27.	How many classes do you have every day?
28.	Is it easy to study for you?
29.	Is it interesting to study for you?
30.	What do you like most about studying at the university?
<b>Раздел 2</b>	<b>Продвинутый уровень:</b>
31.	Tell a foreign friend about your university and your studies.
32.	Many students say that it is hard for them to study at the university. Do you agree with them? Why/Why not?
33.	You are a first-year student now. How has your life changed?
34.	Tell you pen-pal about your student's life, whether you like it or not.
35.	You have entered the university. Tell us about its history and traditions.
36.	Your friend will enter the university next year. Will you advise him/her to choose Voronezh State University of Engineering Technologies?
37.	Some time ago you were a pupil. Now you are at the university. Is it more interesting for you to study here?
38.	You have a lot of new subjects at the university. What are they?
39.	Your pen-pal asked you about your student's life. Could you focus on your studies and your favourite subjects?
40.	Many students say it is much harder to study at the university than at school. Do you agree with it?
<b>Раздел 3</b>	<b>Пороговый уровень:</b>
41.	What English-speaking countries do you know?

42.	How many countries are there in the UK?
43.	What places of interest in London do you know?
44.	What places of interest in Washington do you know?
45.	Do you know any official holidays in America?
46.	What are the most important holidays in the UK?
47.	What large American cities can you name?
48.	What traditional Russian holidays can you name?
49.	What famous Russia people in do you know?
50.	What are the most famous places of interest in Moscow?
<b>Раздел 3</b>	<b>Продвинутый уровень:</b>
51.	You have just returned from an English-speaking country. Tell your friend about the places of interest you were able to see there, and which of them you were impressed by.
52.	You have to give a talk about one of the English-speaking countries. What country are you going to tell?
53.	Your friend has only one day to stay in London. Advise him what places of interest are worth visiting.
54.	Your British friend is planning to visit Moscow. Advise him what places of interest are worth visiting.
55.	Your friend from New York wants to come and visit you during New Year holidays but he/ she doesn't know anything about your customs and traditions. Tell how we usually celebrate this holiday.
56.	Your friend from Oxford is going to New York on holidays. Give him/her some advice and remind of the difference between British and American realia. (tipping, smoking etc.)
57.	You and your American friend are talking about holidays in your countries. What holidays do you have in common?
58.	You have just returned from an English –speaking country. You have tried different tradi-tional food there. Tell your friends about eating habits.
59.	Imagine you work as a tour guide in Saint Petersburg. Give a tour to a group of English-speaking tourists and tell them about the most impressive cities in the city.
60.	Your friend is going to Britain for the first time. He/ She wants to know what souvenirs he/ she should bring from the country.

## 2.8 Вопросы к экзамену по английскому языку (2- й семестр)

<b>Раздел 4</b>	<b>Пороговый уровень:</b>
61.	What types of environmental pollution do you know?
62.	How do people pollute our planet?
63.	What should every country do to protect the environment?
64.	Is it important to protect our planet Earth?
65.	What pollutes and poisons the air?
66.	Why are acid rains so dangerous for people?
67.	What can people do to protect our planet?
<b>Раздел 4</b>	<b>Продвинутый уровень:</b>
68.	What types of environmental pollution do you know?
69.	How do people pollute our planet?
70.	What should every country do to protect the environment?
71.	Is it important to protect our planet Earth?
72.	What pollutes and poisons the air?
73.	Why are acid rains so dangerous for people?
74.	What can people do to protect our planet?
<b>Раздел 5</b>	<b>Пороговый уровень:</b>
75.	How long have you been learning English?
76.	What marks do you usually get in English?
77.	Is it easy or difficult for you to learn English?
78.	How long does it take to learn a foreign language, in your opinion?
79.	Why is it important to learn a foreign language?
80.	What language is spoken in America, Canada and Australia?
81.	What variant of English is usually taught at schools and Universities in Russia? British or American?
<b>Раздел 5</b>	<b>Продвинутый уровень:</b>

82.	Your friend encourages you to take up one more foreign language. You think that you will not cope with it. Do you find it difficult to learn a foreign language?
83.	What other languages would you like to learn? Why?
84.	You'd like to do a course of a foreign language. Your friend thinks it` a waste of time as there are interpreters who can help you if necessary. You don` t agree with him/her. Try to per-suade your friend that foreign languages are very important today.
85.	Your cousin wants to improve his/ her English. Give him/her some advice on the best ways to learn a language.
86.	You are going to give a talk at a conference. Explain the audience why there are so many people who learn English as a second language.
87.	Have you ever spoken to an English –speaking foreigner? If yes, tell about your experience. If no, tell would it be difficult or easy for you?
88.	Your e-mail friend complains that that he/ she has to take up one more foreign language. En-courage your friend.
<b>Раздел 6</b>	<b>Пороговый уровень:</b>
89.	What is your major?
90.	Do you think you made the right choice of education?
91.	What do you plan to do after graduating?
92.	What is a CV?
93.	Why is it important to have a CV?
94.	What kind of job are you going to look for?
95.	What qualities and skills do you need to get a good job?
<b>Раздел 6</b>	<b>Продвинутый уровень:</b>
96.	You are discussing with your foreign friend what is necessary to become professionally suc-cessful. Give your opinion.
97.	What do you want to achieve in your career?
98.	Do you agree that the knowledge of a foreign language is important to have a successful ca-reer? Why?
99.	Your friend is keen on choosing the right career. Give him advice.
100.	What can work mean for different people? What is it for you?
101.	Your friend is invited to the job interview and he wants to get this position very much. Advise him/ her on how to behave during the interview.
102.	Your friend wants to apply for a job and asks you to help him/ her to write a CV. What should he write?

### 3. Описание критериев оценивания для каждого оценочного средства

Предмет оценки (продукт или процесс)	Показатель оценки	Критерии оценки	Шкала оценки	
			Академическая оценка /уровень освоения компетенции	Уровень освоения компетенции
Опрос	Правильность, четкость ответов на поставленные вопросы, полнота выполнения задания	Студент глубоко и прочно усвоил материал темы, исчерпывающе, последовательно, четко и логически стройно его излагает, умеет увязывать теорию с практикой, не затрудняется с ответом при видоизменении заданий, использует в ответе материал рекомендованной литературы, правильно обосновывает принятое решение.	высокий (отлично)	освоена
		Студент знает материал темы, грамотно и по существу излагает его, не допуская существенных неточностей в ответе на вопрос, правильно применяет теоретические положения при решении практических вопросов/задач, владеет необходимыми навыками и приемами их выполнения.	продвинутой (хорошо)	
		Студент имеет знания только основного материала темы, но не усвоил его деталей, допускает неточности, недостаточно правильные формулировки, нарушения логической последовательности в изложении программного материала, испытывает затруднения при ответе на вопрос.	базовый (удовлетворительно)	
		Ответ студента не отражает понимания сути вопросов. Студент дал ответы на менее 30% вопросов, в тех, на которые дал ответ, допущены ошибки. Студент не ответил на вопросы		не освоена
Ответ на экзамене	Логичность и корректность устной речи с целью выражения собственной точки зрения	Студент полностью раскрыл содержание обозначенной темы. Темп речи нормальный. Использует речевые клише для обозначения темы. Не делает ошибок.	высокий (отлично)	освоена
		Студент полностью раскрыл содержание обозначенной темы. Темп речи нормальный. Использует речевые клише для обозначения темы. Однако делает ошибки (допустимы 1-3 ошибки).	продвинутой (хорошо)	
		Студент почти полностью раскрыл содержание обозначенной темы. Темп речи замедленный. Употребляет в редких случаях речевые клише для выражения темы. Допускает ошибки.	базовый (удовлетворительно)	
		Студент не раскрыл содержание темы. Темп речи замедленный. Не употребляет		не освоена

		речевых клише. Допускает очень много ошибок.		
Результаты тестирования	Правильность ответов при тестировании	Студент правильно ответил на 85-100% вопросов теста	высокий (отлично)	освоена
		Студент правильно ответил не менее 70-84% вопросов теста	продвинутой (хорошо)	освоена (хорошо)
		Студент правильно ответил не менее 36-69% вопросов теста	базовый (удовлетворительно)	освоена (удовлетворительно)
		Студент правильно ответил не 0-35% вопросов теста		не освоена
Зачет	Логичность и корректность устной речи с целью выражения собственной точки зрения.	Студент полностью раскрыл содержание обозначенной темы. Темп речи нормальный. Использует речевые клише для обозначения темы. Не делает ошибок.	высокий	освоена
		Студент правильно ответил на вопросы, допустил не более 2 ошибок	продвинутой	
		Студент ответил на вопросы, допустил не более 3-х ошибок	базовый	
		Студент не раскрыл содержание темы. Темп речи замедленный. Не употребляет речевых клише. Допускает очень много ошибок.		не освоена
Домашнее задание	Корректное использование лексики и грамматических правил при работе с текстами и упражнениями.	Студент владеет материалом. Студент достаточно корректно переводит изученные лексические единицы и грамматические конструкции в рамках текста, интерпретирует текстовую и графическую информацию с использованием речевых клише.	высокий	освоена(отлично)
		Студент владеет материалом. Студент недостаточно корректно переводит изученные лексические единицы и грамматические конструкции в рамках текста, однако интерпретирует текстовую и графическую информацию с использованием речевых клише.	продвинутой	освоена (хорошо)
		Студент слабо владеет материалом. Студент довольно часто некорректно переводит изученные лексические единицы и грамматические конструкции в рамках текста, с трудом интерпретирует текстовую и графическую информацию с использованием речевых клише.	базовый	освоена (удовлетворительно)
		Студент крайне слабо владеет материалом. Студент некорректно переводит изученные лексические единицы и грамматические конструкции в рамках текста, не смог проинтерпретировать текстовую и графическую информацию с	-	не освоена (неудовлетворительно)

		использованием речевых клише.		
Практическая работа	Полнота и правильность выполненного задания, связанность и логичность ответа, умение применять определения и правила в конкретных случаях	Устный ответ, письменная работа, практическая деятельность студента в полном объеме соответствует программе, допускается один недочет. Студент может обосновывать свои суждения, применяет знания на практике, приводит собственные примеры.	высокий	Освоена (отлично)
		Устный ответ, письменная работа, практическая деятельность студента в общем соответствуют требованиям программы, но имеются одна или две негрубые ошибки, или три недочета.	продвинутой	Освоена (хорошо)
		Устный ответ, письменная работа, практическая деятельность студента в основном соответствуют требованиям программы, однако имеются 2-3 грубых ошибки и несколько недочетов.	базовый	Освоена (удовлетв.)
		Устный ответ, письменная работа, практическая деятельность студента частично соответствуют требованиям программы, имеются существенные недостатки и грубые ошибки.	–	Не освоена (неудовлетворит)
Самостоятельное внеаудиторное чтение	Понимание прочитанного материала, корректность и адекватность перевода текста	Студент подготовил материал для чтения в полном объеме (7500 печатных знаков), который соответствует теме модуля. Демонстрирует хорошую технику чтения, может перевести текст без опоры или с опорой на самостоятельно составленный мини-словарь к тексту. Легко ориентируется в тексте и может ответить на любой вопрос по содержанию текста.	высокий	Освоена (отлично)
		Студент подготовил материал для чтения в полном объеме (7500 печатных знаков), который соответствует теме модуля. Демонстрирует достаточно хорошую технику чтения, может перевести текст без опоры или с опорой на самостоятельно составленный мини-словарь к тексту, однако испытывает некоторые затруднения при переводе. Ориентируется в тексте и может ответить почти на все вопросы по содержанию текста.	продвинутой	Освоена (хорошо)
		Студент подготовил материал для чтения в неполном объеме (но не менее 2/3), который соответствует теме модуля. Демонстрирует посредственную технику	базовый	

		<p>чтения, может перевести текст без опоры или с опорой на самостоятельно составленный мини-словарь к тексту, однако испытывает серьезные затруднения при переводе многих моментов. Ориентируется в тексте и может ответить не на все вопросы по содержанию текста.</p>		Освоена (удовлетв.)
		<p>Студент подготовил материал для чтения в неполном объеме (менее 2/3), который не соответствует теме модуля. Демонстрирует слабую технику чтения, не может перевести текст без опоры или с опорой на самостоятельно составленный мини-словарь к тексту. Не ориентируется в тексте и не может ответить на вопросы по содержанию текста.</p>	–	Не освоена (неудовлетворит)



#### 4. Методические материалы, определяющие процедуры оценивания знаний, умений, навыков, характеризующие этапы формирования компетенций/индикаторов компетенций

##### Форма и содержание текущего контроля

Текущий контроль осуществляется в течение семестра на каждом занятии в виде проверки домашних заданий, фронтального и индивидуального опросов. Текущий контроль в рамках образовательных блоков-модулей семестра также включает:

- контроль самостоятельного внеаудиторного чтения (КСЧ);
- домашнюю контрольную работу (ДКР);
  - домашние задания по различным видам речевой деятельности; в том числе задания интерактивного характера (ролевое проигрывание ситуаций, микро-диалоги этикетного характера, устные презентации, в т.ч. с использованием мультимедиа и демонстративной наглядности (ИАФ), которые выполняются после изучения каждого модуля).

##### Форма и содержание промежуточного контроля

**Промежуточный контроль (зачет)** состоит из двух этапов: 1) выполнение многовариантных тестовых заданий по материалам, изученным в рамках модулей в течение семестра; 2) собеседование с преподавателем, предполагающее монологическую и диалогическую речь, в рамках вопросов в соответствии с уровнем обученности обучающихся по темам, которые были изучены в течение текущего и предыдущего семестров.

**Промежуточный контроль (экзамен)** также состоит из двух этапов: 1) выполнение многовариантных тестовых заданий по материалам, изученным в рамках модулей в течение семестра; 2) собеседование с преподавателем, предполагающее монологическую и диалогическую речь, в рамках вопросов в соответствии с уровнем обученности обучающихся по всему объему пройденного материала в течение 3-х семестров. Первый этап контроля (зачет/ экзамен) проводится на последнем практическом занятии и является обязательным для всех обучающихся, независимо от их успеваемости в течение семестра. В случае неудовлетворительной сдачи зачета/экзамена обучающемуся предоставляется право повторной сдачи в срок, установленный для ликвидации академической задолженности по итогам соответствующей сессии. При повторной сдаче экзамена и/или зачета количество набранных баллов на предыдущем экзамене и/или зачете не учитывается.

№ п/п	Наименование оценочного средства	Краткая характеристика процедуры оценивания компетенций	Представление оценочного средства в фонде

1	Собеседование (зачет)	Проводится в заданный срок, согласно календарному учебному графику. При выставлении оценок учитывается уровень приобретенных компетенций обучающегося. Компонент «знать» оценивается теоретическими вопросами по содержанию дисциплины, компоненты «уметь» и «владеть» – практико-ориентированными заданиями.	Вопросы к зачету
2	Собеседование (экзамен)	Проводится в заданный срок, согласно календарному учебному графику. При выставлении оценок учитывается уровень приобретенных компетенций обучающегося. Компонент «знать» оценивается теоретическими вопросами по содержанию дисциплины, компоненты «уметь» и «владеть» – практико-ориентированными заданиями.	Вопросы к эк-замену
3	Тест	Проводится на практических занятиях. Позволяет оценить уровень знаний студентами теоретического материала по дисциплине. Осуществляется на бумажных или электронных носителях по вариантам. Количество вопросов в каждом варианте определяется преподавателем. Отведенное время на подготовку определяет преподаватель.	Фонд тестовых заданий
4	Практическая работа	Выполняется обучающимся самостоятельно. Позволяет оценить уровень умений обучающихся в письме, знаний грамматики и лексики	Комплект практических упражнений
5	Домашнее задание	Выполняется обучающимся самостоятельно дома. Позволяет закрепить и проверить качество усвоения обучающимися знаний, умений и навыков по изученной теме.	Комплект практических заданий
6	Самостоятельное внеаудиторное чтение	Выполняется обучающимся самостоятельно. Позволяет оценить уровень навыков чтения, фонетические навыки, знание лексики	Комплект текстов
7	Домашняя контрольная работа для студентов заочной формы обучения	Выполняется обучающимися по заочной форме обучения самостоятельно. Позволяет оценить уровень знаний и умений обучающихся. Контрольная работа оценивается преподавателем «зачтено/незачтено». Оценка «зачтено» выставляется, если обучающийся правильно, по существу и последовательно излагает содержание вопросов контрольной работы, владеет основными умениями и навыками, при ответе не допустил ошибок и неточностей. Оценка «не зачтено» выставляется, если обучающийся не знает основных положений программного материала, при раскрытии вопроса контрольной работы допустил существенные ошибки.	Задания к контрольным работам