

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ
ФЕДЕРАЦИИ

ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ АВТОНОМНОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ
«Национальный исследовательский ядерный университет «МИФИ»

Нововоронежский политехнический институт –

филиал федерального государственного автономного образовательного учреждения высшего образования
«Национальный исследовательский ядерный университет «МИФИ»

(НВПИ НИЯУ МИФИ)

УТВЕРЖДЕН:

Педагогическим советом

«17» *марта* 2023г., протокол № *550*

**ФОНД
ОЦЕНОЧНЫХ СРЕДСТВ**

ИНОСТРАННЫЙ ЯЗЫК

II семестр

Направление подготовки: 27.03.04 Управление в технических системах

Наименование образовательной программы бакалавриата: Управление и информатика в технических системах

Уровень образования: бакалавриат

Форма обучения: очная

Нововоронеж 2023 г.

Паспорт фонда оценочных средств

1. Модели контролируемых компетенций (перечень компетенций) по направлениям подготовки:

УК-4 Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)

УК-4 Знать: принципы построения устного и письменного высказывания на русском и

иностранном языках; правила и закономерности деловой устной и письменной коммуникации

У-УК-4 Уметь: применять на практике деловую коммуникацию в устной и письменной формах, методы и навыки делового общения на русском и иностранном языках; методикой составления суждения в межличностном деловом общении на русском и иностранном языках

УК-4 Владеть: навыками чтения и перевода текстов на иностранном языке в профессиональном общении; навыками деловых коммуникаций в устной и письменной форме на русском и иностранных языках; методикой

составления суждения в межличностном деловом общении на русском и иностранном языке

2. Программа оценивания контролируемой компетенции по направлениям подготовки:

№ п/п	Контролируемые модули, разделы (темы) дисциплины*	Код контролируемой компетенции (или ее части)	Наименование оценочного средства	
			текущий	рубежный
1	Учебно-познавательная сфера общения (Интернет. Преимущества и недостатки)	УК-4	3 КС	5 Т
2	Бытовая сфера общения (Покупки. Деньги)	УК-4	8ИДЗ 10ПЗ	11Т
3	Социально-культурная сфера общения (Личность. Семья. Общество)	УК-4	14КПЗ	16Т

Примечание: КС – контрольное собеседование; ИДЗ – индивидуальное домашнее задание; Т – тест, ПЗ – письменное задание; П – проект.

**Перечень видов оценочных средств освоения дисциплины и шкала оценивания
уровня усвоения содержания обучения по дисциплине
(в соответствии с кредитно-модульной системой)**

№	Оценочные средства	код	max	min
1.	Контрольное собеседование: What are you going to do?	КС	10	6
2.	Тест №4	Т	10	6
3.	Индивидуальное домашнее задание	ИДЗ	10	6
4.	Письменное задание по теме «Деловая переписка: возврат товара»	ПЗ	10	6
5.	Тест №5	Т	10	6
6.	Контроль письменного задания по теме Present Perfect и Past Simple	КПЗ	10	6
7.	Тест №6	Т	10	6

Электроэнергетика и электротехника

Код контролируемой компетенции (или ее части)	Перечень видов оценочных средств освоения дисциплины					
	1	2	3	4	5	6
УК-4	+	+	+	+	+	+

Перечень оценочных средств

Характеристика оценочных средств по дисциплине представлена в таблице:

№ п/п	Наименование оценочного средства	Краткая характеристика оценочного средства	Представление оценочного средства в фонде
1	2	3	4
1	Проект	Организация познавательной деятельности студентов с целью решения проблем, связанных с проектированием, созданием и изготовлением реального объекта. Этот метод ориентирован на самостоятельную деятельность студентов. Самостоятельная творческая работа выполняется студентами или их группой под руководством преподавателя.	Темы проектов
2	Деловая и/или ролевая игра	Совместная деятельность группы обучающихся и преподавателя под	Тема (проблема), концепция, роли и

		управлением преподавателя с целью решения учебных и профессионально-ориентированных задач путем игрового моделирования реальной проблемной ситуации. Позволяет оценивать умение анализировать и решать типичные профессиональные задачи.	ожидаемый результат по каждой игре
3	Тест	Система стандартизированных заданий, позволяющая автоматизировать процедуру измерения уровня знаний и умений обучающегося.	Фонд тестовых заданий
4	Индивидуальное домашнее задание	Средство контроля, направленное на формирование навыков извлечения информации из иноязычного текста. Контролируется владение определенным лексическим запасом слов и выражений; грамматическим материалом. Позволяет оценивать умение сжато излагать основную информацию текста на основе ее смысловой переработки в письменном и устном виде.	Фонд индивидуальных домашних заданий
5	Контрольная работа по грамматике	Письменная проверочная работа предназначена для контроля усвоения грамматического материала раздела, включает несколько заданий и представлена по двум вариантам.	Фонд заданий для контрольной работе по грамматике

РАЗДЕЛ 1: Учебно-познавательная сфера общения (Интернет. Преимущества и недостатки)

1. Контрольное собеседование (КС) по теме «Употребление Present Continuous и фразы to be going to для выражения будущего действия»

Контрольное собеседование по теме «Употребление Present Continuous и фразы to be going to для выражения будущего действия» является заключительным контрольным заданием по данной теме. Собеседование проводится в виде диалога.

Student 'A'

● **Discuss the questions below with your partner.**

1. When are you **going to** start your own business?
2. What are you **going to** shop online?
3. What exams are you **going to** pass in summer?
4. Is anyone in your group **going to** write a novel soon?
5. What sport are you **going to** take up?

6. When are you *going to* be online next?
7. Are you *going to* spend time abroad? If 'yes', where are you *going to*?
8. How are you *going to* do more kind things for the people?
9. Are you *going to* do download films tonight?
10. Finish this sentence: "Tomorrow, I'm *going to* ... because"

Student 'B'

● **Discuss the questions below with your partner.**

1. What books are you *going to* read?
2. When are you *going to* get married?
3. What career are you *going to* choose after the graduation?
4. Is anyone in your group *going to* give up eating meat soon?
5. What time are you *going to* text friends tonight?
6. When are you *going to* do online banking next?
7. When are you *going to* cycle more?
8. Are you *going to* use social media soon? If 'yes', which of them?
9. What famous mountain are you *going to* climb?
10. Finish this sentence: "Tomorrow, I'm *not going to* ... because"

Критерии оценивания: 10-6 баллов.

10 баллов. Коммуникативная задача решена полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки отсутствуют, умение правильно ответить на заданные вопросы по теме.

9 баллов. Коммуникативная задача решена полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи, умение правильно ответить на заданные вопросы по теме.

8 баллов Коммуникативная задача решена полностью, но понимание речи незначительно затруднено наличием грамматических ошибок, даются адекватные ответы на заданные вопросы.

7 баллов. Коммуникативная задача решена полностью, но понимание речи незначительно затруднено наличием грамматических и/или лексических ошибок, не всегда правильно даются ответы на заданные вопросы.

6 баллов. Коммуникативная задача решена, но понимание речи затруднено наличием грубых грамматических ошибок и/или лексических ошибок, неправильно даются ответы на заданные вопросы.

5-0 баллов. Знания не соответствуют необходимым требованиям.

2. Тест №4 (Т)

Тестовое задание №4 выполняется по двум вариантам.
Критерии оценивания: 10-6 баллов.

ВАРИАНТ 1

1 ▷ Jack has left a voicemail message for his colleague. Listen to the message and write the missing words.

Hi, Andrew. It's Jack. I just wanted to let you know that my train's a bit late this morning. Don't worry, though – I'm on my way! But I don't want
 1 _____ you both to be late for the appointment, so could you go ahead to Mr Blackwell's office? I think that's 2 _____ thing to do. When you get to the offices, 3 _____ and wait in the reception area. I'll come straight there. I think I'll be there at about twenty 4 _____. Text me if there's a problem. See 5 _____ about half an hour. Bye.

2 Complete the text about Marta with phrases in the box. There are three extra phrases that you don't need.

passed her exams got married
 started her own business moved house spent some time abroad had a baby
 lived with her partner changed career

Marta studied economics at university in her hometown in Poland, and when she left in 2008, she 1 _____. She returned to Poland in 2009, and 2 _____ in the capital city, Warsaw. Not long after that, she met a wonderful man called Wojtek and they soon became a couple. Marta 3 _____ for a few years and they 4 _____ in 2012. A year later, they 5 _____, a little girl called Kasia.

3 Complete the sentences using the correct form of the verb in brackets. Use *be going to* or the present continuous.

- 1 I _____ my boss at three o'clock to discuss plans for next year. (meet)
- 2 Vlad _____ his dentist later today. (see)
- 3 _____ a tweet about the concert to everyone later? (you send)
- 4 We _____ pizza and salad for dinner tonight. (have)
- 5 I _____ that new film about China at the weekend. (download)
- 6 We _____ our new barbecue at our party tomorrow. (use)
- 7 Kazumi _____ at the end of June. (get married)
- 8 Everyone _____ football after work. Why don't you join us? (play)
- 9 Stefan _____ some new furniture for his apartment when he moves in. (buy)
- 10 Jacek and Anya _____ drinking coffee. (give up)

4 Match 1–5 to a–e to make complete sentences. There is one ending that you don't need.

- 1 I thought I would be late for my interview, ____
- 2 I get really annoyed sometimes ____
- 3 I was wondering where you got your tablet ____
- 4 My friends love sending texts, ____
- 5 I got a very good grade for my essay, ____

a so I'm in a good mood today.

- b because I decided to get the train.
- c because I'm thinking of buying a new one.
- d but luckily I got there just in time.
- e so I get lots of them every day.
- f when my colleagues don't do their work properly.

5 Read the dialogue between two friends. Put the words in *italics* in the correct order to complete the dialogue.

Igor Hi, Eva! How are things?

Eva I'm fine.

Igor ¹ *you / doing / are / anything* _____ tomorrow?

Eva Tomorrow? No ... Why?

Igor Well, a few of us are going ice skating.

² *fancy / you / joining / do* _____ us?

Eva That'd be awesome! I used to go ice skating all the time when I lived in Sweden!

Igor Cool. You're probably really good at it, then!

Eva Well, I wouldn't win any medals!

Igor So, let's decide when we should meet you.

³ *any / the morning / is / for / you / good* _____?

Eva Yes, that's fine.

Igor ⁴ *we / shall / meet* _____ at the ice rink at 11?

Eva ⁵ *meet / we / could* _____ at the station instead? I'm not sure where the ice rink is.

Igor Of course!

Eva Great. I'm really looking forward to it!

6 Read the notices on a university noticeboard. Choose the correct heading 1–5 for each notice. There are two notices that you don't need.

1 This activity takes place once a week for a limited time. ____

2 You can go here if you're a beginner. ____

3 It's important to arrive at this place on time. ____

4 You can buy something at a good price from this person. ____

5 You must show something if you want to use this. ____

A

University Basketball Team Training Session

Where: Cavendish Hall

When: Thursday 6th May

Time: 7 p.m.

We're going to choose the team for the next match, so don't be late!

B

Japanese Language Classes

New Time: 6.30 every Tuesday and Thursday

Intermediate Class: Room D520

Advanced Class: Room D521

Beginner's Class: cancelled until further notice

C

University Film Club

Help needed every Wednesday evening until June to set up room for Film Club meeting

Maximum 1 hour

No pay, but as many free films as you want!

Call Gosia for more information – 01965 412 412

D**Group X Concert – 24 May**

The coach leaves from the car park on Tuesday at 6.30.

Limited number of seats left

No entry to coach without a concert ticket

To book your place, email carla@coachseat.com

E**Asian Film Evening**

Come and watch Bollywood Bonanza this Wednesday @ 20.00 at The New Theatre

Free admission and a selection of Indian snacks are provided

One night only!

F**Musical instruments for sale**

Selection of second-hand violins and guitars

Going cheap for a quick sale

Contact: Jan Mortier, Room 152, C Block

Tel: 079399 251 251

G**Fancy learning to dance?**

Classes every Monday night at 8 p.m. in Woodward Hall

Choose from Spanish Flamenco Dancing or Egyptian Belly Dancing

All levels welcome

No special clothes necessary

7 Complete the text with the correct form of the verb in brackets. Use the infinitive with *to* or the *-ing* form.

Will Scott is a scientist who lives in London. He loves his job and enjoys ¹ _____ (work) in the laboratory with his colleagues. At the moment, Will's doing some research and he hopes ² _____ (develop) some medicine to help people with heart problems. In fact, his dream is ³ _____ (see) a world where everyone has a healthy heart. Will spent some time at a hospital in Miami in the US last year and he plans ⁴ _____ (go) back there later this year. He'd like ⁵ _____ (move) to Miami one day because he likes ⁶ _____ (be) in the sun, but his girlfriend, Laura, can't imagine ⁷ _____ (live) anywhere apart from London. They've decided ⁸ _____ (stay) where they are for now because Laura needs ⁹ _____ (complete) her studies, and she's agreed ¹⁰ _____ (think) about going abroad when she has some work experience.

8 Complete the sentences with a, b or c.

1 I prefer to _____ online. It's more up to date.

- a deal with emails b read the news
c log on
- 2 **A** Do you _____?
B No, but I'm going to start using Twitter soon.
a use social media b do online banking
c download films
- 3 When I get up, I _____, check my emails and then my Facebook page.
a chat online b log on
c use social media
- 4 Nowadays, many people _____. It's great because you don't even have to leave home for that!
a deal with emails b do research
c do online banking
- 5 I miss my boyfriend when he's away on business, but we _____ all the time.
a do research b chat online
c download apps

Вариант 2

- 1 ▷ **Jack has left a voicemail message for his colleague. Listen to the message and write the missing words.**

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Eva I'm fine.

Igor 1 *you / doing / are / anything* _____ tomorrow?

Eva Tomorrow? No ... Why?

Igor Well, a few of us are going ice skating.

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Eva That'd be awesome! I used to go ice skating all the time when I lived in Sweden!

Igor Cool. You're probably really good at it, then!

Eva Well, I wouldn't win any medals!

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passed her exams	got married
started her own business	moved house
lived with her partner	changed career
spent some time abroad	had a baby

Marta studied economics at university in her hometown in Poland, and when she left in 2008, she ¹ _____. She returned to Poland in 2009, and ² _____ in the capital city, Warsaw. Not long after that, she met a wonderful man called Wojtek and they soon became a couple. Marta ³ _____ for a few years and they ⁴ _____ in 2012. A year later, they ⁵ _____, a little girl called Kasia.

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Вариант №1

1 1 False: when a word ends with a vowel sound and the next word begins with a **vowel**, we sometimes add a /w/ or /j/ sound to link the words.

2 a) and e)

3 b) and e)

2 1 me and 2 the easiest 3 go inside 4 to eight 5 you in

3 1 spent some time abroad

2 started her own business

3 lived with her partner

4 got married

5 had a baby

4 1 ago

2 started/began

3 last/this

4 the

5 afternoon/evening

5 1 am meeting/'m meeting

2 is seeing/'s seeing

3 Are you going to send

4 are having/'re having

5 am going to download/'m going to download

6 are using/'re using

7 is getting married/'s getting married

8 is going to play/'s going to play

9 is going to buy/'s going to buy

10 are going to give up

6 1 d 2 f 3 c 4 e 5 a

7 1 Are you doing anything

2 Do you fancy joining

3 Is the morning any good for you

4 Shall we meet

5 Could we meet

8 1 C 2 G 3 A 4 F 5 D

Вариант №2

1 1 False: when a word ends with a vowel sound and the next word begins with a vowel, we sometimes add a /w/ or /j/ sound to link the words.

2 a) and e)

3 b) and e)

2 1 am meeting/'m meeting

2 is seeing/'s seeing

3 Are you going to send

4 are having/'re having

5 am going to download/'m going to download

6 are using/'re using

- 7 is getting married/'s getting married
 8 is going to play/'s going to play
 9 is going to buy/'s going to buy
 10 are going to give up
- 3** 1 me and 2 the easiest 3 go inside 4 to eight 5 you in
- 4** 1 ago
 2 started/began
 3 last/this
 4 the
 5 afternoon / evening
- 5** 1 spent some time abroad
 2 started her own business
 3 lived with her partner
 4 got married
 5 had a baby
- 6** 1 d 2 f 3 c 4 e 5 a
- 7** 1 Are you doing anything
 2 Do you fancy joining
 3 Is the morning any good for you
 4 Shall we meet
 5 Could we meet
- 8** 1 C 2 G 3 A 4 F 5 D

Критерии оценивания 10-6 баллов:

- 59-0% знания не соответствуют требованиям
 6б. – 64-60% верно данных ответа
 7б. – 69-65% верно данных ответов
 8б. – 79-70 верно данных ответа
 9б. – 89- 80% верно данных ответа
 10б. – 90-100% верно данных ответов

РАЗДЕЛ 2: Бытовая сфера общения (Покупки. Деньги)

3. Индивидуальное домашнее задание

ИДЗ состоит из текста и заданий к нему. Точное и полное понимание текста осуществляется путём изучающего чтения, которое предполагает умение самостоятельно проводить лексико-грамматический анализ текста.

Оба вида чтения складываются из следующих умений: а) догадываться о значении незнакомых слов на основе словообразовательных признаков и контекста; б) видеть интернациональные слова и определять их значение; в) находить знакомые грамматические формы и конструкции и устанавливать их эквиваленты в русском языке; г) применять знания по специальным, общетехническим, общеэкономическим предметам.

Чтобы понимать читаемый текст, необходимо овладеть определенным запасом слов и выражений. При работе над закреплением и обогащением

лексического запаса необходимо использовать словарь, а также выписывать слова в исходной форме с соответствующей грамматической характеристикой, т.е. существительные – в ед. числе, глаголы – в неопределенной форме (в инфинитиве), указывая для неправильных глаголов основные формы.

1. Прочитайте и переведите текст.

При работе над первым заданием рекомендуется выписать все незнакомые слова с транскрипцией и возможными вариантами перевода, выбирая наиболее подходящий к контексту и теме текста. Сам же перевод текста выполняется и защищается устно.

2. Переведите на русский язык следующие английские словосочетания.

3. Найдите в тексте английские эквиваленты следующих словосочетаний.

Задания 2,3 направлены на закрепление лексического материала при работе с текстом. При переводе словосочетаний необходимо помнить, что порядок перевода обуславливается смысловыми связями между определениями и определяемым словом. Следует давать эквивалентные соответствия переводимых словосочетаний, так как дословный перевод не всегда отражает их полный смысл.

Задания 2-9 необходимо выполнить письменно.

4. Найдите в тексте слова, имеющие общий корень с данными словами. Определите, к какой части речи они относятся, и переведите их на русский язык.

5. Задайте к выделенному в тексте предложению все типы вопросов (общий, альтернативный, разделительный, специальный: а) к подлежащему, б) к второстепенному члену предложения).

При выполнении задания 5 необходимо помнить о порядке слов в вопросительных предложениях.

6. Выполните анализ данных предложений, обратив внимание на следующие грамматические явления: формы глаголов to be, to have; конструкции there is/there are; времена группы Indefinite Active, Indefinite Passive; степени сравнения прилагательных; модальные глаголы и их эквиваленты.

Приступая к выполнению задания 6, сначала необходимо повторить теоретический материал по указанной грамматике.

7. Ответьте на вопросы по тексту.

Выполняя задание 7, следует повторно прочитать текст, затем составить ответы на вопросы, вычленив из текста только необходимую для них информацию (не следует использовать для ответов целые абзацы текста).

8. Составьте аннотацию к тексту (2-3 предложения).

Аннотация – это наикратчайшее изложение содержания текста, дающее только общее представление о теме. Аннотация отвечает на вопрос: «О чем говорится в тексте?»

9. Составьте реферат текста (10-15 предложений).

Реферат – это сжатое изложение основной информации текста на основе ее смысловой переработке. Реферат строится в основном на языке оригинала, поскольку в него включаются фрагменты из первоисточника. Это обобщения и формулировки, которые мы находим в тексте и переносим в реферат.

10. Составьте план текста и перескажите текст.

Перед выполнением задания **10** прочитайте текст, затем подумайте, на какие смысловые части (абзацы) его можно разделить. Информативный центр абзаца обычно совпадает с содержанием пункта плана. При составлении плана текста следует использовать номинативные предложения, отражающие основную мысль отдельной части текста.

Образец выполнения ИДЗ

1. Прочитайте и переведите текст:

PRINCIPLES OF AIR-CONDITIONING

The term air-conditioning has been so widely and loosely used that the student should be careful in trying to understand its true meaning. For many years we have introduced air into buildings after heating, dehumidifying and, in some cases, cooling it, and we have called that process ventilation. In recent years much greater stress has been laid on the treatment of air as compared with circulating it merely through the building, and we now call the process air-conditioning. Air-conditioning, then, may be said to be the treatment of the air in the building so as to make it more comfortable or healthful for human beings or more suitable for manufacturing processes.

The factors which are of importance in air-conditioning are many, and unfortunately the term is sometimes used to refer only to minor factors such as cleaning and circulating of air. It is important that the engineer should exactly realize what an air-conditioning system does and what it does not do, and that he should make clear to others what results can be expected from the system.

Complete air-conditioning is known to involve the simultaneous control of the following factors: temperature, humidity, air motion, air distribution, dust, bacteria, odours, toxic gases. Of these the first three, temperature, humidity and air motion, are most important, and no air-conditioning system deserves the name unless it satisfactorily controls those three factors. Thus it follows that air-conditioning involves heating as well as cooling.

The general problem of maintaining comfortable conditions in an occupied room has been the subject of study for many years. Early investigators believed the atmosphere of a crowded room to cause discomfort through its effect on the lungs, and carbon dioxide, being the principal product of respiration, was looked upon as the harmful element. Air-conditioning, or ventilation, as it was formerly called, was therefore considered for many years to be a problem of supplying sufficient fresh air to dilute the carbon dioxide content.

Experiments led engineers to give up this theory. Several men were placed in an airtight chamber until the carbon dioxide content increased and the oxygen content decreased considerably. They suffered great discomfort; but when the air was set in motion by fans, the discomfort at once disappeared. Other men outside the chamber

experienced no discomfort from breathing the air from the chamber through tubes, but those within the chamber experienced no relief from breathing outside air. This experiment demonstrated the modern concept of air-conditioning, namely, that the cooling effect of the atmosphere upon the skin is of great importance and that comfort depends upon maintaining the proper thermal environment. The men within the test chamber were uncomfortable because their body heat was not being properly removed, and they became more comfortable as the fans increased the rate of heat removal.

Making Artificial Weather. In most climates people complain of the weather when it is hot and suffer from it when it is cold. Within recent years man has begun to do something about manufacturing indoor weather by conditioning the air to the point of greater comfort and more healthful living standards. The history of man's entire building program shows that he constructed buildings first for shelter, then for permanent living, then for beauty, and finally for convenience. The next great advance in building construction is doubtless a wide-scale¹ use of air-conditioning to provide year-round comfort.²

Scientific research has established certain standards of maximum comfort for the atmosphere within a room. This requires optimum values of temperature and humidity as well as a minimum dust content. The function of a complete air-conditioning system is to control all of these factors; it is much more than a means of providing "fresh air".

The details of operation of such a system are quite complex, but the important steps are as follows: 1) the air to be conditioned is collected from the outside atmosphere; in the larger systems a part of the same air is often recirculated, i.e. it is used over and over again; 2) filter systems are usually provided for removing dust and other solid particles; 3) gaseous impurities such as carbon dioxide and sulphur dioxide are to a great extent³ removed by circulating the air through water; 4) excess water vapour is removed by a process known as "dehumidifying"; 5) the temperature is controlled to the desired point, depending upon the season. In summer heat is removed and in winter heat is added. The completely conditioned air is finally distributed through the rooms where it is to be used.

Air-Conditioning. The term air-conditioning is often used loosely to describe any ventilation system with fan and heater.

True air-conditioning is the provision of means for control of temperature, humidity and purity of ventilation air both in summer and winter, and involves not only means for warming and humidifying in winter, but also for cooling and dehumidifying in summer. The latter calls for mechanical cooling.

Essential to any air-conditioning system are the controls without which satisfactory results are unobtainable.

Apart from comfort conditioning, air-conditioning is finding an ever widening scope in industry, where the accurate control of atmospheric conditions may be essential for process work.

Air-conditioning systems vary in complexity and cost, according to conditions required and the degree of accuracy of control.

Small offices may be catered for by unit conditioners, with the cooling unit at a distance or incorporated in the cabinet.

More extensive and complex systems are involved when a multistorey office block, factory, cinema or theatre is to be air-conditioned. The plant would comprise: large cooling compressor with cooling water supply; air washer and dehumidifier; heater batteries; filters; fan; automatic controls with provision for changeover from winter to summer operation; insulation of ducts; silencing arrangements, and so on.

Air distribution, with full air-conditioning, needs great care. The downward system is often to be preferred because the cooled air naturally tends to drop after entering.

Merely- только, просто

Extensive – обширный

Downward – вниз

2. Переведите на русский язык следующие английские словосочетания:

1. air-conditioning- кондиционирование воздуха;
2. manufacturing processes- производственные процессы;
3. gaseous impurities- газообразные примеси;
4. accuracy of control- точность контроля;
5. silencing arrangements- шумопоглотители;
6. cleaning and circulating of air- очистка и циркулирование воздуха;
7. ventilation system with fan and heater – система вентиляции с вентилятором и обогревателем;
8. to dilute the carbon dioxide content - уменьшить содержание двуокси углерода;
9. a multistorey office block- многоэтажное здание;
10. air washer and dehumidifier- воздухоочиститель и влагопоглотитель.

3. Найдите в тексте английские эквиваленты следующих словосочетаний:

1. кондиционирование воздуха- air-conditioning;
2. регулирование температуры - control of temperature;
3. производственный процесс - manufacturing processes;
4. газообразные примеси- gaseous impurities;
5. точность контроля- accuracy of control;
6. воздухоочиститель и влагопоглотитель - air washer and dehumidifier;
7. приводить в движение - set in motion;
8. машинное охлаждение - mechanical cooling;
9. воздухонепроницаемая камера - airtight chamber;
10. распределение воздуха – air distribution.

4. Найдите в тексте слова, имеющие общий корень с данными словами. Определите, к какой части речи они относятся, и переведите их на русский язык.

1. humidify - humidity, сущ. образовано от глагола, влажность с помощью суффикса -ty
2. distribute - distribution, сущ. образовано от глагола, распределение с помощью суффикса -ion
3. arrange - arrangement, сущ. образовано от глагола, устройство с помощью суффикса -ment
4. enter - entrance, сущ. образовано от глагола, вход с помощью суффикса -ance
5. natural - naturally, наречие образовано от прилагательного, естественно с помощью суффикса -ly
6. ventilate – ventilation, сущ. образовано от глагола, вентиляция с помощью суффикса -ion
7. gas - gaseous, прилаг. Образовано от сущ., газообразный с помощью суффикса -ous
8. circulate – circulation, сущ. образовано от глагола, циркуляция с помощью суффикса -ion
9. obtain – unobtainable, прилаг. образовано от глагола, недостижимый с помощью суффикса -able
10. investigate – investigation, сущ. образовано от глагола исследовать с помощью суффикса -tion.

5. Задайте к выделенному в тексте предложению все типы вопросов (общий, альтернативный, разделительный, специальный: а) к подлежащему, б) к второстепенному члену предложения).

Experiments led engineers to give up this theory.

1. **общий:** Did experiments lead engineers to give up this theory?
2. **альтернативный:** Did experiments lead engineers or teachers to give up this theory?
3. **разделительный-а):** Experiments led engineers to give up this theory, didn't they?
4. **разделительный-б):** Experiments didn't lead engineers to give up this theory, did they?
5. **специальный: а) к подлежащему:** What led engineers to give up this theory?
6. **специальный:б) к второстепенному члену предложения:** Whom did experiments lead to give up this theory?

6. Выполните анализ данных предложений, обратив внимание на следующие грамматические явления: формы и функции инфинитива, инфинитивные конструкции (сложное дополнение, сложное подлежащее), существительное в роли определения, функции слов one (ones), that (those), условные предложения:

1. Complete air-conditioning is known to involve the simultaneous control of many factors.

Complete air-conditioning ... to involve – сложноеподлежащее

2. Experiments led engineers to give up this theory.

engineers to give up – сложноедополнение

3. The term air-conditioning is often used loosely to describe any ventilation system with fan and heater.

to describe – Indefinite Active, обстоятельство

4. The downward system is often to be preferred because the cooled air naturally tends to drop after entering.

to be preferred – Indefinite Passive, частьсоставногоименногосказуемого.

to drop - Indefinite Active, дополнение

5. The term air-conditioning has been so widely and loosely used that the student should be careful in trying to understand its true meaning.

That – союз «что»

be – IndefiniteActive , часть составного глагольного сказуемого

to understand - IndefiniteActive, дополнение

7. Ответьте на вопросы по тексту:

1. What does the term air-conditioning mean?

The term air-conditioning is often used loosely to describe any ventilation system with fan and heater.

2. For what purposes is air-conditioning used?

Air-conditioning, then, may be said to be the treatment of the air in the building so as to make it more comfortable or healthful for human beings or more suitable for manufacturing processes.

3. What does complete air-conditioning involve?

Complete air-conditioning is known to involve the simultaneous control of the following factors: temperature, humidity, air motion, air distribution, dust, bacteria, odours, toxic gases.

4. What factors are most important?

The factors which are of importance in air-conditioning are many, and unfortunately the term is sometimes used to refer only to minor factors such as cleaning and circulating of air.

5. Formerly carbon dioxide was looked upon as a harmful element, wasn't it?

Yes, it was.

6. What is the modern concept of air-conditioning?

True air-conditioning is the provision of means for control of temperature, humidity and purity of ventilation air both in summer and winter, and involves not only means for warming and humidifying in winter, but also for cooling and dehumidifying in summer.

7. Upon what does comfort depend?

Scientific research has established certain standards of maximum comfort for the atmosphere within a room. This requires optimum values of temperature and humidity as well as a minimum dust content. The function of a complete air-conditioning system is to control all of these factors; it is much more than a means of providing "fresh air".

8. Составьте аннотацию к тексту (2-3 предложения).

The title of the text is "Principles of Air-Conditioning". The text gives information about the main factors and problems of air-conditioning. It also reveals the modern concept of air-conditioning.

9. Составьте реферат текста (10-15 предложений).

PRINCIPLES OF AIR-CONDITIONING

The text gives information about the main factors and problems of air-conditioning. The term air-conditioning for many years meant introduction of air into buildings after heating, dehumidifying and, in some cases, cooling it, and we have called that process ventilation. In recent years much greater stress has been laid on the treatment of air as compared with circulating it merely through the building, and we now call the process air-conditioning. Air-conditioning, then, may be said to be the treatment of the air in the building so as to make it more comfortable or healthful for human beings or more suitable for manufacturing processes.

The factors are minor: such as cleaning and circulating of air, and main: the simultaneous control of the following factors: temperature, humidity, air motion, air distribution, dust, bacteria, odours, toxic gases. Of these the first three, temperature, humidity and air motion, are most important, and no air-conditioning system deserves the name unless it satisfactorily controls those three factors. Thus it follows that air-conditioning involves heating as well as cooling.

The general problem of maintaining comfortable conditions in an occupied room has been the subject of study for many years. Air-conditioning, or ventilation, as it was formerly called, was therefore considered for many years to be a problem of supplying sufficient fresh air to dilute the carbon dioxide content.

Making Artificial Weather. In most climates people complain of the weather when it is hot and suffer from it when it is cold. Scientific research has established certain standards of maximum comfort for the atmosphere within a room. This requires optimum values of temperature and humidity as well as a minimum dust content. The function of a complete air-conditioning system is to control all of these factors; it is much more than a means of providing "fresh air".

Air distribution, with full air-conditioning, needs great care. The downward system is often to be preferred because the cooled air naturally tends to drop after entering.

10. Составьте план текста и перескажите текст.

1. The purposes of air-conditioning.
2. The main factors of air-conditioning.
3. The standards of maximum comfort.
4. The air-conditioning systems, their aims and usage.

Критерии оценивания 10-6 баллов:

59-0% знания не соответствуют требованиям

- 6б. – 64-60% верно данных ответа
- 7б. – 69-65% верно данных ответов
- 8б. – 79-70 верно данных ответа
- 9б. – 89- 80% верно данных ответа
- 10б. – 90-100% верно данных ответов

4. Письменное задание по теме «Деловая переписка: возврат товара».

Письменное задание предназначено для контроля навыков в составлении e-mail по возврату товаров, купленных on-line. Прежде чем написать e-mail, студентам необходимо ответить на следующие вопросы:

1. What is the product?
2. Why do you want to return it?
3. What do you want to happen next?
4. How will you end your e-mail?

Критерии оценивания: 10-6 баллов:

10 баллов. Коммуникативная задача решена полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки отсутствуют, умение правильно ответить на заданные вопросы по теме.

9-8 баллов. Коммуникативная задача решена полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи, умение правильно ответить на заданные вопросы по теме.

7-6 баллов Коммуникативная задача решена полностью, но понимание речи незначительно затруднено наличием грамматических ошибок, даются адекватные ответы на заданные вопросы.

5-0 баллов. Знания не соответствуют необходимым требованиям.

5. Тест №5 (Т)

Тестовое задание №5 выполняется по двум вариантам.

Критерии оценивания: 10-6 баллов.

Вариант 1

1 Read the descriptions of some things that people find useful, then complete the word. Each word begins with the letter 'c' and there is one space for each other letter in the word.

1 These are used for paying for small, cheap things in a shop:

2 You can work on this or play games on it:

3 Many people use this when they are shopping online:

4 People light these if there is no electricity:

5 Boxes, bottles and jars are all examples of these:

2 Complete the sentences with a, b or c.

1 A Have you got _____ free time next week?

B Yes, I'm not busy at all.

aa few b too many c any

2 Steffi ate _____ sweets and now she feels sick.

a lots of b too much c a little

3 I don't think it's warm _____ in here. Can you turn the heat up, please?

a some b enough c many

4 I'll be there in _____ minutes. I just need to finish this.

aa few b a lot of c a little

5 I don't want _____ salad with my meal, thanks.

a any b some c enough

3 Put the linkers into the correct group.

so	therefore	as	as a result	since	because
----	-----------	----	-------------	-------	---------

1 Linkers that give us the reason for something: _____

2 Linkers that tell us the result of something:

4 Read the text and choose the correct answer from the words in *italics*.

I'm so tired ¹*so/because* I've just spent the whole day cleaning the apartment! It was my birthday yesterday,

²*as/so* we invited a few friends round. I work in another city most of the time.

³*Therefore/Since* I can't see my friends as often as I'd like to. Anyway, we had a big party last night. ⁴*Because/As a result*, our apartment was in a terrible mess this morning.

Still, it was worth it ⁵*as/therefore* we had a really good time. I'm going to bed now, ⁶*as*

a result/since I have to get up early for work in the morning. I've got a busy week,

⁷*so/as* I need to have a good rest.

5 Read the following text and choose the correct answer: the word/s in *italics* or --.

When I was a child, I had ¹*a/the* favourite toy. It was ²*a/--* small, soft toy animal and my father bought it for me on ³*--/the day* I was born. It wasn't ⁴*an/--* expensive toy, but it was special to me. I called

⁵*a/the* toy Joe, and I took it everywhere with me until I was seven years old. After that,

Joe lived on ⁶*--/a* shelf in my room. Years later, I went off to university and when I

came back home in the holidays, I always felt happy when I saw Joe sitting there on

⁷*the/a* shelf. I'm married now and have ⁸*a/--* children of my own, but they're not into ⁹*--*

/the soft toys. Joe is still with us, though. He lives in ¹⁰*the/--* garage now!

6 Read the sentences and decide which type of adjective the underlined word is. Choose from A–G. There are two types that you don't need.

- 1 **A** There are some beautiful vases here, aren't there?
B My favourite's that antique blue one in the corner.
- 2 **A** Have you seen Karl's new car?
B I don't think it's anything special – it's just a second-hand car.
- 3 **A** Oh no! The grass is wet.
B Don't worry. I've got a large plastic sheet here. We can sit on that.
- 4 **A** Is that a new bracelet?
B Yes, it's made of gold.
- 5 **A** Shall I give you a hand with that big box?
B Thanks, it's not as light as I thought it was.

- A material _____
 B age _____
 C size _____
 D colour _____
 E weight _____
 F shape _____
 G opinion _____

7 Complete the blog with the correct form of words in the box. There are four words that you don't need.

decide	inform	digit	suit	possess	buy	equip
arrange	stress					

I'm moving house soon. I realize I have far too much stuff, so I think now's the perfect time to get rid of some of it. Or a lot of it! So, I've made a decision – I'm going to keep only the things which I really need. Everyone knows that moving house is a very ¹ _____ thing. So why make it more difficult by taking things with me which I don't even need? I started by selling some stuff – it wasn't hard to find a ² _____ for my furniture. Then, I contacted a local company called Eazy Clear and got some ³ _____ about what they do. They go to people's houses and take away all the things they don't want and give them to people who need them. I've made an ⁴ _____ with them, and their lorry will be here at ten o'clock tomorrow morning. I think this is a ⁵ _____ solution to the problem because everyone wins – the people who don't want some of their things anymore and the people who need them!

8 Complete the dialogues with phrases in the box. There are two words that you don't need.

it's round	what's it called	exactly	you use it to	it's a thing which
it looks like	do you know what I mean			

- 1 **A** What's a grapefruit?
B Well, _____ an orange, but it's not as round. And it's more yellow.
- 2 **A** What's a kettle for?
B _____ boil water.
- 3 **A** In Spanish, it's *agua*. _____
 in English?
B It's water.
- 4 **A** I think Kasia has some money problems.
 _____?
B Yes, I do and I agree with you.
- 5 **A** So, you're looking for a black leather wallet?
B _____! The one I've got is
 so old.

Вариант 2

1 Read the sentences and decide which type of adjective the underlined word is. Choose from A–G. There are two types that you don't need.

- 1 **A** There are some beautiful vases here, aren't there?
B My favourite's that antique blue one in the corner.
- 2 **A** Have you seen Karl's new car?
B I don't think it's anything special – it's just a second-hand car.
- 3 **A** Oh no! The grass is wet.
B Don't worry. I've got a large plastic sheet here. We can sit on that.
- 4 **A** Is that a new bracelet?
B Yes, it's made of gold.
- 5 **A** Shall I give you a hand with that big box?

B Thanks, it's not as light as I thought it was.

- A material _____
 B age _____
 C size _____
 D colour _____
 E weight _____
 F shape _____
 G opinion _____

2 Read the descriptions of some things that people find useful, then complete the word. Each word begins with the letter 'c' and there is one space for each other letter in the word.

1 These are used for paying for small, cheap things in a shop:

2 You can work on this or play games on it:

3 Many people use this when they are shopping online:

4 People light these if there is no electricity:

5 Boxes, bottles and jars are all examples of these:

3 Complete the sentences with a, b or c.

1 **A** Have you got _____ free time next week?

B Yes, I'm not busy at all.

- a a few b too many c any

2 Steffi ate _____ sweets and now she feels sick.

- a lots of b too much c a little

3 I don't think it's warm _____ in here. Can you turn the heat up, please?

- a some b enough c many

4 I'll be there in _____ minutes. I just need to finish this.

- a a few b a lot of c a little

5 I don't want _____ salad with my meal, thanks.

- a any b some c enough

4 Read the following text and choose the correct answer: the word/s in *italics* or --.

When I was a child, I had ¹ *a / the* favourite toy. It was ² *a / --* small, soft toy animal and my father bought it for me on ³ *-- / the day* I was born. It wasn't ⁴ *an / --* expensive toy, but it was special to me. I called ⁵ *a / the* toy Joe, and I took it everywhere with me until I was seven years old. After that, Joe lived on ⁶ *-- / a* shelf in my room. Years later, I went off to university and when I came back home in the holidays, I always felt happy when I saw Joe sitting there on ⁷

the / a shelf. I'm married now and have ⁸ *a / --* children of my own, but they're not into ⁹ *-- / the* soft toys. Joe is still with us, though. He lives in ¹⁰ *the / --* garage now!

5 Put the linkers into the correct group.

so therefore as as a result since because

- 1 Linkers that give us the reason for something: _____
 2 Linkers that tell us the result of something: _____

6 Read the text and choose the correct answer from the words in *italics*.

I'm so tired ¹ *so / because* I've just spent the whole day cleaning the apartment! It was my birthday yesterday, ² *as / so* we invited a few friends round. I work in another city most of the time. ³ *Therefore / Since* I can't see my friends as often as I'd like to. Anyway, we had a big party last night. ⁴ *Because / As a result*, our apartment was in a terrible mess this morning. Still, it was worth it ⁵ *as / therefore* we had a really good time. I'm going to bed now, ⁶ *as a result / since* I have to get up early for work in the morning. I've got a busy week, ⁷ *so / as* I need to have a good rest.

7 Complete the dialogues with the phrases in the box. There are two phrases that you don't need.

it's round what's it called exactly you use it to it's a thing which
 it looks like do you know what I mean

- 1 A What's a grapefruit?
 B Well, _____ an orange, but it's not as round. And it's more yellow.
- 2 A What's a kettle for?
 B _____ boil water.
- 3 A In Spanish, it's *agua*. _____
 in English?
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- 4 A I think Kasia has some money problems.
 _____?
 B Yes, I do and I agree with you.
- 5 A So, you're looking for a black leather wallet?
 B _____! The one I've got is
 so old.

8 Complete the blog with the correct form of the words in the box. There are four words that you don't need.

decide inform digit suit possess buy equip
 arrange stress

I'm moving house soon. I realize I have far too much stuff, so I think now's the perfect time to get rid of some of it. Or a lot of it! So, I've made a *decision* – I'm going to keep

only the things which I really need. Everyone knows that moving house is a very ¹ _____ thing. So why make it more difficult by taking things with me which I don't even need? I started by selling some stuff – it wasn't hard to find a ² _____ for my furniture. Then, I contacted a local company called Eazy Clear and got some ³ _____ about what they do. They go to people's houses and take away all the things they don't want and give them to people who need them. I've made an ⁴ _____ with them, and their lorry will be here at ten o'clock tomorrow morning. I think this is a ⁵ _____ solution to the problem because everyone wins – the people who don't want some of their things anymore and the people who need them!

Ключи к ответам

Вариант №1

1 1 c 2 a 3 b 4 a 5 a

2 1 because 2 so 3 Therefore 4 As a result 5 as 6 since 7 so

3 1 afford 2 borrow 3 in debt 4 saving up 5 owe

4 1 as, since, because

2 so, therefore, as a result

5 1 coins 2 computer 3 credit card 4 candles 5 containers

6 1 a 2 a 3 the day 4 an 5 the 6 a 7 the 8 -- 9 -- 10 the

7 1 B 2 G 3 C 4 A 5 E

8 1 stressful 2 buyer 3 information 4 arrangement 5 suitable

Вариант №2

1 1 a 2 a 3 the day 4 an 5 the 6 a 7 the 8 -- 9 -- 10 the

2 1 c 2 a 3 b 4 a 5 a

3 1 because 2 so 3 Therefore 4 As a result 5 as 6 since 7 so

4 1 coins 2 computer 3 credit card 4 candles 5 containers

5 1 afford 2 borrow 3 in debt 4 saving up 5 owe

6 1 as, since, because

2 so, therefore, as a result

7 1 stressful 2 buyer 3 information 4 arrangement 5 suitable

8 1 B 2 G 3 C 4 A 5 E

Критерии оценивания 10-6 баллов:

59-0% знания не соответствуют требованиям

6б. – 64-60% верно данных ответа

7б. – 69-65% верно данных ответов

8б. – 79-70% верно данных ответа

9б. – 89- 80% верно данных ответа

10б. – 90-100% верно данных ответов

6. Контроль письменного задания по теме Present Perfect и Past Simple

Контрольная работа предназначена для контроля усвоения грамматического материала раздела, представлена по двум вариантам.

Вариант 1**1. Выберите номер предложения глагол-сказуемое которого стоит в Present Perfect Tense:**

1)a) Many people visited the Lincoln Memorial last year.

b) *A group of tourists has just visited the Lincoln Memorial.*

c) Millions of people visited the Lincoln Memorial every year.

2)a) They built a new bridge last year.

b) *The workers have built a new bridge this year.*

c) The workers are building a new bridge.

3)a) *Mr McKein has visited Egypt this year.*

b) Mr McKein visited Egypt last year.

c) Mr McKein visits Egypt every year.

4)a) I was in Dublin last March.

b) *I have been to Dublin this March.*

c) I will be in Dublin next March.

5)a) We knew each other when we were children.

b) *We have known each other since we were children.*

c) We know each other as we work together.

2. Use the Present Perfect Tense instead of the infinitives in brackets.1. "Where's your father?" "I don't know. He just (to go out)." – *has just gone out*2. "Do you want to watch this film?" "Oh, no. I already (to see) it." – *have seen*3. She was here several times, but she never (to buy) anything. – *has bought*4. I (to know) you for many years, but I never (to hear) you speak like that before.
– *have known, have heard*5. "Do you remember this story well?" "Yes, I just (to read) it." – *have read***3. Ask questions to the italicized parts of the following sentences.**

1. I have read that book *twice*. – *How many times have you read that book?*
2. *I have known* him for three years. – *Who has known him for three years?*
3. I have only received *two letters from him* since September. - *How many letters have you received from him since September?*
4. *He has finished* his breakfast already. - *Who has finished his breakfast already?*
5. She's typed *two letters since morning*. - *How many letters has she typed since morning?*

4. Use the Past Simple or the Present Perfect Tense instead of the infinitives in brackets.

1. He ___ just (to sit) in the park. – *has sat*.
2. He ___ (to remember) so well that house, where he ___ (to spend) this morning. - *remembers, spent*.
3. Last year he ___ (to meet) a long-lost friend in Paris. – *met*.
4. ___ you ever ___ (to lose) something really important? – *have lost*
5. David ___ just ___ (to get) some bad news. - *has got*

Вариант 2

1. Выберите номер предложения глагол-сказуемое которого стоит в Present Perfect Tense:

- 1)a) Last year I spend two weeks in London.
b) *I have just come from London.*
c) I was in London two years ago.
- 2)a) *They have never been to Moscow.*
b) They visited Moscow last summer.
c) They were in Moscow two years ago.
- 3)a) *The firm has made good profits this year.*
b) In ancient Rome people used sticks of bone or metal tablets.
c) I met a friend while I was doing the shopping.
- 4)a) Last weekend we went to Edinburgh by train from London.
b) When I was going to the shops, I saw my friend.
c) *Have you ever been to South America?*
- 5)a) *The Smiths have lived here for the last five years.*
b) Agatha Christie wrote over 75 detective stories.
c) Columbus was trying to reach India when he found America.

2. Use the Present Perfect Tense instead of the infinitives in brackets.

1. She ever ___ (conceal) anything from you? – *Has concealed*

2. She never ____ (to lose) her temper before. – *has lost*
3. "Jack (to move) into his new house yet?" I don't know. I (not to see) him lately." – *has ... moved, haven't seen*
4. I (to send) him three letters, but he (not to answer) me yet. – *have sent, hasn't answered*
5. "You (to finish) those letters yet? – *Have ...finished*

3. Ask questions to the italicized parts of the following sentences.

1. I haven't heard from him *since 1996*. - *How long haven't you heard from him?*
2. He has gone *to the USA*. - *Where has he gone?*
3. *He has been* in the USA since spring. - *Who has been in the USA since spring?*
4. *She hasn't written to him* for years. - *Who hasn't written to him for years?*
5. I've been late *several times* this month, I think. - *How many times have you been late this month?*

4. Use the Past Simple or the Present Perfect Tense instead of the infinitives

1. They ____ (to translate) a difficult text yesterday. – *translated*
2. He ____ (to be) a teacher for three years. – *has been*
3. Last night we ____ (to go) to a folk festival. - *went*
4. When we ____ (to play) in the yard yesterday, it suddenly ____ (to start) raining heavily. - *were playing, started*
5. Father ____ (to come) home by 6 o'clock today. - *has come*

Критерии оценивания 10-6 баллов:

- 59-0% знания не соответствуют требованиям
 6б. – 64-60% верно данных ответа
 7б. – 69-65% верно данных ответов
 8б. – 79-70 верно данных ответа
 9б. – 89- 80% верно данных ответа
 10б. – 90-100% верно данных ответов

7.Тест №6

Тестовое задание выполняется по двум вариантам.
 Критерии оценивания: 10-6 баллов.

ВАРИАНТ 1

- 1 ▷ Listen to the following sentences and decide which of the following linkers you hear in each one.**

'n'	'bt'	'for example'	'cos'	's'
-----	------	---------------	-------	-----

1 _____

- 2 _____
 3 _____
 4 _____
 5 _____

2 ▷ Listen to a woman talking about mealtimes in her house. Write the missing words.

In our house, everyone's very busy, ¹ _____ the only time we can all get together is dinner time.

We sit down together to eat every night. I think this is important ² _____ it gives us the chance to really talk to each other. We chat about our day ³ _____ discuss any problems. Yesterday, ⁴ _____, my son had an argument with one of his friends and he was mad about that. He said he wasn't going to speak to him again, ⁵ _____ we all told him that was silly.

3 Complete the text. Use one word in each space.

What kind of person are you? Have you ¹ _____ thought about your character? Would you say you're a hardworking or ² _____ person? Do you like being with other people? Perhaps you think you're a creative person ³ _____ enjoys making things? However, other people often don't see ⁴ _____ the way we see ourselves. So, if you think you're really clever, funny and patient, ask your friends to ⁵ _____ you. You might get a shock when you hear their answers!

4 Complete the sentences with the words in the box. There are four words that you don't need.

honest	smart	tidy	sociable	confident	creative	shy
patient	lazy					

- 1 I was a _____ child and never chatted to the visitors that came to our house.
 2 Monika knows exactly where everything is in her house; she's a very _____ person.
 3 Teachers often have to be _____ with their students and explain things many times.
 4 Really _____ people wouldn't keep something valuable that they find on the street. They'd hand it in to the police.
 5 Jun has done a lot of preparation for his job interview, so he feels _____ now.

5 Match 1–5 to a–f to make complete sentences. There is one ending that you don't need.

- 1 I think Rosa is an only child, _____
 2 Unfortunately, the marriage didn't work _____
 3 Michael and Anouska recently got engaged, _____
 4 Thierry is actually my step-father _____
 5 Kate's husband is away from his family because of work, _____

- a because my mother married him a few years after she and my dad got divorced. _____
 b so she's acting as a single parent at the moment.
 c because they're a couple now.
 d and Martin and Cara have decided to get divorced.

e and that's why she isn't used to sharing her things with others.

f but they haven't decided when the wedding will be.

6 Complete the sentences with a, b or c.

1 I think New York is _____ London.

- a most exciting b the most exciting
c more exciting than

2 In my opinion, English is _____ to learn as Japanese.

- a not as difficult b less difficult
c more difficult

3 My boss is _____ person I know!

- a the lazy b the lazier c the laziest

4 Many people think that we're _____ with our lives now than we used to be.

- a as happy as b less happy
c not as happy

5 I'm so lucky! I've got _____ boyfriend in the world!

- a the good b the better c the best

6 **A** Ask Jenna to give you a hand.

B Yes, I'll do that. She's _____ Zara.

- a less helpful b more helpful than
c the most helpful

7 I'm _____ in being famous as being successful.

- a just as interested b the least interested
c more interested

8 Magda's improving her French, so she's _____ about speaking it in public now.

- a less confident b not as confident
c more confident

9 My younger sister is _____.

- a quieter than I b quieter than me
c more quiet than I

10 It's _____ to keep in touch with people nowadays, thanks to the internet.

- a easy b not as easy
c as easy as

7 Complete the dialogue between two friends with the phrases in the box. Use each phrase ONCE only.

I'm really happy for you	how fantastic			
I've got some bad news	what a pity	oh no	guess what	oh wow
never mind				

Ivana ¹ _____ ? I got the job I applied for.

Nikos ² _____ ! I knew you would!

Ivana And there's more good news. They want me to go and work in the office in Hong Kong!

Nikos ³ _____ ! Think about all the sights you'll see when you're there.

Ivana I know! I think it'll be great.

Nikos Well, ⁴ _____. You've worked hard and you deserve this success.

Ivana There's just one thing, though.

Nikos What's that?

Ivana They want me to start next month, so that means I won't be able to go to your wedding.

Nikos ⁵ _____! But don't worry, I'll make sure you see all the photos!

8 Read the text about a family in Africa and answer the questions.

Families and communities are important in all cultures and societies, and on the continent of Africa, they come in many shapes and sizes. Zainebu Mbiti's family is quite typical.

Zainebu lives in a town in Niger, where most people speak a language called Hausa. Every morning, Zainebu wakes up early and takes two large containers down to the water pump at the end of the street. There she fills the containers up with water for her family so they can take their morning baths. She needs a lot of water because not only do her brothers and sisters have to take baths, but also her mother, father, grandfather and three uncles. That's just her first job of the day. She will be busy until sunset. She usually goes to the water pump with her younger sister Hannatu.

The girls live together in their father's family home along with their mother, brothers, sisters, uncles and grandfather. There are four small houses in their family home, and this is sometimes called a compound. Zainebu and Hannatu's mother has a small house in the compound where she sleeps, along with her children. The father has his own house, and the grandfather has a house, too. The fourth house is a kitchen, where most of the cooking is done.

The family members help each other with everything. If someone is sick, another member will help with the farming or looking after the children and elderly members.

- 1 What is the writer's purpose in writing the text?
 - a to discuss African marriages
 - b to describe a typical African village
 - c to explain how some African families live
 - d to give information about African teenagers

- 2 What do we know about Zainebu?
 - a She dislikes her younger sister.
 - b She goes to school in a nearby village.
 - c She gets on well with her grandfather.
 - d She has certain things to do for her family.

- 3 Where does Zainebu's mother sleep?
 - a in a house with only Zainebu
 - b in her own parents' house
 - c in Zainebu's father's house
 - d in a house with all her children

- 4 What do we know about the culture of the family?
 - a Each person has one role that they always do.
 - b Only the men do the farming.

- c People sometimes do other people's jobs.
- d Family members often get ill.

- 5 What is the best title for this text?
- a How One African Family Lives
 - b A Teenager's Typical Day
 - c Family Problems In Africa
 - d Zainebu's Daily Life

9 Complete the text with the correct form of the words in brackets.

When you travel abroad, it's important to know how to behave. If you're *disorganized* (organized) and don't do any research, you could have problems. When I went to India recently, I found that Indians don't really like using the word 'no' because they think it's ¹ _____ (polite). Instead, people often told me what they thought I wanted to hear. I don't think this was ² _____ (honest). It's just that our cultures are different. Shaking hands was common, especially in cities. Men would shake hands with men, and women might shake hands with women. However, I rarely saw handshakes between men and women. This isn't because they are ³ _____ (friendly) towards each other – it's because of religious beliefs. When you're invited to an Indian person's home, it's usual to take a gift. One of my Indian friends told me this was ⁴ _____ (necessary), but I thought it would be rude not to take something. However, I avoided taking white flowers – they're used at funerals, so Indians consider them ⁵ _____ (lucky).

10 Read the dialogues and choose the correct answer from the words in *italics*.

- 1 A Let's go and visit my uncle this weekend.
B Good idea. We *didn't see / haven't seen* him in ages!
- 2 A *Have you ever been / Did you ever go to* Australia?
B No, I haven't. But I'd love to go there one day.
- 3 A *Has Eszter ever been / Was Eszter ever* married?
B Yes, she has, and in fact she's still married!
- 4 A Did your friends enjoy the concert last night?
B Yes, *they've had / they had* a great time.
- 5 A Are you ready to leave now?
B Sorry, I *haven't finished / didn't finish* my drink yet.

Вариант 2

- 1 ▷ Listen to the following sentences and decide which of the following linkers you hear in each one.**

'n' 'bt' 'for example' 'cos' 's'

1 _____

- 2 _____
 3 _____
 4 _____
 5 _____

2 ▷ Listen to a woman talking about mealtimes in her house. Write the missing words.

In our house, everyone's very busy, ¹ _____ the only time we can all get together is dinner time.

We sit down together to eat every night. I think this is important ² _____ it gives us the chance to really talk to each other. We chat about our day ³ _____ discuss any problems. Yesterday, ⁴ _____, my son had an argument with one of his friends and he was mad about that. He said he wasn't going to speak to him again, ⁵ _____ we all told him that was silly.

3 Match 1–5 to a–f to make complete sentences. There is one ending that you don't need.

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4 Complete the sentences with the words in the box. There are four words that you don't need.

honest	smart	tidy	sociable	confident	creative	shy
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never mind	

- Ivana** ¹ _____? I got the job I applied for.
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- Ivana** And there's more good news. They want me to go and work in the office in Hong Kong!
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- Nikos** Well, ⁴ _____. You've worked hard and you deserve this success.
- Ivana** There's just one thing, though.
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- 4 What do we know about the culture of the family?
 - a Each person has one role that they always do.
 - b Only the men do the farming.

- c People sometimes do other people's jobs.
- d Family members often get ill.

- 5 What is the best title for this text?
- a How One African Family Lives
 - b A Teenager's Typical Day
 - c Family Problems In Africa
 - d Zainebu's Daily Life

9 Read the dialogues and choose the correct answer from the words in *italics*.

- 1 A Let's go and visit my uncle this weekend.
B Good idea. We *didn't see / haven't seen* him in ages!
- 2 A *Have you ever been / Did you ever go to* Australia?
B No, I haven't. But I'd love to go there one day.
- 3 A *Has Eszter ever been / Was Eszter ever* married?
B Yes, she has, and in fact she's still married!
- 4 A Did your friends enjoy the concert last night?
B Yes, *they've had / they had* a great time.
- 5 A Are you ready to leave now?
B Sorry, I *haven't finished / didn't finish my* drink yet.

10 Complete the text with the correct form of the words in brackets.

When you travel abroad, it's important to know how to behave. If you're *disorganized* (organized) and don't do any research, you could have problems. When I went to India recently, I found that Indians don't really like using the word 'no' because they think it's ¹ _____ (polite). Instead, people often told me what they thought I wanted to hear. I don't think this was ² _____ (honest). It's just that our cultures are different. Shaking hands was common, especially in cities. Men would shake hands with men, and women might shake hands with women. However, I rarely saw handshakes between men and women. This isn't because they are ³ _____ (friendly) towards each other – it's because of religious beliefs. When you're invited to an Indian person's home, it's usual to take a gift. One of my Indian friends told me this was ⁴ _____ (necessary), but I thought it would be rude not to take something. However, I avoided taking white flowers – they're used at funerals, so Indians consider them ⁵ _____ (lucky).

Ключи к ответам

Вариант №1

- 1** 1 's' 2 'n' 3 'cos' 4 'for example' 5 'bt'
2 1 so 2 because 3 and 4 for example 5 but
3 1 ever 2 lazy 3 who/that 4 us 5 describe

4 1 shy 2 tidy 3 patient 4 honest 5 confident

5 1 e 2 d 3 f 4 a 5 b

6 1 c 2 a 3 c 4 b 5 c 6 b 7 a 8 c 9 b 10 a

7 1 Guess what

2 Oh wow/How fantastic

3 Oh wow/How fantastic

4 I'm really happy for you

5 What a pity/Oh no

8 1 c 2 d 3 d 4 c 5 a

9 1 impolite

2 dishonest

3 unfriendly

4 unnecessary

5 unlucky

10 1 haven't seen

2 Have you ever been

3 Has Eszter ever been

4 they had

5 haven't finished

Вариант №2

1 1 's' 2 'n' 3 'cos' 4 'for example' 5 'bt'

2 1 so 2 because 3 and 4 for example 5 but

3 1 e 2 d 3 f 4 a 5 b

4 1 shy 2 tidy 3 patient 4 honest 5 confident

5 1 c 2 a 3 c 4 b 5 c 6 b 7 a 8 c 9 b 10 a

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2 Oh wow/How fantastic

3 Oh wow/How fantastic

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7 1 ever 2 lazy 3 who/that 4 us 5 describe

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9 1 haven't seen

2 Have you ever been

3 Has Eszter ever been

4 they had

5 haven't finished

10 1 impolite

2 dishonest

3 unfriendly

4 unnecessary

5 unlucky

8. Критерии оценивания 10-6 баллов:

59-0% знания не соответствуют требованиям

6б. – 64-60% верно данных ответа

7б. – 69-65% верно данных ответов

8б. – 79-70 верно данных ответа

9б. – 89- 80% верно данных ответа

10б. – 90-100% верно данных ответов

8. Зачетный тест (Т)

Зачетный тест выполняется по двум вариантам. Для выполнения тестового задания необходимо знать лексику и грамматический материал уроков №4, 5 и 6.

Вариант 1

1 ▷ Listen to a woman giving a talk on a radio show about starting her own business. Decide if sentences 1–5 are true (T) or false (F).

- 1 Eleni first got the idea of making bags after seeing something interesting in a shop.

- 2 By the time of the shopping fair, Eleni felt nervous about speaking to customers. _____
- 3 Eleni believes her bags are popular because they're all different. _____
- 4 The biggest help Eleni got with her business was employing someone else to make the bags. _____
- 5 According to Eleni, the most important thing when starting a business is being confident about your abilities. _____

▷ Listen again. Complete sentences 6–10 using one word in each space.

- 6 Eleni says that many of her _____ at university loved the first bag she made.
- 7 Eleni sold her first bags at a shopping fair in her town in _____.
- 8 Eleni called her business 'Bags of _____'.
- 9 Eleni's father gave her information about giving _____ to her customers.
- 10 Eleni's plans involve opening a little shop in her town next _____.

2 Choose the best answers to complete the text about the early life of Nelson Mandela.

Nelson Rolihlahla Mandela was probably the ¹ _____ famous South African who has ever lived. He was born on 18 July 1918, in a village called Mvezo in the Umtata region of the country. His parents didn't know how to read and write, ² _____ his birth mother understood that education was important. ³ _____, she decided to send Nelson to school when he was about seven years old. It was at school that he ⁴ _____ the English name 'Nelson' from his teacher. Nelson then went on to secondary school and university. He decided ⁵ _____ English and politics at university. However, he got into ⁶ _____ trouble while he was there, and did not finish his degree. He ⁷ _____ the university in 1940 without ⁸ _____ qualifications.

In 1941, Nelson moved to Johannesburg, one of the biggest cities in South Africa. He soon found a job and was successful. His boss was happy with him because he was very ⁹ _____. Nelson made several new friends and became interested in politics again. In fact, at that time, he ¹⁰ _____ to be a politician one day. And the rest, as they say, is history!

- 1 a more b less c most
 2 a since b but c because
 3 a Therefore b As c Since
 4 a became b got c caught
 5 a studying b study c to study
 6 a some b enough c many
 7 a has left b left c is leaving
 8 a any b lots c a few
 9 a untidy b shy c hard-working
 10a hoped b imagined c enjoyed

3 Complete the posts on a social networking site with the expressions in the box. Use each expression only once. There are two expressions that you don't need.

congratulations get well soon
 bad luck I've got bad news good luck you lucky thing great pic

Okan Denizli is feeling nervous.

3 comments

Hasan Demir What's up, mate?

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4 You recently bought a pair of shoes from an online shop. However, you now wish to return the shoes because there are some problems with them. Write an email to the online seller. Write 120–150 words.

In your email, you should:

- say when you bought them
- describe the shoes
- explain what the problem is
- say what you want to happen next

5 Read the text. Circle the correct answer a, b or c.

1 According to one study, when men saw prices written in red

- a they were not sure about the quality of the product.
- b the colour used made no difference to them.
- c they thought they were getting a bargain.

2 The same study showed that women

- a cannot shop as quickly as men.
- b do not trust ads as easily as men.
- c are not such careful shoppers as men.

3 When remembering prices

- a women pay more attention than men.
- b men and women are equally good.
- c men have better memories than women.

4 According to experts, what kind of sales staff do customers prefer?

- a ones who look happy and friendly
- b ones who enjoy chatting to customers
- c ones who understand their customers' moods

6 Decide if the sentences are true (T) or false (F), according to the text. If there is no information about this, choose 'not given' (NG).

- 1 Most people have been unhappy with a shop assistant at some point. _____
- 2 It's a good idea for sales assistants to respond to the customer's mood. _____
- 3 Angry customers don't want to spend too long shopping. _____
- 4 Shop owners' moods can change as much as their customers' moods. _____
- 5 Most shoppers have decided what they will buy before entering a shop. _____
- 6 Shop sales usually increase when the weather is bad. _____

Customer behaviour

If you have ever been shopping and thought you were getting a bargain simply because the price appeared in red, or have left a shop because the sales assistant talked too much, you're not alone. In fact, your actions are quite typical, according to experts on customer behaviour.

When it comes to shopping, experts explain that women think about everything much more carefully than men. A recent study showed that when men saw an advertisement

with the prices written in red, they believed the shop was offering greater price savings than those printed in black. They felt very positive about buying the product as well. In contrast, red didn't have the same effect on female shoppers. It actually made them suspicious. Experts explain that if women see an ad in red, they question what's happening and think they have to be extra careful. 'Am I being tricked?' they will ask themselves. Women also seem to have a much better memory than men when it comes to the prices in advertisements. This could be because men don't think so hard about adverts or because they just aren't that interested.

In a separate study, it was found that customers seem to prefer sales people who can correctly read moods. This is news for managers who believe that sales will increase if shop assistants are always happy and friendly to customers. Researchers believe that the findings suggest that customers don't always want sales staff to be extremely happy and chatty. Instead, we prefer staff who understand body language.

The key to a successful sale, then, is reading the customer's mood and matching that mood. The experts explain that it isn't advisable to match the mood of a customer who's angry; a customer who is in a hurry or in a bad mood would rather deal with a sales person who understands them, can serve them quickly or just leave them alone – and not try to get them to chat about their family.

There are of course some factors which are outside the control of shop owners – like the weather, which can really change people's moods. Experts are confident that good weather means good news for shop owners. As much as 60–80% of customer decisions are made while people are actually in a shop, rather than before or after their visit. And as more people are out and about during nice weather, there is a higher chance they are shopping and therefore more opportunity for shops to make a sale. Rain and snow have the opposite effect, as people prefer to stay at home.

SPEAKING

Student A

7 A sports team you support has just won a very important match. Tell your friend the good news and answer his/her questions.

- Say what the match was and where and when it was played.
- Tell your friend the result and who played well.
- Say how you are going to celebrate.

Student B

7 Your friend has just told you some good news about a sports team he/she supports. Respond to this news and ask your friend some questions. Student A will start the conversation.

- Find out what the result was and who played well.
- Find out if your friend is doing anything to celebrate.
- Wish your friend a good time.

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- Say how you are going to celebrate.

SPEAKING

Student B

- 7 Your friend has just told you some good news about a sports team he/she supports. Respond to this news and ask your friend some questions. Student A will start the conversation.**

- Find out what the result was and who played well.
- Find out if your friend is doing anything to celebrate.
- Wish your friend a good time.

Ключи к ответам

Вариант №1

1 1 F 2 F 3 T 4 F 5 T 6 friends 7 June 8 Beauty 9 discounts 10 year

2 1 c 2 b 3 a 4 b 5 c 6 a 7 b 8 a 9 c 10 a

3 1 Good luck

2 Great pic

3 You lucky thing

4 Congratulations

5 Bad luck

4 See separate mark scheme

5 1 c 2 b 3 a 4 c

6 1 NG 2 T 3 NG 4 NG 5 F 6 F

7 See separate mark scheme

Вариант №2

1 1 F 2 F 3 T 4 F 5 T 6 friends 7 June 8 Beauty 9 discounts 10 year

2 1 c 2 b 3 a 4 b 5 c 6 a 7 b 8 a 9 c 10 a

3 1 c 2 b 3 a 4 c

4 1 NG 2 T 3 NG 4 NG 5 F 6 F

5 1 Good luck!

2 Great pic!

3 You lucky thing!

4 Congratulations!

5 Bad luck!

6 See separate mark scheme

7 See separate mark scheme

Критерии оценивания:

59-0% знания не соответствуют требованиям

19-18б. – 64-60% верно данных ответов

21-20б – 69-65% верно данных ответов

23-22 б– 74-70% верно данных ответов

25-24б. – 79-75% верно данных ответов

27-26б. – 89-80 верно данных ответов

29-28б. - 99- 90% верно данных ответов

30б. – 100% верно данных ответов

9. Методические материалы, определяющие критерии и процедуры оценивания знаний, умений и навыков, характеризующих этапы формирования компетенций

Опираясь на общеевропейские требования, учитывая специфику лингвообразования в неязыковом (техническом) вузе, оценка освоения содержания по дисциплине проводится по следующим уровням владения языковой компетенцией:

1. элементарный

2. промежуточный

3. профессионально-достаточный

Применительно к языковой коммуникации уровень владения речевыми умениями у студентов по окончанию всего курса обучения или на каждом отдельном этапе учебного процесса определяется следующими параметрами:

1) умение решать коммуникативные задачи;

2) сферы, темы и ситуации общения, то есть предметно-содержательная сторона общения;

3) степень лингвистической и прагматической корректности и адекватности решения этих задач.

С учётом основных компетенций выделены следующие критерии успешности и результативности процесса обучения, а также соответствующие им показатели:

1. Владение профессионально-релевантными знаниями (Информационно-фактологическая наполненность общения в соответствии с поставленной коммуникативной задачей).

2. Владение умениями лингвистического оформления общения (Грамматическая правильность; адекватность выбора лексических средств (терминологии, профессиональные клише) решению коммуникативных задач).

3. Скорость речевой реакции (Скорость построения инициативного высказывания; наличие неоправданных пауз; скорость реакции при ответе).

4. Формирование личностных качеств специалистов (Ценностная ориентация студентов при обучении иностранному языку; коммуникативная мобильность в ситуациях общения; способность к корпоративному взаимодействию).

В рамках данного курса используется система непрерывного оценивания и поступательного развития студента. Подобное оценивание включает в себя участие в разнообразных групповых и парных проектах (деловая и ролевая игра, дискуссия), контрольное собеседование, презентацию и традиционные формы оценивания как опрос во время занятия с наводящими вопросами, который обозначается как направляемое тестирование.

1. **За письменные работы** (контрольные работы, тесты, лексические диктанты, ИДЗ) оценка вычисляется исходя из процента правильных ответов:

90% - 100% - max балл, 60 % - min

2. **Устные ответы** (монологические высказывания, контрольное собеседование, пересказы, диалоги и дискуссии, круглый стол, работа в группах, деловая и ролевая игра, презентации, ИДЗ) оцениваются по пяти критериям:

а) Содержание (соблюдение объема высказывания, соответствие теме, отражены все аспекты, указанные в задании, стилевое оформление речи соответствует типу задания, аргументация на соответствующем уровне, соблюдение норм вежливости).

ПРИ НЕУДОВЛЕТВОРИТЕЛЬНОЙ ОЦЕНКЕ ЗА СОДЕРЖАНИЕ ОСТАЛЬНЫЕ КРИТЕРИИ НЕ ОЦЕНИВАЮТСЯ, И РАБОТА ПОЛУЧАЕТ НЕУДОВЛЕТВОРИТЕЛЬНУЮ ОЦЕНКУ;

б) Взаимодействие с собеседником (умение логично и связно вести беседу, соблюдать очередность при обмене репликами, давать аргументированные и развернутые ответы на вопросы собеседника, умение начать и поддерживать беседу, а также восстановить ее в случае сбоя: переспрос, уточнение);

в) Лексика (словарный запас соответствует поставленной задаче и требованиям данного курса обучения языку);

г) Грамматика (использование разнообразных грамматических конструкций в соответствии с поставленной задачей и требованиям данного курса обучения языку);

д) Произношение (правильное произнесение звуков английского языка, правильная постановка ударения в словах, а также соблюдение правильной интонации в предложениях).

Весь семестровый курс предлагается оценивать по шкале в 100 баллов. Для получения зачета достаточно набрать 60 баллов. Для дифференцированного зачета или экзамена предлагается следующая шкала, обеспечивающая сопоставимость с международной системой оценок:

Оценка по 5 бальной шкале	Зачет	Сумма баллов по дисциплине	Оценка (ECTS)	Градация
5 (отлично)	Зачтено	90-100	A	отлично
4 (хорошо)		85-89	B	очень хорошо
		75-84	C	хорошо
		70-74	D	удовлетворительно
65-69				
3 (удовлетворительно)	60-64	E	посредственно	
2 (неудовлетворительно)	Не зачтено	Ниже 60	F	неудовлетворительно

В каждом разделе студентам выставляются бонусные баллы. Бонусные баллы ставятся для стимулирования систематической и активной работы студентов: 1) за выполнение дополнительных заданий или заданий повышенного уровня сложности, за своевременную сдачу контрольных заданий, отношение к ученой деятельности (0-4 балла); 2) за регулярную посещаемость занятий (0-3); 3) за активную работу на занятиях (0-3). Сумма набранных баллов позволяет не только определить оценку студента по учебной дисциплине, но и его рейтинг в группе среди других студентов курса.

1. *Текущий контроль* осуществляется в течение семестра в устной и письменной форме в виде контрольных и тестовых работ, устных опросов, деловых и ролевых игр, собеседований, дискуссий и проектов.

2. *Промежуточный контроль* проводится в виде зачета по семестрам. Объектом контроля являются коммуникативные умения во всех видах речевой деятельности (аудирование, говорение, чтение, письмо), ограниченные тематикой и проблематикой изучаемых разделов курса. Итоговая оценка складывается из полученных баллов за выполнение контрольных заданий.

3. *Контроль за весь период работы* проводится в виде экзамена за весь курс обучения иностранному языку. Объектом контроля является достижение заданного Программой уровня владения иноязычной коммуникативной компетенцией.