

**МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ**  
**Федеральное государственное бюджетное образовательное учреждение**  
**высшего образования**  
**КРАСНОЯРСКИЙ ГОСУДАРСТВЕННЫЙ ПЕДАГОГИЧЕСКИЙ**  
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РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ

**ИНОСТРАННЫЙ ЯЗЫК. ПРАКТИЧЕСКИЙ КУРС**

Направление подготовки:  
*44.03.05 Педагогическое образование*  
Направленность (профиль) образовательной программы:  
*Русский язык и иностранный язык (английский язык)*  
квалификация (степень):  
*бакалавр*

Красноярск 2017

Рабочая программа дисциплины составлена: доцентом кафедры иностранных языков, к.филол.н. Лефлер Н.О.

(должность и Ф.И.О преподавателя)

РПП обсуждена на заседании кафедры-разработчика иностранных языков

протокол № 9 от "10" мая 2017 г.

Заведующий кафедрой

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Одобрено научно-методическим советом специальности (направления подготовки)

НМС Филологического факультета, направление 44.03.05 Педагогическое


образование (с двумя профилями) Направленность (профиль) образовательной

программы: «Русский язык и иностранный язык (английский язык )»

Протокол № 8 от "17" мая 2017 г. И.В.Ревенко

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## Пояснительная записка

### 1. Место дисциплины в структуре образовательной программы

Рабочая программа дисциплины «Иностранный язык. Практический курс» для студента в 1-5 курсов по направлению подготовки 44.03.05 *Педагогическое образование*, Направленность (профиль) образовательной программы: *Русский язык и иностранный язык (английский язык)* (квалификация «бакалавр»), разработана в соответствии со «Стандартом рабочей программы дисциплины в КГПУ им. В.П. Астафьева», утвержденном Ученым советом университета «30» сентября 2015 г. (протокол № 9).

Дисциплина «Иностранный язык. Практический курс» относится к обязательным дисциплинам вариативной части Блока 1 Б1.В.16 гуманитарного, социального и экономического цикла структуры ООП бакалавриата. Вариативная часть программы бакалавриата является обязательной для освоения вне зависимости от направлений подготовки, обеспечивает формирование у обучающихся компетенций, установленных ФГОС ВО по направлению подготовки 44.03.05 *Педагогическое образование*, Направленность (профиль) образовательной программы: *Русский язык и иностранный язык (английский язык)* (квалификация «бакалавр»), утвержденный приказом Министерства образования и науки РФ от 9.02.2016. № 91. Наряду с другими предметами данного цикла Иностранный язык. Практический курс развивает коммуникативную культуру студентов, способствует формированию представлений студентов о диалоге культур, осознанию себя как носителя культуры и духовных ценностей своего народа, национальной идентичности, норм морали и речевого поведения.

Изучение дисциплины «Иностранный язык. Практический курс» дает возможность студентам расширить и углубить знания, умения, навыки и компетенции для успешной профессиональной деятельности и дальнейшего изучения иностранного языка в магистратуре.

Дисциплина «Иностранный язык. Практический курс» содержит 22 модуля, в каждом модуле два или три раздела. После каждого раздела предусмотрен контроль

усвоенного материала в виде лексико-грамматического теста. По окончании 7 и 9 семестров, студенты сдают зачет, а во 2, 3, 6, 8 семестрах – экзамен, и в аттестационном семестре – зачет с оценкой.

## 2. Трудоёмкость дисциплины

Вид учебной работы	2 сем. (кол-во часов)	3 сем. (кол-во часов)	4 сем. (кол-во часов)	5 сем (кол-во часов)	6 сем (кол-во часов)	7 сем (кол-во часов)	8 сем (кол-во часов)	9 сем (кол-во часов)	А сем (кол-во часов)
Общая трудоёмкость работы	306 (8,5)	216 (6)	90 (2,5)	144 (4)	108 (3)	144 (4)	72 (2)	108 (3)	72 (2)
Лекции	18 (0,5)	14 (0,4)	14 (0,4)	14 (0,4)	14 (0,4)	10 (0,3)	14 (0,4)	14 (0,4)	16 (0,4)
Семинары									
Лабораторные занятия	60 (1,7)	60 (1,7)	22 (0,6)	24 (0,6)	20 (0,5)	10 (0,3)	50(1,4)	74 (3,6)	18 (0,5)
КСР									
Внеаудиторная работа	192 (5,3)	106 (2,9)	18 (0,5)	70(3)	38 (1,1)	124 (3,4)	8 (0,2)	20 (0,5)	2 (0,1)
Итоговый контроль:	Экзамен 36 (1)	Экзамен 36 (1)	Экзамен 36 (1)		Экзамен 36 (1)	Зачет 36 (1)		Зачет 36 (1)	Зачет с оценкой 36 (1)

3. **Целью освоения дисциплины «Иностранный язык. Практический курс»** является повышение уровня практического владения языком. Критерием практического владения иностранным языком является умение достаточно уверенно пользоваться наиболее употребительными и сложными языковыми средствами в основных видах речевой деятельности: говорении, аудировании, чтении и письме. Практическое владение языком специальности предполагает также умение самостоятельно работать со специальной литературой на иностранном языке с целью овладения профессиональными компетенциями.

4. В результате освоения учебной дисциплины обучающийся должен **знать:** лексические единицы общего и терминологического характера; социокультурные закономерности и особенности межкультурных взаимодействий; межкультурные различия, культурные традиции и реалии, культурное наследие своей страны и страны изучаемого языка; основные нормы социального поведения и речевой этикет, принятые в стране изучаемого языка;

**уметь:** использовать различные формы устной и письменной коммуникации на родном и иностранном языках в учебной и профессиональной деятельности; использовать знания иностранного языка для понимания специальных текстов; логически верно, аргументировано и ясно, строить устную и письменную речь, давать определения, приводить примеры и доказательства; толерантно воспринимать социальные и культурные различия; использовать знания иностранного языка для общения и понимания специальных текстов.

**владеть:** технологиями приобретения, использования и обновления гуманитарных знаний; различными способами вербальной и невербальной коммуникации; навыками коммуникации в родной и иноязычной среде; различными средствами коммуникации, в том числе, на иностранном языке; иностранным языком на продвинутом уровне, а также в объеме необходимом для возможности получения информации из зарубежных источников.

В основных видах речевой деятельности студенты должны знать, уметь, владеть:

*чтение:* понимать информацию при чтении учебной, справочной, адаптированной научно-популярной и аутентичной литературы в соответствии с конкретной целью;

*говорение*: передавать на иностранном языке сообщения в форме монологического высказывания (в рамках указанной тематики) и обмениваться информацией в процессе диалогического общения; *аудирование*: воспринимать на слух информацию при общении (при прослушивании аудиотекстов, просмотре фильмов), выполнять упражнения на понимание услышанного; *письмо*: передавать на иностранном языке и корректно оформлять информацию при письменном переводе и при передаче информации в письменном виде; оформлять деловые письма.

### Планируемые результаты обучения

Задачи освоения дисциплины	Планируемые результаты обучения по дисциплине (дескрипторы)	Код результата обучения (компетенция)
- развитие навыков чтения учебной, справочной, адаптированной, аутентичной и научно-популярной литературы на иностранном языке	<b>Знать</b> фонетическую систему и языковой строй в целом, грамматический строй, лексику общего и терминологического характера.	ОК-1
	<b>Уметь</b> читать, понимать и использовать в процессе обучения учебную, справочную, адаптированную, аутентичную и научно-популярную литературу на иностранном языке	ОК-5
	<b>Владеть</b> всеми видами чтения: изучающее, ознакомительное, поисковое и просмотровое для получения информации из зарубежных источников	ПК-1
- развитие навыков письма	<b>Знать</b> фонетическую систему и языковой строй в целом, и отдельные языковые уровни, грамматические явления и структуру, лексику общего и	ОК-1 ОК-5



	терминологического характера.	ПК-1
	<b>Уметь</b> передавать на иностранном языке и корректно оформлять информацию при письменном переводе и при передаче информации в письменном виде	
	<b>Владеть</b> основными навыками письма, приемами аннотирования и реферирования (аннотация, реферат, эссе, деловое письмо), навыками ведения дружеской переписки, включая формат электронной переписки, заполнения большинства личных и деловых форм (анкеты, резюме)	
- развитие навыков устной речи (сообщение, доклад, презентация, дискуссия, монолог)	<b>Знать</b> основные значения изученных лексических единиц, обслуживающих ситуации иноязычного общения в социокультурной, деловой и профессиональной сферах деятельности, предусмотренными направлениями специальности	ОК-1 ОК-5 ПК-1
	<b>Уметь</b> сообщать информацию на основе прочитанного текста в форме подготовленного монологического высказывания (презентации по предложенной теме) и обмениваться информацией в процессе диалогического общения; строить развернутое высказывание в виде	

	иллюстрации, детализации, разъяснения по предложенному тезису:	
	<b>Владеть</b> навыками построения монологического высказывания и ведения диалога, навыками аргументированного изложения собственной точки зрения в межличностном и профессиональном общении на иностранном языке	
аудирование: воспринимать на слух информацию при общении (при прослушивании аудиотекстов, просмотре фильмов)	<b>Знать</b> нужную информацию (селективное понимание); полную информацию (детальное понимание)	ОК-1  ОК-5
	<b>Уметь</b> воспринимать иноязычную речь, построенную на программном материале с допущением некоторого количества незнакомой лексики в условиях непосредственного общения в различных ситуациях общения.	ПК-1
	<b>Владеть</b> навыками понимания учебных и аутентичных аудиотекстов с разной степенью и глубиной проникновения в их содержание в рамках программных требований (основную информацию (глобальное понимание)	

ОК-1 способность использовать основы философских и социогуманитарных знаний для формирования научного мировоззрения;

ОК-5 способность работать в команде, толерантно воспринимать социальные, культурные и личностные различия;

ПК-1 готовность реализовывать образовательные программы по учебным предметам в соответствии с требованиями образовательных стандартов.

**5. Контроль освоения дисциплины** осуществляется путем проведения текущего контроля (письменные аудиторские и домашние задания, монологические, диалогические высказывания, контроль чтения и аудирования, подготовка презентаций), проведения текущего контроля в виде лексико-грамматических тестов. Итоговый контроль осуществляется на зачете и экзамене, где студентам предлагается высказаться по одной из предложенных тем с использованием лексики и грамматики, пройденных за отчетный период. Оценочные средства результатов освоения дисциплины, критерии оценки выполнения заданий представлены в «Фонде оценочных средств для проведения промежуточной аттестации».

#### **6. Перечень образовательных технологий:**

Выбор образовательных технологий для достижения целей и решения задач, поставленных в рамках учебной дисциплины обусловлен:

1) необходимостью формировать у студентов комплекса компетенций, как общекультурных, так и профессиональных, необходимых для осуществления межличностного взаимодействия и сотрудничества в условиях межкультурной коммуникации; 2) необходимостью обеспечивать требуемое качество обучения на всех его этапах.

Формы и технологии, используемые для обучения иностранному языку, реализуют компетентностный и личностно-деятельностный подходы, которые в свою очередь, способствуют формированию и развитию а) поликультурной языковой личности, способной осуществлять продуктивное общение с носителями других культур; б) способностей студентов осуществлять различные виды деятельности, используя иностранный язык; в) когнитивных способностей студентов; г) готовности их к саморазвитию и самообразованию, а также способствуют повышению творческого потенциала личности к осуществлению своих профессиональных обязанностей.

Учебный процесс базируется на модели смешанного обучения, которая помогает эффективно сочетать традиционные формы обучения и новые технологии.

Специфика дисциплины «Иностранный язык. Практический курс» определяет необходимость более широко использовать новые образовательные технологии,

наряду с традиционными методами, направленными на формирование базовых навыков практической деятельности с использованием преимущественно фронтальных форм работы. Таким образом, обучение иностранному языку происходит с использованием следующих образовательных технологий:

1) Технология коммуникативного обучения направлена, прежде всего, на формирование коммуникативной компетентности студентов, которая является базовой, необходимой для адаптации к современным условиям межкультурной коммуникации.

2) Технология разноуровневого (дифференцированного) обучения предполагает осуществление познавательной деятельности студентов с учётом их индивидуальных способностей, возможностей и интересов, поощряя их реализовывать свой творческий потенциал. Создание и использование диагностических тестов является неотъемлемой частью данной технологии.

3) Технология модульного обучения предусматривает деление содержания дисциплины на вполне автономные разделы/модули, интегрированные в общий курс.

4) Информационно-коммуникационные технологии (ИКТ) в целом расширяют рамки образовательного процесса, повышая его практическую направленность, способствуют интенсификации самостоятельной работы учащихся и повышению познавательной активности. В рамках ИКТ выделяются 2 вида технологий:

5) Технология использования компьютерных программ позволяет эффективно дополнить процесс обучения языку на всех уровнях. Разработанные компьютерные программы предназначены как для аудиторной, так и самостоятельной работы студентов и направлены на развитие грамматических и лексических навыков.

6) Интернет - технологии предоставляют широкие возможности для поиска информации, разработки международных научных проектов, ведения научных исследований. Использование электронной почты и Цифрового кампуса ЮФУ позволяет оказывать консультационную поддержку студентам, осуществлять контроль письменных работ, выполняемых студентами самостоятельно.

7) Технология индивидуализации обучения помогает реализовывать личностно-ориентированный подход, учитывая индивидуальные особенности и потребности учащихся.

8) Технология тестирования используется для контроля уровня усвоения лексических, грамматических знаний в рамках модуля, уровня сформированности навыков чтения и аудирования на определённом этапе обучения. Осуществление контроля с использованием технологии тестирования соответствует требованиям всех международных экзаменов по английскому языку. Кроме того, данная технология позволяет преподавателю выявить и систематизировать аспекты, требующие дополнительной проработки.

9) Проектная технология ориентирована на моделирование социального взаимодействия учащихся с целью решения задачи, которая определяется в рамках профессиональной подготовки студентов, выделяя ту или иную предметную область. Использование проектной технологии способствует реализации междисциплинарного характера компетенций, формирующихся в процессе обучения английскому языку.

10) Технология обучения в сотрудничестве реализует идею взаимного обучения, осуществляя как индивидуальную, так и коллективную ответственность за решение учебных задач.

11) Игровая технология позволяет развивать навыки рассмотрения ряда возможных способов решения проблем, активизируя мышление студентов и раскрывая личностный потенциал каждого учащегося.

12) Технология развития критического мышления способствует формированию разносторонней личности, способной критически относиться к информации, умению отбирать информацию для решения поставленной задачи.

Выбор образовательных технологий для достижения целей и решения задач, поставленных в рамках учебной дисциплины «Иностранный язык. Практический курс» обусловлен необходимостью сформировать у студентов комплекс общекультурных компетенций, необходимых для осуществления межличностного взаимодействия и сотрудничества в условиях межкультурной коммуникации, а также обеспечивать требуемое качество обучения на всех его этапах.

Формы и технологии, используемые для обучения иностранному языку, реализуют компетентностный и личностно-деятельностный подходы, которые в свою очередь, способствуют формированию и развитию а) поликультурной языковой личности, способной осуществлять продуктивное общение с носителями других культур; б) способностей студентов осуществлять различные виды деятельности, используя английский язык; в) когнитивных способностей студентов; г) их готовности к саморазвитию и самообразованию, а также способствуют повышению творческого потенциала личности к осуществлению своих профессиональных обязанностей.

**Лист согласования рабочей программы дисциплины с другими  
дисциплинами образовательной программы  
на 2017/ 2018 учебный год**

Наименование дисциплин, изучение которых опирается на данную дисциплину	Кафедра	Предложения об изменениях в дидактических единицах, временной последовательности изучения и т.д.	Принятое решение (протокол №, дата) кафедрой, разработавшей программу
Актуальные проблемы иностранного языка (английского)	кафедра иностранных языков		Протокол № 9 от "10" мая 2017 г.

Заведующий кафедрой

Петрищев В.И. \_\_\_\_\_

Председатель НМСН

\_\_\_\_\_

"17" мая 2017 г.

### 3. Организационно-методические документы

#### 3.1. Технологическая карта обучения дисциплине

##### Иностранный язык. Практический курс

(наименование дисциплины)

Для обучающихся образовательной программы

44.03.05 Направление подготовки: педагогическое образование, квалификация (бакалавр)

(указать уровень, шифр и наименование направления подготовки)

Направленность (профиль) образовательной программы: Русский язык и иностранный язык (английский язык)  
(очная форма обучения)

(указать профиль/ наименование программы и форму обучения)  
(общая трудоемкость дисциплины 35 з.е.)

Наименование разделов и тем дисциплины	Всего часов	Аудиторных часов				Внеауди- торных часов	Формы и методы контроля
		Всего	лекций	семинаров	лабораторных работ		
<b>2 семестр</b>							
<b>МОДУЛЬ 1.</b> <i>ТЕМА 1. Weather</i>	16	10	2		8	6	контроль диалогического высказывания, контроль монологического высказывания, контроль чтения, контроль письма, аудирование
Промежуточный тест	4	2			2	2	тест
<i>ТЕМА 2. People</i>	18	12	4		8	6	контроль диалогического высказывания, контроль монологического



							высказывания, контроль чтения, контроль письма, аудирование
Промежуточный тест	4	2			2	2	тест
<i>ТЕМА 3. The Media</i>	16	10	2		8	6	контроль диалогического высказывания, контроль монологического высказывания, контроль чтения, контроль письма, аудирование
Промежуточный тест	4	2			2	2	тест
<b>МОДУЛЬ 2.</b> <i>ТЕМА 1. Health</i>	16	10	2		8	6	контроль диалогического высказывания, контроль монологического высказывания, контроль чтения, контроль письма, аудирование
Промежуточный тест	4	2			2	2	тест
<i>ТЕМА 2. Natural World</i>	18	12	4		8	6	контроль диалогического высказывания, контроль монологического высказывания, контроль чтения, контроль письма, аудирование
Промежуточный тест	4	2			2	2	тест
<i>ТЕМА 3 Society and family</i>	18	12	4		8	6	контроль диалогического высказывания, контроль монологического

							высказывания, контроль чтения, контроль письма, аудирование
Промежуточный тест	4	2			2	2	тест
Промежуточная аттестация	36						экзамен
<b>3 семестр</b>							
<b>МОДУЛЬ 3.</b> <i>ТЕМА 1. Science</i>	11	10	2		8	1	контроль диалогического высказывания, контроль монологического высказывания, контроль чтения, контроль письма, аудирование
Промежуточный тест	4	2			2	2	тест
<i>ТЕМА 2. The Night</i>	11	10	2		8	1	контроль диалогического высказывания, контроль монологического высказывания, контроль чтения, контроль письма, аудирование
Промежуточный тест	4	2			2	2	тест
<i>ТЕМА 3 Work and Industry</i>	12	10	2		8	2	контроль диалогического высказывания, контроль монологического высказывания, контроль чтения, контроль письма, аудирование
Промежуточный тест	4	2			2	2	тест
<b>МОДУЛЬ 4.</b>	12	10	2		8	2	контроль диалогического

<i>ТЕМА 1. Global Affairs</i>							высказывания, контроль монологического высказывания, контроль чтения, контроль письма, аудирование
Промежуточный тест	4	2			2	2	тест
<i>ТЕМА 2. The Environment</i>	10	8			8	2	контроль диалогического высказывания, контроль монологического высказывания, контроль чтения, контроль письма, аудирование
Промежуточный тест	4	2			2	2	тест
<i>ТЕМА 3. Sport</i>	10	8			8	2	контроль диалогического высказывания, контроль монологического высказывания, контроль чтения, контроль письма, аудирование
Промежуточный тест	4	2			2	2	тест
<b>МОДУЛЬ 5.</b> <i>ТЕМА 1 Personality</i>	12	10	2		8	2	контроль диалогического высказывания, контроль монологического высказывания, контроль чтения, контроль письма, аудирование
Промежуточный тест	4	2			2	2	
<i>ТЕМА 2 Travel</i>	12	10	2		8	2	контроль диалогического

							высказывания, контроль монологического высказывания, контроль чтения, контроль письма, аудирование
Промежуточный тест	4	2			2	2	тест
<i>ТЕМА 3 Work</i>	12	10	2		8	2	контроль диалогического высказывания, контроль монологического высказывания, контроль чтения, контроль письма, аудирование
Промежуточный тест	4	2			2	2	тест
<b>МОДУЛЬ 6.</b> <i>ТЕМА 1 Language</i>	10	8			8	2	контроль диалогического высказывания, контроль монологического высказывания, контроль чтения, контроль письма, аудирование
Промежуточный тест	4	2			2	2	тест
<i>ТЕМА 2 Advertising</i>	10	2			8	2	контроль диалогического высказывания, контроль монологического высказывания, контроль чтения, контроль письма, аудирование
Промежуточный тест	4	2			2	2	тест
<i>ТЕМА 3 Business</i>	10	8			8	2	контроль диалогического

							высказывания, контроль монологического высказывания, контроль чтения, контроль письма, аудирование
Промежуточный тест	4	2			2	2	тест
Промежуточная аттестация	36						экзамен
<b><u>4 семестр</u></b>							
<b>МОДУЛЬ 7.</b> <i>ТЕМА 1 Design</i>	18	12	4		8	6	контроль диалогического высказывания, контроль монологического высказывания, контроль чтения, контроль письма, аудирование
Промежуточный тест	4	2			2	2	тест
<i>ТЕМА 2 Education</i>	16	10	2		8	6	контроль диалогического высказывания, контроль монологического высказывания, контроль чтения, контроль письма, аудирование
Промежуточный тест	4	2			2	2	тест
<i>ТЕМА 3 Engineering</i>	16	10	2		8	6	контроль диалогического высказывания, контроль монологического высказывания, контроль чтения, контроль письма, аудирование

Промежуточный тест	4	2			2	2	тест
<b>МОДУЛЬ 8.</b> <i>ТЕМА 1 Trends</i>	18	12	2		10	6	контроль диалогического высказывания, контроль монологического высказывания, контроль чтения, контроль письма, аудирование
Промежуточный тест	4	2			2	2	тест
<i>ТЕМА 2 Arts and Media</i>	16	10	2		8	6	контроль диалогического высказывания, контроль монологического высказывания, контроль чтения, контроль письма, аудирование
Промежуточный тест	4	2			2	2	тест
<i>ТЕМА 3 Crime</i>	18	12	2		10	6	контроль диалогического высказывания, контроль монологического высказывания, контроль чтения, контроль письма, аудирование
Промежуточный тест	4	2			2	2	тест
Промежуточная аттестация							экзамен
<b>5 семестр</b>							
<b>МОДУЛЬ 9.</b> <i>ТЕМА 1 Communication</i>	14	10	2		8	4	контроль диалогического высказывания, контроль монологического высказывания, контроль

							чтения, контроль письма, аудирование
Промежуточный тест	4	2			2	2	тест
<i>ТЕМА 2 Environment</i>	12	10	2		8	2	контроль диалогического высказывания, контроль монологического высказывания, контроль чтения, контроль письма, аудирование
Промежуточный тест	4	2			2	2	тест
<i>ТЕМА 3 Sport</i>	14	10	2		8	4	контроль диалогического высказывания, контроль монологического высказывания, контроль чтения, контроль письма, аудирование
Промежуточный тест	4	2			2	2	тест
<b>МОДУЛЬ 10.</b> <i>ТЕМА 1 Medicine</i>	16	12	2		10	4	контроль диалогического высказывания, контроль монологического высказывания, контроль чтения, контроль письма, аудирование
Промежуточный тест	4	2			2	2	тест
<i>ТЕМА 2 Transport</i>	14	10	2		8	4	контроль диалогического высказывания, контроль монологического высказывания, контроль

							чтения, контроль письма, аудирование
Промежуточный тест	4	2			2	2	тест
<i>TEMA 3 Literature</i>	14	10			10	4	контроль диалогического высказывания, контроль монологического высказывания, контроль чтения, контроль письма, аудирование
Промежуточный тест	4	2			2	2	тест
<b>МОДУЛЬ 11.</b> <i>TEMA 1 Architecture</i>	14	10	2		8	4	контроль диалогического высказывания, контроль монологического высказывания, контроль чтения, контроль письма, аудирование
Промежуточный тест	4	2			2	2	тест
<i>TEMA 2 Globalisation</i>	14	10	2		8	4	контроль диалогического высказывания, контроль монологического высказывания, контроль чтения, контроль письма, аудирование
Промежуточный тест	4	2			2	2	тест
<i>TEMA 3 Art</i>	14	10			10	4	контроль диалогического высказывания, контроль монологического высказывания, контроль



							чтения, контроль письма, аудирование
Промежуточный тест	4	2			2	2	тест
<b>6 семестр</b>							
<b>МОДУЛЬ 12.</b> <i>ТЕМА 1 Psychology</i>	22	12	2		10	10	контроль диалогического высказывания, контроль монологического высказывания, контроль чтения, контроль письма, аудирование
Промежуточный тест	4	2			2	2	тест
<i>ТЕМА 2 Culture</i>	24	14	2		12	10	контроль диалогического высказывания, контроль монологического высказывания, контроль чтения, контроль письма, аудирование
Промежуточный тест	4	2			2	2	тест
<i>ТЕМА 3 Technology</i>	20	12	2		10	8	контроль диалогического высказывания, контроль монологического высказывания, контроль чтения, контроль письма, аудирование
Промежуточный тест	4	2			2	2	тест
<b>МОДУЛЬ 13.</b> <i>ТЕМА 1 Education and Employment</i>	22	12	2		10	10	контроль диалогического высказывания, контроль монологического

							высказывания, контроль чтения, контроль письма, аудирование
Промежуточный тест	4	2			2	2	тест
<i>ТЕМА 2</i> Tourism and Conservation	20	12	2		10	8	контроль диалогического высказывания, контроль монологического высказывания, контроль чтения, контроль письма, аудирование
Промежуточный тест	4	2			2	2	тест
<b>МОДУЛЬ 14.</b> <i>ТЕМА 1</i> International Relations	24	14	2		12	10	контроль диалогического высказывания, контроль монологического высказывания, контроль чтения, контроль письма, аудирование
Промежуточный тест	4	2			2	2	тест
<i>ТЕМА 2</i> Health and Care	20	12	2		10	8	контроль диалогического высказывания, контроль монологического высказывания, контроль чтения, контроль письма, аудирование
Промежуточный тест	4	2			2	2	тест
Промежуточная аттестация	36						экзамен
<b>7 семестр</b>							
<b>МОДУЛЬ 15.</b>	22	20	4		16	2	контроль диалогического

<i>TEMA 1</i> Fashions and Consumerism							высказывания, контроль монологического высказывания, контроль чтения, контроль письма, аудирование
Промежуточный тест	4	2			2	2	тест
<i>TEMA 2</i> Technology and Change	24	20	2		18	4	контроль диалогического высказывания, контроль монологического высказывания, контроль чтения, контроль письма, аудирование
Промежуточный тест	4	2			2	2	тест
<b>МОДУЛЬ 16.</b> <i>TEMA 1</i> People and Ideas	22	20	4		16	2	контроль диалогического высказывания, контроль монологического высказывания, контроль чтения, контроль письма, аудирование
Промежуточный тест	4	2			2	2	тест
<i>TEMA 2</i> Journalism and Media	24	20	4		16	4	контроль диалогического высказывания, контроль монологического высказывания, контроль чтения, контроль письма, аудирование
Промежуточный тест	4	2			2	2	тест
Промежуточная аттестация							зачет

<b>8 семестр</b>							
<b>МОДУЛЬ 17.</b> <i>ТЕМА 1</i> Law and Society	20	16	4		12	4	контроль диалогического высказывания, контроль монологического высказывания, контроль чтения, контроль письма, аудирование
Промежуточный тест	4	2			2	2	тест
<i>ТЕМА 2</i> Arts and Entertainment	18	16	4		12	2	контроль диалогического высказывания, контроль монологического высказывания, контроль чтения, контроль письма, аудирование
Промежуточный тест	4	2			2	2	тест
<b>МОДУЛЬ 18.</b> <i>ТЕМА 1</i> Business and Economics	20	16	4		12	4	контроль диалогического высказывания, контроль монологического высказывания, контроль чтения, контроль письма, аудирование
Промежуточный тест	4	2			2	2	тест
<i>ТЕМА 2</i> Science and Nature	16	14	2		12	2	контроль диалогического высказывания, контроль монологического высказывания, контроль чтения, контроль письма, аудирование

Промежуточный тест	4	2			2	2	тест
<b>9 семестр</b>							
<b>МОДУЛЬ 19.</b> <i>TEMA 1</i> Does the Pronunciation Matter?	14	12	2		10	2	контроль диалогического высказывания, контроль монологического высказывания, контроль чтения, контроль письма
<i>TEMA 2</i> English and culture	16	12	2		10	4	контроль диалогического высказывания, контроль монологического высказывания, контроль чтения, контроль письма
<i>TEMA 3</i> Introduction to Learning Teaching	12	10	2		8	2	контроль диалогического высказывания, контроль монологического высказывания, контроль чтения, контроль письма
<i>TEMA 4</i> Solving Communication problems	12	8			8	4	контроль диалогического высказывания, контроль монологического высказывания, контроль чтения, контроль письма
<i>TEMA 5</i> The Subject Matter of the English Language Teaching	12	8			8	4	контроль диалогического высказывания, контроль монологического высказывания, контроль чтения, контроль письма
Промежуточный тест	4	2			2	2	тест

<b>МОДУЛЬ 20.</b> <i>TEMA 1</i> Classroom Options, Skills and Techniques	12	10	2		8	2	контроль диалогического высказывания, контроль монологического высказывания, контроль чтения, контроль письма
<i>TEMA 2</i> The Teaching of English Communication	16	12	2		10	4	контроль диалогического высказывания, контроль монологического высказывания, контроль чтения, контроль письма
<i>TEMA 3</i> Communicative Approaches and Communicative Processes	16	12	2		10	4	контроль диалогического высказывания, контроль монологического высказывания, контроль чтения, контроль письма
<i>TEMA 4</i> On Communicative Competence	14	10	2		8	4	контроль диалогического высказывания, контроль монологического высказывания, контроль чтения, контроль письма
<i>TEMA 5</i> Promoting English Awareness	12	8			8	4	контроль диалогического высказывания, контроль монологического высказывания, контроль чтения, контроль письма
Промежуточный тест	4	2			2	2	тест
Промежуточная аттестация							зачет
<b><u>Семестр А</u></b>							

<b>МОДУЛЬ 21.</b> <i>TEMA 1</i> Successful Language Strategies and Techniques	12	10	2		8	2	контроль диалогического высказывания, контроль монологического высказывания, контроль чтения, контроль письма
<i>TEMA 2</i> Thinking About Teaching and Learning	12	10	2		8	2	контроль диалогического высказывания, контроль монологического высказывания, контроль чтения, контроль письма
<i>TEMA 3</i> Designing Effective Instruction	14	12	2		8	4	контроль диалогического высказывания, контроль монологического высказывания, контроль чтения, контроль письма
<i>TEMA 4</i> Teaching Tips: Strategies, Research, and Theory for College and University	14	10	2		8	4	контроль диалогического высказывания, контроль монологического высказывания, контроль чтения, контроль письма
Промежуточный тест	4	2			2	2	тест
<b>МОДУЛЬ 22.</b> <i>TEMA 1</i> The Case Against Teaching	12	10	2		8	2	контроль диалогического высказывания, контроль монологического высказывания, контроль чтения, контроль письма
<i>TEMA 2</i> How People Learn: Brain, Mind, Experience, and School	12	10	2		8	2	контроль диалогического высказывания, контроль

							монологического высказывания, контроль чтения, контроль письма
<i>TEMA 3</i> Active Learning: Creating Excitement in the Classroom	12	10	2		8	2	контроль диалогического высказывания, контроль монологического высказывания, контроль чтения, контроль письма
<i>TEMA 4</i> How Do I Organize My Lessons	12	8			8	4	контроль диалогического высказывания, контроль монологического высказывания, контроль чтения, контроль письма
Промежуточная аттестация	4	2			2	2	тест
Форма итогового контроля по уч. плану	36						зачет с оценкой
<b>ИТОГО</b>	1260	466				614	



## 1.1. Содержание основных разделов и тем дисциплины

«Иностранный язык. Практический курс» изучается со 2 по аттестационный семестры и включает в себя 848 часов аудиторных занятий и 376 часов самостоятельной работы студента. Изучение данной дисциплины актуализирует знания студентов, полученные при изучении иностранного языка. На протяжении всего курса дисциплины ставится задача сформировать базовые умения и навыки, необходимые для чтения и беседы на материале текстов учебника “Language Leader”, авторы: Ian Lebeau и Gareth Rees. В основу данного учебника положены ситуативно-коммуникативный и тематический принципы. Наряду с коммуникативными упражнениями в учебниках также имеются лексические и грамматические упражнения, направленные на формирование автоматизированных навыков, предупреждение и профилактику типичных ошибок, и контроль усвоения материала. Предтекстовые упражнения служат для закрепления фонетических навыков и правил чтения. Тексты представлены в монологической и диалогической формах. Они носят познавательный характер и способствуют дальнейшему развитию навыков устной и письменной речи на иностранном языке. В текстах используется лексико-грамматический материал, характерный для особенностей структуры предложений английского языка.

Слова и словосочетания, также и грамматические явления закрепляются в послетекстовых упражнениях. Речевые упражнения носят репродуктивный или творческий характер, что дает возможность студентам проявлять самостоятельность, выдумку и творчество при изучении иностранного языка. Работа по данным учебникам развивает следующие навыки и умения: К концу изучения курса дисциплины студенты должны уметь: а) читать общенаучные тексты с полным пониманием; б) понимать речь при непосредственном общении и в записи, содержащую в основном лексику изученного материала; в) выступать с сообщениями, вести ситуативный диалог, высказывать свое мнение по предложенной проблематике.

Внеаудиторные занятия предусматривают самостоятельную работу студентов с лексическим материалом, с чтением и переводом текстов профессиональной тематики, подготовкой проектов. Контроль внеаудиторной работы осуществляется в форме выборочного перевода, ответов на вопросы, выполнении тестов.

Промежуточный тест проводится в конце каждой темы модуля обучения. Промежуточный тест содержит лексико-грамматические задания изученного грамматического и лексического материала.

### **Содержание курса дисциплины**

#### **Семестр 2.**

#### **БАЗОВЫЙ МОДУЛЬ № 1**

##### ***Раздел 1: «Weather»***

Лексика: Слова, описывающие погоду.

Говорение: Обсуждение экстремальной погоды. Разговор про различную погоду и времена года.

Грамматика:

- 1) Present Simple and Present Continuous.

Аудирование: Новости про ураган.

Чтение: Новости из Интернета про экстремальную погоду. Интервью из журнала с режиссёром документальных фильмов.

Письмо: Эссе про любимое время года.

##### ***Раздел 2: «People»***

Лексика: прилагательные, описывающие личность.

Говорение: Обсуждение творческих людей.

Грамматика:

- 1) Past Simple.

- 2) Past Continuous.

Аудирование: Интервью с победителем марафона.

Чтение: Статьи из газеты про победителя марафона.

Письмо: Описание личности.

### ***Раздел 3: «The Media»***

Лексика: Слова и выражения, связанные с описанием ТВ программ.

Говорение: Обсуждение различных медиа источников. Разговор про новостные компании.

Грамматика:

1) Articles.

2) Relative Pronouns.

Аудирование: Интервью с медиа работником.

Чтение: Интервью с медиа работником. Статья про новостные организации в мире.

Письмо: Анонс ТВ программы.

### **БАЗОВЫЙ МОДУЛЬ № 2**

#### ***Раздел 1: «Health»***

Лексика: Слова, связанные с медициной.

Говорение: Разговор про какой-то опыт в жизни. Обсуждение еды и диеты.

Грамматика:

1) Present Perfect Simple.

Аудирование: Отрывок из доклада о благотворительности в области здравоохранения.

Чтение: Руководство к благотворительности в области здравоохранения. Статья из журнала про еду для здорового разума.

Письмо: Благодарственное письмо.

#### ***Раздел 2: «Natural World»***

Лексика: Прилагательные, описывающие места, животных.

Говорение: Обсуждение островов, животных и различных мест.

Грамматика:

1) Comparatives.

2) Superlatives.

Аудирование: ТВ программа про острова.

Чтение: Статьи из газеты про животных.

Письмо: Эссе с использованием сравнительной и превосходной степенями сравнения прилагательных.

### ***Раздел 3: «Society and Family»***

Лексика: Различные возрастные группы людей.

Говорение: Обсуждение темы технологий в современной жизни. Обсуждение семейной жизни. Различные семьи.

Грамматика:

- 1) Will, may, might.
- 2) First Conditionals.

Аудирование: Встреча футуролога и бизнес инвестора.

Чтение: Объявление института анализа будущего. Статья про низкую рождаемость в Германии.

Письмо: Статья про будущее.

## **Семестр 3**

### **БАЗОВЫЙ МОДУЛЬ № 3**

#### ***Раздел 1: «Science»***

Лексика: Слова, связанные с наукой и преступлениями.

Говорение: Обсуждение правил и урегулирований в повседневной жизни.

Разговор об отношении к науке.

Грамматика:

- 1) Must.
- 2) Have to, had to.
- 3) Could.

Аудирование: интервью с судебным ученым.

Чтение: Обзор ТВ программы. Газетная статья про проблемы для женщин в науке в Великобритании.

Письмо: Описание графиков.

#### ***Раздел 2: «The Night»***

Лексика: Прилагательные, оканчивающиеся на -ing/-ed.

Говорение: Разговор про проблемы со сном.

Грамматика:

- 1) Going to, hoping to, would like to.

Аудирование: Разговор про сон.

Чтение: Обмен электронными письмами. Статья из журнала про людей, которые работают ночью.

Письмо: История.

### ***Раздел 3: «Work and Industry»***

Лексика: Слова, связанные с работой и бизнесом.

Говорение: Разговор про промышленность.

Грамматика:

- 1) Used to.
- 2) Present Simple Passive.

Аудирование: Собеседование с работниками.

Чтение: Статьи про различные виды промышленности.

Письмо: Описание процесса.

## **БАЗОВЫЙ МОДУЛЬ № 4**

### ***Раздел 1: «Global Affairs»***

Лексика: Слова, связанные с людьми и организацией.

Говорение: Разговор про ООН. Разговор про большой бизнес и глобализацию.

Грамматика:

- 1) Present Continuous.
- 2) Past Simple Passive.

Аудирование: Разговор про расписание. Разговор про Интерпол.

Чтение: ООН. История Майкрософт.

Письмо: Эссе «За и против».

### ***Раздел 2: «The Environment»***

Лексика: Слова, связанные с глобальным потеплением. Контейнеры и материалы.

Говорение: Разговор про причины и влияние глобального потепления.  
Обсуждение путей сокращения отходов.

Грамматика:

- 1) Present Perfect Continuous.
- 2) Phrasal Verbs.

Аудирование: Документальная запись про глобальное потепление.

Чтение: Эссе про глобальное потепление.

Письмо: Отчет.

### ***Раздел 3: «Sport»***

Лексика: Слова, связанные со спортом. Типы личностей.

Говорение: Разговор про спорт. Что бы сделали, если... Обсуждение мирового кубка по футболу.

Грамматика:

- 1) Second Conditional.
- 2) Too, enough.

Аудирование: ТВ программа событий. Советы студентам перед экзаменом.

Чтение: Открытое письмо Премьер Министру. Статья из газеты про футбольных женщин-болельщиц.

Письмо: Официальное электронное письмо.

## **БАЗОВЫЙ МОДУЛЬ № 5**

### ***Раздел 1: «Personality»***

Лексика: Описание личности человека, прилагательные и существительные для описания внешности и характера.

Говорение: Умение описать сою внешность и характер, описать другого человека (члена семьи, друга, знаменитость).

Грамматика:

- 2) Вопрос к подлежащему.
- 3) Вопрос к дополнению.
- 4) Present Simple and Present Continuous.

Аудирование: Разговор о внешности и личности. Радиоинтервью с психологом.

Чтение: Описания людей (выдержка из энциклопедии, статьи из журнала и Интернета).

Письмо: Эссе про внешность и характер человека.

### ***Раздел 2: «Travel»***

Лексика: Фразовые глаголы, слова и выражения на тему «Путешествия».

Говорение: Обсуждение путешествий и событий из прошлого.

Грамматика:

3) Past Simple and Present Perfect Simple.

Аудирование: Разговор про путешествие за границу. Интервью. Лекция.

Чтение: Статьи из журнала про путешествия и туризм, знаменитых открывателей.

Письмо: Биографическое портфолио.

### ***Раздел 3: «Work»***

Лексика: Слова и выражения, связанные с работой и временем.

Говорение: Описание различных видов профессий, важных вещей на работе, преимуществ и недостатков работы дома.

Грамматика:

4) Present Perfect Continuous.

5) Present Perfect Continuous and Present Perfect Simple.

Аудирование: Монологи, описывающие профессии, работу дома. Разговор с советником при написании жизнеописания.

Чтение: Объявления о работе, статьи из журнала о работе дома, советы для собеседования.

Письмо: Написание резюме. Жизнеописание.

## **БАЗОВЫЙ МОДУЛЬ № 6**

### ***Раздел 1: «Language»***

Лексика: Фразовые глаголы, слова и выражения, связанные с изучением языка.

Говорение: Обсуждение письменных текстов, языка в будущем.

1) Future forms: will, going to.

2) Present Continuous.

### 3) First Conditional.

Аудирование: Разговор между двумя студентами. Радиоинтервью.

Чтение: Реклама языковых курсов. Статья про вымирающие языки.

Письмо: Обсуждение таблиц и графиков. Отчет.

### ***Раздел 2: «Advertising»***

Лексика: Слова и выражения, употребляемые при составлении и написании рекламы, методы рекламирования.

Говорение: Разговор про рекламу, описание и обсуждение фотографий, обсуждение различных источников рекламирования продукции.

Грамматика:

1) Second Conditional.

2) Comparisons.

Аудирование: Монологи про рекламу. Разговор про рекламные технологии.

Теледебаты о рекламе.

Чтение: Статья из журнала о рекламе, статья из газеты о рекламе для детей.

Письмо: Деловое письмо.

### ***Раздел 3: «Business»***

Лексика: Условия и должности в бизнесе, слова и выражения по теме.

Говорение: Планирование бизнес идеи. Обсуждение деловых дилемм. Разговор про достижения известных людей.

Грамматика:

1) Past Continuous.

2) Past Perfect.

Аудирование: Радио интервью о начале собственного бизнеса. Разговор про бизнес идею.

Чтение: Бизнесплан.

Письмо: Написание писем и e-mail.

### **Семестр 4.**

### **БАЗОВЫЙ МОДУЛЬ № 7**



### ***Раздел 1: «Design»***

Лексика: Абстрактные существительные, прилагательные.

Говорение: Обсуждения предметов в доме, обсуждение дизайна, дизайнерство новых предметов.

Грамматика: Modals.

Аудирование: Разговор в музее дизайна. Беседа с учителем.

Чтение: Отрывок из дизайнерской книги.

Письмо: Отчет.

### ***Раздел 2: «Education»***

Лексика: Слова и выражения по теме образование и обучение.

Говорение: Обсуждение образования, описание учителей, обсуждение образовательной системы.

Грамматика:

1) Relative Clauses.

Аудирование: Монолог про обучение в университете. Обсуждения курса обучения.

Чтение: Статья-рассуждение на тему «Раздельные учебные учреждения».

Письмо: Деловое письмо. Письмо-договор.

### ***Раздел 3: «Engineering»***

Лексика: Слова и выражения по теме.

Говорение: Обсуждение инженерных достижений.

Грамматика:

1) Passive Voice.

2) Articles.

Аудирование: Радио интервью с женщиной-инженером.

Чтение: Статья о женщинах-инженерах. Статья про астероидах на Земле.

Письмо: Описание процесса с использованием страдательного залога.

## **БАЗОВЫЙ МОДУЛЬ № 8**

### ***Раздел 1: «Trends»***

Лексика: Слова, связанные с покупками, новыми трендами, модой.

Говорение: Разговор о трендах, моде и одежде. Обсуждение работы, здоровья и общества.

Грамматика:

1) Infinitives.

2) Ing-forms.

Аудирование: Разговор между продавцом и управляющим магазина.

Чтение: Статья из журнала про фильмы и моду.

Письмо: Описание трендов, избегая повторов.

### ***Раздел 2: «Arts and media»***

Лексика: Слова, связанные с искусством

Говорение: Умение вести дебаты как провести художественный грант.

Обсуждение знаменитостей и искусство. Обсуждение новых событий.

Грамматика:

1) Reported Speech

Аудирование: Разговор про собеседование на работе.

Чтение: Статья из журнала про медиа.

Письмо: Отчет с элементами обобщения.

### ***Раздел 3: «Crime»***

Лексика: Слова, связанные с деньгами, технологиями, преступлениями.

Говорение: Умение поддержать беседу на тему преступлений. Разговор про преступления и преступников.

Грамматика:

1) Third Conditional.

Аудирование: Монологи преступников. Монологи про ограбления. Лекция про безопасность дома. Лекция про безопасность для автомобилей.

Чтение: Статья из газеты про кибер преступления. Статья про психологию преступлений. Статья про банковские ограбления.

Письмо: Описание происшествий с описанием причин.

## Семестр 5.

### БАЗОВЫЙ МОДУЛЬ № 9

#### *Раздел 1: «Communication»*

Лексика: Слова, связанные с общением. Идиомы.

Говорение: Обсуждение новшеств в коммуникации и исследованиях.

Грамматика:

- 1) Continuous Tenses.
- 2) State Verbs.
- 3) Perfect tenses.

Аудирование: Мнения о том, как быть хорошим коммуникатором. Достижения знаменитых людей.

Чтение: Великие речи.

Письмо: Написание и проверка электронных писем.

#### *Раздел 2: «Environment»*

Лексика: Слова, связанные с окружающей средой.

Говорение: Обсуждение изменений в окружающей среде. Доклад о вулканах.

Грамматика:

- 1) Present Perfect and Present Continuous.

Аудирование: Вопросы и ответы про вулканы. Советы по составлению опросника.

Чтение: Газетная статья про окружающую среду. Газетная статья про таяние арктических ледников.

Письмо: Составление опросника.

#### *Раздел 3: «Sport»*

Лексика: Идиомы, связанные со спортом.

Говорение: Обсуждение спортивных игр. Обсуждение мужчин и женщин в спорте.

Грамматика:

- 1) Few/ little, a few/ a little.
- 2) Definite and zero articles.

Аудирование: Разговор с учителем карате.

Чтение: Реклама клуба карате.

Письмо: Эссе.

## **БАЗОВЫЙ МОДУЛЬ № 10**

### ***Раздел 1: «Medicine»***

Лексика: Медицинские термины, люди, условия и лечение. Заболевания.

Говорение: Что делает доктора хорошим. Обсуждение медицинских и этических вопросов.

Грамматика:

- 1) Future Continuous.
- 2) Going to.
- 3) Present Continuous.
- 4) Future Simple.
- 5) Future Perfect.

Аудирование: Разговор профессора про вопросы медицины. Лекция о том, как использовать интернет в исследованиях.

Чтение: Статья про медицинский прорыв. Информация про малярию.

Письмо: Написание кратких отчетов.

### ***Раздел 2: «Transport»***

Лексика: Слова, связанные с транспортом.

Говорение: Обсуждение видов транспорта. Обсуждение тяжелого путешествия.

Грамматика:

- 1) Modal Verbs (future).
- 2) Modal Verbs (past).

Аудирование: Сообщение BBC про новый вид транспорта.

Чтение: Статья из журнала про безопасность на дорогах. Статья о транспорте будущего. Статья про хорошее путешествие на поезде.

Письмо: Описание графиков, и таблиц.

### ***Раздел 3: «Literature»***

Лексика: Слова, связанные с литературой.

Говорение: Обсуждение любимых/ нелюбимых книг.

Грамматика:

- 1) Narrative tenses: Past Simple, Past Continuous, Past Perfect, Past Perfect Continuous.
- 2) Used to.
- 3) Would.

Аудирование: Монологи про главных героев из литературы.

Чтение: Отрывки из романа. Описание литературных героев.

Письмо: Описание любимой книги.

## **БАЗОВЫЙ МОДУЛЬ № 11**

### ***Раздел 1: «Architecture»***

Лексика: Описание зданий, идиомы со словом bridge.

Говорение: Обсуждение и описание зданий. Обсуждение космических отелей.

Сравнение мостов.

Грамматика:

- 1) Passive Continuous.
- 2) Passive Infinitives.

Аудирование: Интервью с архитектором.

Чтение: Выражение личного мнения о зданиях. Газетная статья про отели в космосе. Статья про знаменитые мосты.

Письмо: Описание здания.

### ***Раздел 2: «Globalisation»***

Лексика: Слова, связанные с глобализацией.

Говорение: Обсуждение положительных и отрицательных аспектов глобализации.

Грамматика:

- 1) Verb Patterns.
- 2) Have something done.

Аудирование: Разговоры про глобализацию.

Чтение: Интернет сообщения про глобализацию. Статья про силу интернета.

Письмо: Краткое описание прочитанного.

### ***Раздел 3: «Art»***

Лексика: Слова, связанные с искусством и художниками.

Говорение: Что такое искусство? Обсуждение произведений искусства и картинных галерей. Обсуждение фотографий.

Грамматика:

- 1) Very, really, extremely.
- 2) Adverb Position in the Sentence.

Аудирование: Разговор про выставки.

Чтение: Реклама выставки в картинной галерее. Портфолио трех художников.

Письмо: Описание картины или фотографии.

### **Семестр 6.**

### **БАЗОВЫЙ МОДУЛЬ № 12**

#### ***Раздел 1: «Psychology»***

Лексика: Глаголы с частицами. Идиомы со словом mind.

Говорение: Обсуждение ролей в команде. Организация активности в группе.

Обсуждение книг про преступления.

Грамматика:

- 1) Relative Clauses.

Аудирование: Отрывок из лекции про динамику в группе.

Чтение: Опус для родителей про давление на детей.

Письмо: Дискуссионное эссе.

#### ***Раздел 2: «Culture»***

Лексика: Слова, связанные с аспектами культуры.

Говорение: Сравнение двух описаний изменений культур. Дебаты по различиям в культурах.

Грамматика:

- 1) Reported Speech

Аудирование: Монолог про культурный шок. Обсуждение ошибок, допускаемых из-за разницы в культуре.

Чтение: Отрывок из рассказа о культурном шоке. Мнения про соблюдение культурных ценностей.

Письмо: Официальное письмо.

### ***Раздел 3: «Technology»***

Лексика: Слова, связанные с технологиями.

Говорение: Обсуждение технологий и их преимуществ. Дебаты про уровень технологического прогресса.

Грамматика:

- 1) Conditionals.

Аудирование: Описание гаджетов и отношение к ним.

Чтение: Статья про страх к технологиям.

Письмо: Статья.

## **БАЗОВЫЙ МОДУЛЬ № 13**

### ***Раздел 1: «Education and Employment»***

Лексика: Слова и идиомы, связанные с образованием и трудоустройством.

Говорение: Обсуждение различий в системах образования. Обсуждение ключа к успешной жизни. Устройство на работу.

Грамматика:

- 1) Continuous Tenses.
- 2) Perfect Tenses.

Аудирование: Собеседование при трудоустройстве.

Чтение: Газетная статья про образование. Жизнеописание.

Письмо: Жизнеописание.

### ***Раздел 2: «Tourism and Conservation»***

Лексика: Словосочетания, связанные с путешествием и сохранностью.

Говорение: Разговор про различные виды туризма. Обсуждение способов сохранения природы.

Грамматика:

- 1) Articles.
- 2) Modal verbs.

Аудирование: Интервью про туризм и сохранение природы.

Чтение: Брошюры каникул. Статья про боязнь пляжей.

Письмо: Эссе с элементами решения предложенной проблематики.

## **БАЗОВЫЙ МОДУЛЬ № 14**

### ***Раздел 1: «International Relations»***

Лексика: Слова, связанные с описанием характера, дипломатическим миром.

Говорение: Обсуждение национальных характеристик. Разговор про международные организации.

Грамматика:

- 1) Subordinate Clauses.
- 2) Modal Perfect.

Аудирование: Радиоинтервью – жизнь посла..

Чтение: Статья про национальные черты. Интервью с послом.

Письмо: Написание речи.

### ***Раздел 2: «Health and Care»***

Лексика: Словосочетания, связанные с здравоохранением. Язык эмоций.

Говорение: Разговор про здоровье и фитнес. Обсуждение системы здравоохранения в разных странах.

Грамматика:

- 1) Future Forms with to be

Аудирование: Речь на церемонии окончания учебного заведения.

Чтение: Статья про счастье. Статья про здравоохранение на Кубе.

Письмо: Описание визуальной информации.

## **Семестр7.**

## **БАЗОВЫЙ МОДУЛЬ № 15**

### ***Раздел 1: «Fashion and Consumerism»***

Лексика: Словосочетания, связанные с консюмеризмом.



Говорение: Обсуждение консюмеризма и материализма. Обсуждение роскоши в жизни. Обсуждение моды.

Грамматика:

- 1) Future in the Past.
- 2) Emphatic Structures.

Аудирование: Радиопрограмма про консюмеризм. Радиопрограмма про моду и социальную ответственность.

Чтение: Заголовки газет. Статья из модного журнала

Письмо: Краткий обзор прочитанного.

### ***Раздел 2: «Technology and Change»***

Лексика: Слова, связанные с технологиями. Идиомы со словом get.

Говорение: Обсуждение влияния технологических изменений. Разговор про технологические инновации.

Грамматика:

- 1) The Passive voice.
- 2) Causatives.

Аудирование: Диалог с советником по карьерному росту.

Чтение: Статья о том, что изменит мир. Статья про Гугл.

Письмо: Очерк о продажах.

## **БАЗОВЫЙ МОДУЛЬ № 16**

### ***Раздел 1: «People and Ideas»***

Лексика: Идиомы со словом hand.

Говорение: Обсуждение креативности. Разговор про местных (национальных) знаменитых людях.

Грамматика:

- 1) Conditionals.

Аудирование: Лекция про креативность.

Чтение: Статья про одаренных людей.

Письмо: Дискурсивное эссе.

### ***Раздел 2: «Journalism and Media»***

Лексика: Слова, связанные с масс-медиа. Идиомы со словом keep.

Говорение: Обсуждение будущего газет. Разговор про важность журнализма.

Обсуждение новых источников для меда..

Грамматика:

1) Prepositional Verbs.

Аудирование: Медиа люди обсуждают свою работу. Разговор про журнализм.

Чтение: Газетная статья про журнализм. .

Письмо: Статья для газеты или журнала.

## **Семестр 8.**

### **БАЗОВЫЙ МОДУЛЬ № 17**

#### ***Раздел 1: «Law and Society»***

Лексика: Слова, связанные с правосудием.

Говорение: Разговор про различное поведение и негласные правила в обществе.

Обсуждение ювенального правосудия. Разговор про иммигрантов. Обсуждение ролей в команде. Грамматика:

1) Reported Speech.

Аудирование: разговор про преступления, совершаемые подростками и наказания. Разговор про иммигрантов.

Чтение: Статья про кампусы для малолетних преступников.

Письмо: Обзорное эссе.

#### ***Раздел 2: «Arts and Entertainment»***

Лексика: Слова, связанные с искусством и развлечением.

Говорение: Обсуждение темы искусства и развлечений. Разговор про музыку.

Грамматика:

1) Non-Finite Clauses.

Аудирование: Преимущество Интернета.

Чтение: Развитие электронных технологий.

Письмо: Сценарий.

### **БАЗОВЫЙ МОДУЛЬ № 18**

### ***Раздел 1: «Business and Economics»***

Лексика: Слова, связанные с бизнесом и экономикой.

Говорение: Планирование распределения бюджета. Обсуждение причин глобального финансового кризиса.

Грамматика:

1) Phrasal Verbs.

Аудирование: Рассказ банкира об убыточности.

Чтение: Бизнес и экономические новости из газет. Статья про глобальный финансовый кризис.

Письмо: Деловое письмо.

### ***Раздел 2: «Science and Nature»***

Лексика: Слова, связанные с наукой и природой.

Говорение: Обсуждение научной фантастики.

Грамматика:

1) Nominalisation.

Аудирование: Описание книг и фильмов.

Чтение: Отрывок из научного сообщения.

Письмо: Выражение собственных мыслей и идей по теме.

## **Семестр 9.**

### **БАЗОВЫЙ МОДУЛЬ № 19**

1. Does the Pronunciation Matter?
2. English and Culture
3. Solving Communication Problems
4. Introduction to Learning Teaching
5. The Subject Matter of English Language Teaching

### **БАЗОВЫЙ МОДУЛЬ № 20**

1. Classroom Options, Skills and Techniques
2. The Teaching of English a Communication
3. Communicative Approaches and Communicative Processes

4. On Communicative Competence

5. Promoting English Awareness

### **Аттестационный семестр**

#### **БАЗОВЫЙ МОДУЛЬ № 21**

1. Successful Language Strategies

2. Thinking About Teaching and Learning.

3. Designing Effective Instruction

4. Teaching Tips: Strategies, Research, and Theory for College and University

#### **БАЗОВЫЙ МОДУЛЬ № 22**

1. The Case Against Teaching

2. How People Learn: Brain, Mind, Experience, and School:

3. Active Learning: Creating Excitement in the Classroom

4. How Do I Organize My Lessons

### **3.3. Методические рекомендации по освоению дисциплины**

Рабочая программа дисциплины «Иностранный язык. Практический курс» составлена с учетом знаний, умений и навыков студентов, которые изучали иностранный язык на предшествующем этапе обучения. РПД предназначена для студентов языковых специальностей педагогического вуза.

При работе с предложенной РПД особое внимание студенты должны уделить формированию способности и готовности к межкультурной коммуникации, что предполагает развитие умений и навыков чтения и перевода текстов на английском языке, развитие навыков иноязычного общения.

Занятия по языку проводятся 1 раз в неделю. На занятии студентам предлагаются задания по всем видам речевой деятельности: аудированию, чтению, говорению и письму. Грамматика изучается по дополнительным учебникам. Студенты могут пользоваться различными учебниками по грамматике, используя также и грамматические задания в Интернете. Согласно учебному плану, студенты готовят курсовые работы в 8 семестре по темам, указанным в пункте 1.4. данной РПД. Студенты должны уметь пользоваться словарями: англо-русским и русско-английским, справочной литературой, а также адаптированными и аутентичными источниками.

После изучения каждой темы студенты выполняют лексико-грамматический тест и готовят задание на говорение.

Внеаудиторные занятия предполагают самостоятельное выполнение лексико-грамматических упражнений и проектных заданий, чтение и перевод текстов тематической направленности.

### **3.4. Темы курсовых работ**

1. Изменение английского языка под воздействием Интернета.
2. Поисковое чтение как один из механизмов повышения скорости понимания текста.
3. Проблемы интенсивного обучения английскому языку.
4. Идиомы в английском языке и их использование говорящими на английском языке как на неродном.
5. Метод проектов как способ организации самостоятельной работы.
6. Заимствования в английском языке.
7. Стилистические функции артикля в английском языке.
8. Речевое поведение учителя на уроках английского языка.
9. Неологизмы в английском языке.
10. Национально-культурная специфика Семантики ФЕ в английском и русском языках.

#### 4. Компоненты мониторинга учебных достижений обучающихся

### ТЕХНОЛОГИЧЕСКАЯ КАРТА РЕЙТИНГА ДИСЦИПЛИНЫ

Наименование дисциплины	Направление подготовки и уровень образования (бакалавриат, магистратура, аспирантура) Наименование программы/ профиля	Количество зачетных единиц
Иностранный язык. Практический курс	44.03.05 Педагогическое образование (бакалавр) Направленность (профиль) образовательной программы: Русский язык и иностранный язык (английский язык)	35
<b>Смежные дисциплины по учебному плану</b>		
Предшествующие: школьный курс по иностранному языку, иностранный язык курс бакалавриата		
Последующие: Актуальные проблемы иностранного языка 2-4 курс бакалавриата, деловой иностранный язык, специальный иностранный язык 1-2 курс магистратуры.		

БАЗОВЫЙ МОДУЛЬ № 1			
	Форма работы*	Количество баллов 50 %	
		min	Max
Текущая работа	Аудирование	<b>5</b>	<b>10</b>
	Работа с текстом (чтение, пересказ, перевод)	<b>3</b>	<b>5</b>
	Выполнение лексико-грамматических упражнений	<b>3</b>	<b>5</b>
	Работа с диалогом (составление по образцу)	<b>3</b>	<b>5</b>
	Подготовка монологического высказывания, презентации по теме	<b>3</b>	<b>5</b>
	Индивидуальное домашнее задание	<b>4</b>	<b>5</b>
	Письменная работа (аудиторная)	<b>3</b>	<b>5</b>
Промежуточный рейтинг-контроль	Тестирование	<b>6</b>	<b>10</b>
Итого		<b>30</b>	<b>50</b>

БАЗОВЫЙ МОДУЛЬ № 2			
	Форма работы*	Количество баллов 50 %	
		min	max
Текущая работа	Аудирование	<b>5</b>	<b>10</b>
	Работа с текстом (чтение, пересказ, перевод)	<b>3</b>	<b>5</b>
	Выполнение лексико-грамматических упражнений	<b>3</b>	<b>5</b>
	Работа с диалогом (составление по образцу)	<b>3</b>	<b>5</b>
	Подготовка монологического высказывания, презентации по теме	<b>3</b>	<b>5</b>
	Индивидуальное домашнее задание	<b>4</b>	<b>5</b>
	Письменная работа (аудиторная)	<b>3</b>	<b>5</b>
Промежуточный рейтинг-контроль	Экзамен	<b>6</b>	<b>10</b>
Итого		<b>30</b>	<b>50</b>
БАЗОВЫЙ МОДУЛЬ № 3			
	Форма работы*	Количество баллов 25 %	
		min	max
Текущая работа	Аудирование	<b>2</b>	<b>2</b>
	Работа с текстом (чтение, пересказ, перевод)	<b>1</b>	<b>2</b>
	Выполнение лексико-грамматических упражнений	<b>1</b>	<b>3</b>
	Работа с диалогом (составление по образцу)	<b>2</b>	<b>3</b>
	Подготовка монологического высказывания, презентации по теме	<b>2</b>	<b>3</b>
	Индивидуальное домашнее задание	<b>3</b>	<b>4</b>
	Письменная работа (аудиторная)	<b>1</b>	<b>2</b>
Промежуточный рейтинг-контроль	Тестирование	<b>3</b>	<b>6</b>
Итого		<b>15</b>	<b>25</b>



<b>БАЗОВЫЙ МОДУЛЬ № 4</b>			
	Форма работы*	Количество баллов 25 %	
		min	max
Текущая работа	Аудирование	<b>2</b>	<b>2</b>
	Работа с текстом (чтение, пересказ, перевод)	<b>1</b>	<b>2</b>
	Выполнение лексико-грамматических упражнений	<b>1</b>	<b>3</b>
	Работа с диалогом (составление по образцу)	<b>2</b>	<b>3</b>
	Подготовка монологического высказывания, презентации по теме	<b>2</b>	<b>3</b>
	Индивидуальное домашнее задание	<b>3</b>	<b>4</b>
	Письменная работа (аудиторная)	<b>1</b>	<b>2</b>
Промежуточный рейтинг-контроль	Тестирование	<b>3</b>	<b>6</b>
<b>Итого</b>		<b>15</b>	<b>25</b>
<b>БАЗОВЫЙ МОДУЛЬ № 5</b>			
	Форма работы*	Количество баллов 25 %	
		min	Max
Текущая работа	Аудирование	<b>2</b>	<b>2</b>
	Работа с текстом (чтение, пересказ, перевод)	<b>1</b>	<b>2</b>
	Выполнение лексико-грамматических упражнений	<b>1</b>	<b>3</b>
	Работа с диалогом (составление по образцу)	<b>2</b>	<b>3</b>
	Подготовка монологического высказывания, презентации по теме	<b>2</b>	<b>3</b>
	Индивидуальное домашнее задание	<b>3</b>	<b>4</b>
	Письменная работа (аудиторная)	<b>1</b>	<b>2</b>
Промежуточный рейтинг-контроль	Тестирование	<b>3</b>	<b>6</b>
<b>Итого</b>		<b>15</b>	<b>25</b>

<b>БАЗОВЫЙ МОДУЛЬ № 6</b>			
	Форма работы*	Количество баллов 25 %	
		min	max
Текущая работа	Аудирование	<b>2</b>	<b>2</b>
	Работа с текстом (чтение, пересказ, перевод)	<b>1</b>	<b>2</b>
	Выполнение лексико-грамматических упражнений	<b>1</b>	<b>3</b>
	Работа с диалогом (составление по образцу)	<b>2</b>	<b>3</b>
	Подготовка монологического высказывания, презентации по теме	<b>2</b>	<b>3</b>
	Индивидуальное домашнее задание	<b>3</b>	<b>4</b>
	Письменная работа (аудиторная)	<b>1</b>	<b>2</b>
Промежуточный рейтинг-контроль	Экзамен	<b>3</b>	<b>6</b>
<b>Итого</b>		<b>15</b>	<b>25</b>
<b>БАЗОВЫЙ МОДУЛЬ № 7</b>			
	Форма работы*	Количество баллов 50 %	
		min	max
Текущая работа	Аудирование	<b>5</b>	<b>10</b>
	Работа с текстом (чтение, пересказ, перевод)	<b>3</b>	<b>5</b>
	Выполнение лексико-грамматических упражнений	<b>3</b>	<b>5</b>
	Работа с диалогом (составление по образцу)	<b>3</b>	<b>5</b>
	Подготовка монологического высказывания, презентации по теме	<b>3</b>	<b>5</b>
	Индивидуальное домашнее задание	<b>4</b>	<b>5</b>
	Письменная работа (аудиторная)	<b>3</b>	<b>5</b>
Промежуточный рейтинг-контроль	Тестирование	<b>6</b>	<b>10</b>
<b>Итого</b>		<b>30</b>	<b>50</b>

<b>БАЗОВЫЙ МОДУЛЬ № 8</b>			
	Форма работы*	Количество баллов 50 %	
		min	max
Текущая работа	Аудирование	<b>5</b>	<b>10</b>
	Работа с текстом (чтение, пересказ, перевод)	<b>3</b>	<b>5</b>
	Выполнение лексико-грамматических упражнений	<b>3</b>	<b>5</b>
	Работа с диалогом (составление по образцу)	<b>3</b>	<b>5</b>
	Подготовка монологического высказывания, презентации по теме	<b>3</b>	<b>5</b>
	Индивидуальное домашнее задание	<b>4</b>	<b>5</b>
	Письменная работа (аудиторная)	<b>3</b>	<b>5</b>
Промежуточный рейтинг-контроль	Экзамен	<b>6</b>	<b>10</b>
<b>Итого</b>		<b>30</b>	<b>50</b>
<b>БАЗОВЫЙ МОДУЛЬ № 9</b>			
	Форма работы*	Количество баллов 30 %	
		min	Max
Текущая работа	Аудирование	<b>2</b>	<b>3</b>
	Работа с текстом (чтение, пересказ, перевод)	<b>1</b>	<b>3</b>
	Выполнение лексико-грамматических упражнений	<b>1</b>	<b>3</b>
	Работа с диалогом (составление по образцу)	<b>2</b>	<b>4</b>
	Подготовка монологического высказывания, презентации по теме	<b>2</b>	<b>3</b>
	Индивидуальное домашнее задание	<b>3</b>	<b>4</b>
	Письменная работа (аудиторная)	<b>1</b>	<b>4</b>
Промежуточный рейтинг-контроль	Тестирование	<b>3</b>	<b>6</b>
<b>Итого</b>		<b>15</b>	<b>30</b>

<b>БАЗОВЫЙ МОДУЛЬ № 10</b>			
	Форма работы*	Количество баллов 30 %	
		min	max
Текущая работа	Аудирование	<b>2</b>	<b>3</b>
	Работа с текстом (чтение, пересказ, перевод)	<b>1</b>	<b>3</b>
	Выполнение лексико-грамматических упражнений	<b>1</b>	<b>3</b>
	Работа с диалогом (составление по образцу)	<b>2</b>	<b>4</b>
	Подготовка монологического высказывания, презентации по теме	<b>2</b>	<b>3</b>
	Индивидуальное домашнее задание	<b>3</b>	<b>4</b>
	Письменная работа (аудиторная)	<b>1</b>	<b>4</b>
Промежуточный рейтинг-контроль	Тестирование	<b>3</b>	<b>6</b>
<b>Итого</b>		<b>15</b>	<b>30</b>
<b>БАЗОВЫЙ МОДУЛЬ № 11</b>			
	Форма работы*	Количество баллов 40 %	
		min	max
Текущая работа	Аудирование	<b>3</b>	<b>4</b>
	Работа с текстом (чтение, пересказ, перевод)	<b>3</b>	<b>4</b>
	Выполнение лексико-грамматических упражнений	<b>3</b>	<b>4</b>
	Работа с диалогом (составление по образцу)	<b>4</b>	<b>5</b>
	Подготовка монологического высказывания, презентации по теме	<b>3</b>	<b>4</b>
	Индивидуальное домашнее задание	<b>4</b>	<b>5</b>
	Письменная работа (аудиторная)	<b>4</b>	<b>5</b>
Промежуточный рейтинг-контроль	Тестирование	<b>6</b>	<b>9</b>
<b>Итого</b>		<b>30</b>	<b>40</b>

БАЗОВЫЙ МОДУЛЬ № 12			
	Форма работы*	Количество баллов 30 %	
		min	max
Текущая работа	Аудирование	<b>2</b>	<b>3</b>
	Работа с текстом (чтение, пересказ, перевод)	<b>1</b>	<b>3</b>
	Выполнение лексико-грамматических упражнений	<b>1</b>	<b>3</b>
	Работа с диалогом (составление по образцу)	<b>2</b>	<b>4</b>
	Подготовка монологического высказывания, презентации по теме	<b>2</b>	<b>3</b>
	Индивидуальное домашнее задание	<b>3</b>	<b>4</b>
	Письменная работа (аудиторная)	<b>1</b>	<b>4</b>
Промежуточный рейтинг-контроль	Тестирование	<b>3</b>	<b>6</b>
Итого		<b>15</b>	<b>30</b>
БАЗОВЫЙ МОДУЛЬ № 13			
	Форма работы*	Количество баллов 30 %	
		min	Max
Текущая работа	Аудирование	<b>2</b>	<b>3</b>
	Работа с текстом (чтение, пересказ, перевод)	<b>1</b>	<b>3</b>
	Выполнение лексико-грамматических упражнений	<b>1</b>	<b>3</b>
	Работа с диалогом (составление по образцу)	<b>2</b>	<b>4</b>
	Подготовка монологического высказывания, презентации по теме	<b>2</b>	<b>3</b>
	Индивидуальное домашнее задание	<b>3</b>	<b>4</b>
	Письменная работа (аудиторная)	<b>1</b>	<b>4</b>
Промежуточный рейтинг-контроль	Тестирование	<b>3</b>	<b>6</b>
Итого		<b>15</b>	<b>30</b>

БАЗОВЫЙ МОДУЛЬ № 14			
	Форма работы*	Количество баллов 40 %	
		min	max
Текущая работа	Аудирование	<b>3</b>	<b>4</b>
	Работа с текстом (чтение, пересказ, перевод)	<b>3</b>	<b>4</b>
	Выполнение лексико-грамматических упражнений	<b>3</b>	<b>4</b>
	Работа с диалогом (составление по образцу)	<b>4</b>	<b>5</b>
	Подготовка монологического высказывания, презентации по теме	<b>3</b>	<b>4</b>
	Индивидуальное домашнее задание	<b>4</b>	<b>5</b>
	Письменная работа (аудиторная)	<b>4</b>	<b>5</b>
Промежуточный рейтинг-контроль	Экзамен	<b>6</b>	<b>9</b>
Итого		<b>30</b>	<b>40</b>
БАЗОВЫЙ МОДУЛЬ № 15			
	Форма работы*	Количество баллов 50 %	
		min	max
Текущая работа	Аудирование	<b>5</b>	<b>10</b>
	Работа с текстом (чтение, пересказ, перевод)	<b>3</b>	<b>5</b>
	Выполнение лексико-грамматических упражнений	<b>3</b>	<b>5</b>
	Работа с диалогом (составление по образцу)	<b>3</b>	<b>5</b>
	Подготовка монологического высказывания, презентации по теме	<b>3</b>	<b>5</b>
	Индивидуальное домашнее задание	<b>4</b>	<b>5</b>
	Письменная работа (аудиторная)	<b>3</b>	<b>5</b>
Промежуточный рейтинг-контроль	Тестирование	<b>6</b>	<b>10</b>
Итого		<b>30</b>	<b>50</b>

<b>БАЗОВЫЙ МОДУЛЬ № 16</b>			
	Форма работы*	Количество баллов 50 %	
		min	max
Текущая работа	Аудирование	<b>5</b>	<b>10</b>
	Работа с текстом (чтение, пересказ, перевод)	<b>3</b>	<b>5</b>
	Выполнение лексико-грамматических упражнений	<b>3</b>	<b>5</b>
	Работа с диалогом (составление по образцу)	<b>3</b>	<b>5</b>
	Подготовка монологического высказывания, презентации по теме	<b>3</b>	<b>5</b>
	Индивидуальное домашнее задание	<b>4</b>	<b>5</b>
	Письменная работа (аудиторная)	<b>3</b>	<b>5</b>
Промежуточный рейтинг-контроль	Зачет	<b>6</b>	<b>10</b>
<b>Итого</b>		<b>30</b>	<b>50</b>
<b>БАЗОВЫЙ МОДУЛЬ № 17</b>			
	Форма работы*	Количество баллов 50 %	
		min	Max
Текущая работа	Аудирование	<b>5</b>	<b>10</b>
	Работа с текстом (чтение, пересказ, перевод)	<b>3</b>	<b>5</b>
	Выполнение лексико-грамматических упражнений	<b>3</b>	<b>5</b>
	Работа с диалогом (составление по образцу)	<b>3</b>	<b>5</b>
	Подготовка монологического высказывания, презентации по теме	<b>3</b>	<b>5</b>
	Индивидуальное домашнее задание	<b>4</b>	<b>5</b>
	Письменная работа (аудиторная)	<b>3</b>	<b>5</b>
Промежуточный рейтинг-контроль	Тестирование	<b>6</b>	<b>10</b>
<b>Итого</b>		<b>30</b>	<b>50</b>

БАЗОВЫЙ МОДУЛЬ № 18			
	Форма работы*	Количество баллов 50 %	
		min	max
Текущая работа	Аудирование	<b>5</b>	<b>10</b>
	Работа с текстом (чтение, пересказ, перевод)	<b>3</b>	<b>5</b>
	Выполнение лексико-грамматических упражнений	<b>3</b>	<b>5</b>
	Работа с диалогом (составление по образцу)	<b>3</b>	<b>5</b>
	Подготовка монологического высказывания, презентации по теме	<b>3</b>	<b>5</b>
	Индивидуальное домашнее задание	<b>4</b>	<b>5</b>
	Письменная работа (аудиторная)	<b>3</b>	<b>5</b>
Промежуточный рейтинг-контроль	Тестирование	<b>6</b>	<b>10</b>
Итого		<b>30</b>	<b>50</b>
БАЗОВЫЙ МОДУЛЬ № 19			
	Форма работы*	Количество баллов 50 %	
		min	max
Текущая работа	Аудирование	<b>5</b>	<b>10</b>
	Работа с текстом (чтение, пересказ, перевод)	<b>3</b>	<b>5</b>
	Выполнение лексико-грамматических упражнений	<b>3</b>	<b>5</b>
	Работа с диалогом (составление по образцу)	<b>3</b>	<b>5</b>
	Подготовка монологического высказывания, презентации по теме	<b>3</b>	<b>5</b>
	Индивидуальное домашнее задание	<b>4</b>	<b>5</b>
	Письменная работа (аудиторная)	<b>3</b>	<b>5</b>
Промежуточный рейтинг-контроль	Тестирование	<b>6</b>	<b>10</b>
Итого		<b>30</b>	<b>50</b>



БАЗОВЫЙ МОДУЛЬ № 20			
	Форма работы*	Количество баллов 50 %	
		min	max
Текущая работа	Аудирование	<b>5</b>	<b>10</b>
	Работа с текстом (чтение, пересказ, перевод)	<b>3</b>	<b>5</b>
	Выполнение лексико-грамматических упражнений	<b>3</b>	<b>5</b>
	Работа с диалогом (составление по образцу)	<b>3</b>	<b>5</b>
	Подготовка монологического высказывания, презентации по теме	<b>3</b>	<b>5</b>
	Индивидуальное домашнее задание	<b>4</b>	<b>5</b>
	Письменная работа (аудиторная)	<b>3</b>	<b>5</b>
Промежуточный рейтинг-контроль	Зачет	<b>6</b>	<b>10</b>
Итого		<b>30</b>	<b>50</b>
БАЗОВЫЙ МОДУЛЬ № 21			
	Форма работы*	Количество баллов 35 %	
		min	Max
Текущая работа	Выполнение лексико-грамматических упражнений	<b>3</b>	<b>5</b>
	Работа с диалогом (составление по образцу)	<b>3</b>	<b>5</b>
	Подготовка монологического высказывания, презентации по теме	<b>3</b>	<b>5</b>
	Индивидуальное домашнее задание	<b>3</b>	<b>5</b>
	Письменная работа (аудиторная)	<b>3</b>	<b>5</b>
Промежуточный рейтинг-контроль	Тестирование	<b>5</b>	<b>10</b>
Итого		<b>20</b>	<b>35</b>
БАЗОВЫЙ МОДУЛЬ № 22			
	Форма работы*	Количество баллов 40 %	
		min	max

Текущая работа	Выполнение лексико-грамматических упражнений	<b>3</b>	<b>5</b>
	Работа с диалогом (составление по образцу)	<b>3</b>	<b>5</b>
	Подготовка монологического высказывания, презентации по теме	<b>3</b>	<b>5</b>
	Индивидуальное домашнее задание	<b>3</b>	<b>5</b>
	Письменная работа (аудиторная)	<b>3</b>	<b>5</b>
Промежуточный рейтинг-контроль	Тестирование	<b>10</b>	<b>15</b>
Итого		<b>25</b>	<b>40</b>

Итоговый модуль			
Содержание	Форма работы*	Количество баллов 25 %	
		min	max
	Тестирование	<b>15</b>	<b>25</b>
Итого		<b>15</b>	<b>25</b>

**Соответствие рейтинговых баллов и академической оценки:**

<i>Общее количество набранных баллов*</i>	<i>Академическая оценка</i>
<b>60 – 72</b>	<b>3 (удовлетворительно)</b>
<b>73 – 86</b>	<b>4 (хорошо)</b>
<b>87 – 100</b>	<b>5 (отлично)</b>

**5. Карта литературного обеспечения дисциплины  
(включая электронные ресурсы)  
Иностранный язык. Практический курс**

(наименование дисциплины)

**Для обучающихся образовательной программы**

44.03.05 Педагогическое образование , квалификация бакалавр

(указать уровень, шифр и наименование направления подготовки,)

Направленность (профиль) образовательной программы: Русский язык и иностранный язык (английский язык)  
форма обучения очная

(указать профиль/ наименование программы и форму обучения)

<b>Наименование</b>	<b>Место хранения/ электронный адрес</b>	<b>Кол-во экземпляров/ точек доступа</b>
<b><u>Основная литература</u></b>		
1. Базовый англ. язык: развитие разговорных навыков (учебное пособие по развитию навыков устной речи для студентов неязыковых специальностей/КГПУ им.В.П.Астафьева.- Красноярск, 2015. – 144с.	Библиотека КГПУ/ кафедра иностранных языков	100
2. Language Leader Pre-Intermediate Course Book by Ian Lebeau and Gareth Rees. Pearson. Longman. 2011.	кафедра иностранных языков	20
3. Language Leader Pre-Intermediate Work Book by Ian Lebeau and Gareth Rees. Pearson. Longman. 2011.	кафедра иностранных языков	20
4. Language Leader Intermediate Course Book by David Cotton, David Falrey and Simon Kent. Pearson. Longman. 2011.	кафедра иностранных языков	20
5. Language Leader Intermediate Work Book by David Cotton, David Falrey and Simon Kent. Pearson. Longman. 2011.	кафедра иностранных языков	20

6. Language Leader Upper-Intermediate Course Book by Grant Kempton. Pearson. Longman. 2011.	кафедра иностранных языков	20
7. Language Leader Upper-Intermediate Work Book by Grant Kempton. Pearson. Longman. 2011.	кафедра иностранных языков	20
8. Language Leader Advanced Course Book by David Cotton, David Falrey, Simon Kent, Ian Lebeau and Gareth Rees . Pearson. Longman. 2011.	кафедра иностранных языков	20
9. Language Leader Advanced Work Book by David Cotton, David Falrey, Simon Kent, Ian Lebeau and Gareth Rees . Pearson. Longman. 2011.	кафедра иностранных языков	20
10. Teacher Development (Making the right moves). Krak T. Wash., 2014.	кафедра иностранных языков	20
11. The Natural Approach. Krashen S., Terrell T. Oxford. 2013.	кафедра иностранных языков	20
12. The practice of English Language Teaching. Harmer J. London, 2011.	кафедра иностранных языков	20
13. Approaches and Methods in Language Teaching. Richards J. Cambridge.2014.	кафедра иностранных языков	20
14. Fundamental Concepts of Language Teaching. Stern H. Oxford. 2011.	кафедра иностранных языков	20
<b><u>Дополнительная литература</u></b>		
1. Oxford Practice Grammar by Norman Coo, Mark Harrisin, Ken Patterson; Oxford 2009	кафедра иностранных языков	20
2. Oxford Word Skills by Ruth Garins, Stuart Redmen; Oxford 2009	кафедра иностранных языков	20
3. Oxford Practice Grammar by Norman Coo, Mark Harrisin, Ken Patterson; Oxford 2009	кафедра иностранных языков	20
<b><u>Учебно-методическое обеспечение для самостоятельной работы</u></b>		
1. CD №1, №2 к учебнику Tom Hutchinson «English for life. Intermediate » Student's book. Oxford University	кафедра иностранных языков	

Press , 2009, p.102		
2. New Headway (Pre-Intermediate) by John and Liz Soars (Workbook with key); Oxford university press 2011	<a href="http://www.oup.com/elt/headway">www.oup.com/elt/headway</a>	
<b><u>Ресурсы сети Интернет</u></b>		
1. Парламент Великобритании	<a href="http://www.parliament.uk">http://www.parliament.uk</a>	
2. Конгресс США	<a href="http://www.state.gov">http://www.state.gov</a>	
3. Библиотека Конгресса США	<a href="http://thomas.loc.gov">http://thomas.loc.gov</a>	
4. Белый Дом (США)	<a href="http://www.whitehouse.gov">http://www.whitehouse.gov</a>	
5. Министерство образования США	<a href="http://www.ed.gov">http://www.ed.gov</a>	
6. Электронные версии газет: " The Washington Post" " The USA Today" " The New York Times" " Daily Express" " Daily Mail" " Daily Telegraph"	<a href="http://www.washingtonpost.com">http://www.washingtonpost.com</a> <a href="http://www.usatoday.com">http://www.usatoday.com</a> <a href="http://www.nytimes.com">http://www.nytimes.com</a> <a href="http://www.express.co.uk">http://www.express.co.uk</a> <a href="http://www.dailymail.co.uk">http://www.dailymail.co.uk</a> <a href="http://www.telegraph.co.uk">http://www.telegraph.co.uk</a>	
7. Сайты ТВ и радио- каналов: BBC World Services CNN Voice of America Reuters ABC news Новостной дайджест Breaking News Study English News	<a href="http://www.bbc.co.uk">http://www.bbc.co.uk</a> <a href="http://www.cnn.com">http://www.cnn.com</a> <a href="http://www.voanews.com">http://www.voanews.com</a> <a href="http://www.reuters.com">http://www.reuters.com</a> <a href="http://abc.go.com">http://abc.go.com</a> <a href="http://www.inopressa.ru">http://www.inopressa.ru</a> <a href="http://www.breakingnewsenglish.com">http://www.breakingnewsenglish.com</a> <a href="http://www.studyenglishnews.com">http://www.studyenglishnews.com</a>	
8. Он-лайн курсы, упражнения, тесты Study.ru Learn a Language English for Everybody	<a href="http://www.study.ru">http://www.study.ru</a> <a href="http://www.edufind.com">http://www.edufind.com</a> <a href="http://english-language.euro.ru">http://english-language.euro.ru</a>	

Teaching Grammar English Grammar Lessons «Все для изучающих английский язык» Ego 4 You	<a href="http://www.eslpartyland.com/teachers/nov/grammar.htm">http://www.eslpartyland.com/teachers/nov/grammar.htm</a> <a href="http://www.english-grammar-lessons.com/">http://www.english-grammar-lessons.com/</a> <a href="http://www.english.language.ru">http://www.english.language.ru</a> <a href="http://www.ego4u.com">http://www.ego4u.com</a>	
9. Международный экзамен на знание английского языка TOEFL iBT (Интернет-вариант)	<a href="http://www.ets.org/toefl/nextgen">http://www.ets.org/toefl/nextgen</a>	
<b><u>Информационные справочные системы</u></b>		
1. «Britannica»	<a href="http://www.britannica.com">http://www.britannica.com</a>	
2. «High Beam Encyclopedia»	<a href="http://www.encyclopedia.com">http://www.encyclopedia.com</a>	
3. «Encyclopedia Article Center»	<a href="http://encarta.msn.com/artcenter/">http://encarta.msn.com/artcenter/</a>	
4. «Questia: The Online Library of Books and Journals»	<a href="http://www.questia.com">http://www.questia.com</a>	
5. «Infoplease Encyclopedia»	<a href="http://www.infoplease.com/encyclopedia/">http://www.infoplease.com/encyclopedia/</a>	

**6. Карта материально-технической базы дисциплины**

Иностранный язык. Практический курс.

именование дисциплины)

**Для обучающихся образовательной программы**

44.03.05 Педагогическое образование (бакалавр)

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(указать уровень, шифр и наименование направления подготовки,)

Направленность (профиль) образовательной программы:

Русский язык и иностранный язык (английский язык)

(указать профиль/ наименование программы и форму обучения)

<b>Аудитория</b>	<b>Оборудование</b> <b>(наглядные пособия, макеты, модели, лабораторное оборудование, компьютеры, проекторы, информационные технологии, программное обеспечение и др.)</b>
Аудитории для практических (семинарских)/ лабораторных занятий	
учебные аудитории филологического факультета	Notebook интерактивная доска проектор
№ 3-38	Телевизор Notebook интерактивная доска проектор магнитофон

## Лист внесения изменений

Дополнения и изменения в учебной программе на 2017/2018 учебный год

В учебную программу вносятся следующие изменения:

1. В соответствии с приказом «О направленности (профиле) основных профессиональных образовательных программ в КГПУ им. В.П. Астафьева» от 07.02.2017 №36(п) в рабочей программе дисциплины и в фонде оценочных средств для проведения текущего контроля и промежуточной аттестации обучающихся термин **«профиль»** изменен на **«направленность (профиль) образовательной программы»**.
2. В соответствии с приказом «О внесении изменений в Положение о формировании ФОС для текущего контроля успеваемости, промежуточной и итоговой аттестации обучающихся по образовательным программам высшего образования — программам бакалавриата, программам специалитета, программам магистратуры, программам подготовки научно-педагогических кадров в аспирантуре в ФГБОУ ВО «КГПУ им. В.П.Астафьева»» от 01.03.2017 №98(п) в фонд оценочных средств для проведения текущего контроля и промежуточной аттестации обучающихся внесены изменения в Приложении 1 п. 3.2.1:

Прежнее наименование уровня	Новое наименование уровня
«высокий» уровень сформированности компетенций (87-100 баллов) отлично / зачтено»	« <b>продвинутый</b> » уровень сформированности компетенций (87-100 баллов) отлично / зачтено»
« <b>продвинутый</b> » уровень сформированности компетенций (73-86 баллов) хорошо / зачтено»	« <b>базовый</b> » уровень сформированности компетенций (73-86 баллов) хорошо / зачтено»
« <b>базовый</b> » уровень сформированности компетенций (60-72 баллов) удовлетворительно / зачтено»	« <b>пороговый</b> » уровень сформированности компетенций (60-72 баллов) удовлетворительно / зачтено»

Рабочая программа пересмотрена и одобрена на заседании кафедры  
"10" мая 2017 г., протокол № 9

Внесенные изменения утверждаю:

Заведующий кафедрой иностранных языков, профессор \_\_\_\_\_ В.И. Петрищев





**МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ  
ФЕДЕРАЦИИ**

федеральное государственное бюджетное образовательное учреждение  
высшего образования

**«Красноярский государственный педагогический университет  
им. В.П. Астафьева»**

Филологический факультет

Кафедра-разработчик кафедра иностранных языков


УТВЕРЖДЕНО

на заседании кафедры

Протокол № 9

от «10» мая 2017 г.,

Зав. кафедрой

\_\_\_\_\_ В.И. Петрищев  


ОДОБРЕНО

на заседании научно-методического

совета направления

Протокол № 8

от «17 » мая 2017 г.

\_\_\_\_\_ И.В. Ревенко  


**ФОНД**

**ОЦЕНОЧНЫХ СРЕДСТВ**

для проведения текущего контроля и промежуточной аттестации обучающихся

Иностранный язык. Практический курс

(наименование дисциплины/модуля/вида практики)

Направление подготовки:

*44.03.05 Педагогическое образование*

Направленность (профиль) образовательной программы:

*Русский язык и иностранный язык (английский язык)*

квалификация (степень):

*бакалавр*

Составители: профессор, д.п.н. Петрищев В.И., доцент кафедры иностранных языков, к.филол.н., Лефлер Н.О.

## **1. Назначение фонда оценочных средств**

1.1. **Целью** создания ФОС дисциплины «Иностранный язык. Практический курс» является установление соответствия учебных достижений запланированным результатам обучения и требованиям основной профессиональной образовательной программы, рабочей программы дисциплины.

1.2. ФОС по дисциплине «Иностранный язык. Практический курс» решает **задачи**: повышение уровня практического владения иностранным (английским) языком. Критерием практического владения иностранным языком является умение уверенно пользоваться языковыми средствами в основных видах речевой деятельности: говорении, аудировании, чтении и письме. Практическое владение языком специальности предполагает также умение самостоятельно работать со специальной литературой на иностранном языке с целью овладения профессиональными компетенциями.

1.3. ФОС разработан на основании нормативных **документов**:

- федерального государственного образовательного стандарта высшего образования по направлению подготовки 44.03.05 Педагогическое образование, Направленность (профиль) образовательной программы: "Русский язык и иностранный язык (английский язык)", квалификация (степень) бакалавр;

- образовательной программы высшего образования по направлению подготовки 44.03.05 Педагогическое образование,

Направленность (профиль) образовательной программы: "Русский язык и иностранный язык (английский язык)", квалификация (степень) бакалавр;

- Положения о формировании фонда оценочных средств для текущего контроля успеваемости, промежуточной и итоговой аттестации обучающихся по образовательным программам высшего образования – программам бакалавриата, программам специалитета, программам магистратуры, программам подготовки научно-педагогических кадров в аспирантуре в федеральном государственном бюджетном образовательном учреждении высшего образования «Красноярский государственный педагогический университет им. В.П. Астафьева» и его филиалах.

## **2. Перечень компетенций с указанием этапов их формирования в процессе изучения дисциплины «Иностранный язык. Практический курс»**

2.1. **Перечень компетенций**, формируемых в процессе изучения дисциплины «Иностранный язык. Практический курс»:

**ОК-1** способность использовать основы философских и социогуманитарных знаний для формирования научного мировоззрения;

**ОК-5** способность работать в команде, толерантно воспринимать социальные, культурные и личностные различия;

**ПК-1** готовность реализовывать образовательные программы по учебным предметам в соответствии с требованиями образовательных стандартов;

## 2.2. Этапы формирования и оценивания компетенций

Компетенция	Этап формирования компетенции	Дисциплины, практики, участвующие в формировании компетенции	Тип контроля	Оценочное средство/ КИМы	
				Номер	Форма
ОК-1	ориентировочный	Иностранный язык. Практический курс	текущий контроль	1	чтение
	когнитивный	Иностранный язык. Практический курс	текущий контроль	2	говорение
	праксиологический	Иностранный язык. Практический курс	текущий контроль	3	аудирование
	рефлексивно-оценочный	Иностранный язык. Практический курс	текущий контроль	4	Зачет с оценкой
ОК-5	ориентировочный	Иностранный язык. Практический курс	текущий контроль	1	аудирование
	когнитивный	Иностранный язык. Практический курс	текущий контроль	2	монологическое высказывание
	праксиологический	Иностранный язык. Практический курс	текущий контроль	3	промежуточный тест
	рефлексивно-оценочный	Иностранный язык. Практический курс	промежуточная аттестация	4	Зачет с оценкой
ПК-1	ориентировочный	Иностранный язык. Практический курс	текущий контроль	1	аудирование
	когнитивный	Иностранный язык.	текущий контроль	2	Монологическое

		Практический курс			высказывание
	праксиологический	Иностранный язык. Практический курс	текущий контроль	3	презентация
	рефлексивно-оценочный	Иностранный язык. Практический курс	промежуточная аттестация	4	Зачет с оценкой

### 3. Фонд оценочных средств для промежуточной аттестации

3.1. Фонды оценочных средств включают: тесты, вопросы к зачету, вопросы к экзамену, вопросы к зачету с оценкой.

#### 3.2. Оценочные средства

3.2.1. Оценочное средство Тест (Петрищев В.И., Лефлер Н.О., Language Leader Pre-Intermediate Course Book by Ian Lebeau and Gareth Rees. Pearson. Longman 2011., Language Leader Pre-Intermediate Work Book by Ian Lebeau and Gareth Rees. Pearson. Longman 2011., Language Leader Intermediate Course Book by David Cotton, David Falrey and Simon Kent. Pearson. Longman. 2011., Language Leader Intermediate Work Book by David Cotton, David Falrey and Simon Kent. Pearson Longman. 2011., Language Leader Upper-Intermediate Course Book by Grant Kempton. Pearson. Longman. 2011., Language Leader Upper-Intermediate Work Book by Grant Kempton. Pearson. Longman. 2011, Language Leader Advanced Course Book by David Cotton, David Falrey, Simon Kent, Ian Lebeau and Gareth Rees. Pearson. Longman. 2011., Language Leader Advanced Work Book by David Cotton, David Falrey, Simon Kent, Ian Lebeau and Gareth Rees . Pearson. Longman. 2011., Teacher Development (Making the right moves). Krak T. Wash., 2014., The Natural Approach. Krashen S., Terrell T. Oxford. 2013., The practice of English Language Teaching. Harmer J. London, 2011. Approaches and Methods in Language Teaching. Richards J. Cambridge. 2014., Fundamental Concepts of Language Teaching. Stern H. Oxford. 2011)

#### Критерии оценивания по оценочному средству Тест

Формируемые компетенции	Продвинутый уровень сформированности компетенций	Базовый уровень сформированности компетенций	Пороговый уровень сформированности
	(87 - 100 баллов) отлично/зачтено	(73 - 86 баллов) хорошо/зачтено	(60 - 72 баллов) удовлетворительно/зачтено
ОК-1	Обучающийся способен на высоком уровне использовать	Обучающийся способен на достаточно хорошем уровне использовать	Обучающийся способен на удовлетворительном уровне использовать основы философских и

	основы философских и социогуманитарных знаний для формирования научного мировоззрения	основы философских и социогуманитарных знаний для формирования научного мировоззрения	социогуманитарных знаний для формирования научного мировоззрения
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3.2.2. Оценочное средство Вопросы к зачету, вопросы к экзамену (Петрищев В.И., Лефлер Н.О.)

**Критерии оценивания по оценочному средству**

Вопросы к зачету. Вопросы к зачету с оценкой. Вопросы к экзамену.

Формируемые компетенции	Продвинутый уровень сформированности компетенций	Базовый уровень сформированности компетенций	Пороговый уровень сформированности компетенций
	(87-100 баллов) отлично/зачтено	(73-86 баллов) хорошо/зачтено	(60-72 баллов) удовлетворительно/зачтено
ОК-1	Обучающийся способен на высоком уровне использовать основы философских и социогуманитарных знаний для формирования научного мировоззрения	Обучающийся способен на достаточно хорошем уровне использовать основы философских и социогуманитарных знаний для формирования научного мировоззрения	Обучающийся способен на удовлетворительном уровне использовать основы философских и социогуманитарных знаний для формирования научного мировоззрения
ОК-5	Обучающийся полностью готов работать в команде, толерантно воспринимать социальные, культурные и личностные различия.	Обучающийся вполне работать в команде, толерантно воспринимать социальные, культурные и личностные различия.	Обучающийся не готов самостоятельно работать в команде, толерантно воспринимать социальные, культурные и личностные различия.
ПК-1	Обучающийся полностью готов реализовывать образовательные программы по	Обучающийся вполне готов реализовывать образовательные программы по	Обучающийся не готов самостоятельно реализовывать образовательные программы по

	учебным предметам в соответствии с требованиями образовательных стандартов	учебным предметам в соответствии с требованиями образовательных стандартов	учебным предметам в соответствии с требованиями образовательных стандартов
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#### 4. Фонд оценочных средств для текущего контроля успеваемости

4.1. Фонды оценочных средств включают: аудирование, выполнение лексико-грамматических упражнений, работа с диалогом в группе (составление и исценирование), подготовка монологического высказывания, презентации по теме, индивидуальное домашнее задание, письменная работа (аудиторная).

4.2.1. Критерии оценивания см. в технологической карте рейтинга в рабочей программе дисциплины Иностранный язык Практический курс.

Критерии оценивания		Количество баллов (вклад в рейтинг)
аудирование	Обучающийся полностью понимает основное содержание, умеет выделить отдельную, значимую для себя информацию, догадывается о значении незнакомых слов по контексту, умеет использовать информацию для решения поставленной задачи.	15
	Обучающийся не полностью понимает основное содержание, но умеет выделить отдельную, значимую для себя информацию, догадывается о значении части незнакомых слов по контексту, умеет использовать информацию для решения поставленной задачи.	12
	Обучающийся не полностью понимает основное содержание, не может выделить отдельные факты из текста, догадывается о значении 50% незнакомых слов по контексту, полученную информацию для решения поставленной задачи может использовать только при посторонней помощи.	10
выполнение лексико-грамматических упражнений	Обучающийся использует лексику и простые структуры отлично, также использует сложные семантические структуры, не допускает грамматические ошибки.	10

	Обучающийся использует лексику и простые структуры правильно, допускает ошибки при использовании сложных семантических структуры, редко допускает грамматические ошибки.	7
	Обучающийся использует лексику и простые структуры в основном правильно, допускает некоторые грамматические ошибки.	5
работа с диалогом в группе (составление и исценирование),	Задание полностью выполнено: цель общения достигнута, тема раскрыта в заданном объёме (все перечисленные в задании аспекты были раскрыты в высказывании). Социокультурные знания использованы в соответствии с ситуацией общения. Демонстрирует способность логично и связно вести беседу: начинает при необходимости, и поддерживает ее с соблюдением очередности при обмене репликами, проявляет инициативу при смене темы, восстанавливает беседу в случае сбоя. Используемый лексико-грамматический материал соответствует поставленной коммуникативной задаче. Обучающийся демонстрирует большой словарный запас и владение разнообразными грамматическими структурами. Допущены отдельные ошибки, которые не затрудняют понимание.	15
	Задание выполнено частично: цель общения достигнута, но тема раскрыта не в полном объёме. Социокультурные знания в основном использованы в соответствии с ситуацией общения. Обучающийся демонстрирует хорошие навыки и умения речевого взаимодействия с партнером: умеет начать, поддержать и закончить беседу; соблюдает очерёдность при обмене репликами. Используемый лексико-грамматический материал в целом соответствует поставленной коммуникативной задаче. Но учащийся делает многочисленные языковые ошибки или допускает языковые ошибки, затрудняющие понимание.	12
	Задание выполнено частично: цель общения достигнута не полностью, тема раскрыта в	10

	<p>ограниченном объёме. Социокультурные знания мало использованы в соответствии с ситуацией общения. Демонстрирует неспособность логично и связно вести беседу: не начинает и не стремится поддерживать ее, не проявляет инициативы при смене темы, передает наиболее общие идеи в ограниченном контексте; в значительной степени зависит от помощи со стороны собеседника. Демонстрирует ограниченный словарный запас, в некоторых случаях недостаточный для выполнения поставленной задачи. Делает многочисленные ошибки или допускает ошибки, затрудняющие понимание.</p>	
<p>подготовка монологического высказывания, презентации по теме</p>	<p>Задание полностью выполнено: тема раскрыта в заданном объёме (все перечисленные в задании аспекты были раскрыты в высказывании). Социокультурные знания использованы в соответствии с ситуацией. Используемый лексико-грамматический материал соответствует поставленной коммуникативной задаче. Обучающийся демонстрирует большой словарный запас и владение разнообразными грамматическими структурами. Допущены отдельные ошибки, которые не затрудняют понимание. Логичность высказывания соблюдена: вступление, основная информация, заключение. Средства логической связи адекватны поставленной задаче и разнообразны.</p>	<p>15</p>



	<p>Задание выполнено частично: тема раскрыта не в полном объеме. Социокультурные знания в основном использованы в соответствии с ситуацией. Используемый лексико - грамматический материал в целом соответствует поставленной коммуникативной задаче. Но обучающийся делает языковые ошибки или допускает языковые ошибки, затрудняющие понимание. Логичность высказывания вполне соблюдена: вступление, основная информация, заключение. Средства логической связи адекватны поставленной задаче, но однообразны.</p>	12
	<p>Задание выполнено частично: тема раскрыта в ограниченном объеме, социокультурные знания мало использованы. Демонстрирует ограниченный словарный запас, в некоторых случаях недостаточный для выполнения поставленной задачи. Логичность высказывания не вполне соблюдена: вступление, основная информация, заключение. Средства логической связи неадекватны поставленной задаче и однообразны.</p>	10
<p>письменная работа (аудиторная)</p>	<p>Задание выполнено полностью: содержание отражает все аспекты, указанные в задании; стилевое оформление речи выбрано правильно с учетом цели высказывания и адресата; соблюдены принятые в языке нормы вежливости. Высказывание логично: средства логической связи использованы правильно; текст разделен на абзацы; оформление текста соответствует нормам, принятым в стране изучаемого языка. Используемый словарный запас соответствует поставленной задаче; практически нет нарушений в использовании лексики. Практически отсутствуют ошибки. Высказывание логично; средства логической связи использованы правильно; Используемые лексические и грамматические структуры соответствуют поставленной коммуникативной задаче. Лексические,</p>	10

	грамматические и орфографические ошибки отсутствуют.	
	<p>Задание выполнено: некоторые аспекты, указанные в задании раскрыты не полностью; имеются отдельные нарушения стилового оформления речи; в основном соблюдены принятые в языке нормы вежливости. Высказывание в основном логично; имеются отдельные недостатки при использовании средств логической связи; имеются отдельные недостатки при делении текста на абзацы; имеются отдельные нарушения в оформлении текста. Используемый словарный запас соответствует поставленной задаче, однако встречаются отдельные неточности в употреблении слов, либо словарный запас ограничен, но лексика использована правильно. Имеется ряд грамматических ошибок, не затрудняющих понимание текста. Орфографические ошибки практически отсутствуют. Текст разделен на предложения с правильным пунктуационным оформлением.</p>	7
	<p>Задание выполнено не полностью: содержание отражает не все аспекты, указанные в задании; нарушение стилового оформления речи встречаются достаточно часто; в основном не соблюдены принятые в языке нормы вежливости. Высказывание не всегда логично; имеются многочисленные ошибки в использовании средств логической связи, их выбор ограничен; деление текста на абзацы отсутствует; имеются многочисленные ошибки в оформлении текста. Использован неоправданно ограниченный словарный запас; часто встречаются нарушения в использовании лексики, некоторые из них могут затруднять понимание текста. Либо часто встречаются ошибки элементарного уровня, либо ошибки немногочисленны, но затрудняют понимание текста. Имеется ряд орфографических и/или пунктуационных ошибок, которые не значительно затрудняют понимание текста.</p>	5

**5. Учебно-методическое и информационное обеспечение фондов оценочных средств** (литература; методические указания, рекомендации, программное обеспечение и другие материалы, использованные для разработки ФОС).

1. Language Leader Pre-Intermediate Course Book by Ian Lebeau and Gareth Rees. Pearson. Longman 2011.
2. Language Leader Pre-Intermediate Work Book by Ian Lebeau and Gareth Rees. Pearson. Longman 2011.
3. Language Leader Intermediate Course Book by David Cotton, David Falrey and Simon Kent. Pearson. Longman. 2011.
4. Language Leader Intermediate Work Book by David Cotton, David Falrey and Simon Kent. Pearson Longman. 2011.
5. Language Leader Upper-Intermediate Course Book by Grant Kempton. Pearson. Longman. 2011.
6. Language Leader Upper-Intermediate Work Book by Grant Kempton. Pearson. Longman. 2011.
7. Language Leader Advanced Course Book by David Cotton, David Falrey, Simon Kent, Ian Lebeau and Gareth Rees. Pearson. Longman. 2011.
8. Language Leader Advanced Work Book by David Cotton, David Falrey, Simon Kent, Ian Lebeau and Gareth Rees. Pearson. Longman. 2011.
9. Teacher Development (Making the right moves). Krak T. Wash., 2014.
10. The Natural Approach. Krashen S., Terrell T. Oxford. 2013.
11. The practice of English Language Teaching. Harmer J. London, 2011.
12. Approaches and Methods in Language Teaching. Richards J. Cambridge. 2014.  
Fundamental Concepts of Language Teaching. Stern H. Oxford. 2011

## **6. Оценочные средства (контрольно-измерительные материалы)**

### **Вопросы к экзамену во 2 семестре**

Dwell on the topic:

1. Weather
2. People
3. The Media
4. Health
5. Natural World
6. Society and Family

### **Вопросы к экзамену в 3 семестре**

Dwell on the topic:

1. Science

2. The Night
3. Work and Industry
4. Global Affairs
5. The Environment
6. Sport
7. Personality
8. Travel
9. Work
10. Language
11. Advertising
12. Business

### **Вопросы к экзамену в 4 семестре**

Dwell on the topic:

1. Design
2. Education
3. Engineering
4. Trends
5. Arts and Media
6. Crime

### **Вопросы к зачету в 5 семестре**

Dwell on the topic:

1. Communication
2. Environment
3. Sport
4. Medicine
5. Transport
6. Literature
7. Architecture
8. Globalisation
9. Art

### **Вопросы к экзамену в 6 семестре**

Dwell on the topic:

1. Psychology
2. Culture
3. Technology
4. Education and Employment
5. Tourism and Conservation
6. International Relations
7. Health and Care

### **Вопросы к зачету в 7 семестре**

Dwell on the topic:

1. Fashions and Consumerism
2. Technology and Change
3. People and Ideas
4. Journalism and Media

### **Вопросы к экзамену в 9 семестре**

Dwell on the topic:

1. Law and Society
2. Arts and Entertainment
3. Business and Economics
4. Science and Nature
5. Does the Pronunciation Matter?
6. English and Culture
7. Solving Communication Problems
8. Introduction to Learning Teaching
9. The Subject Matter of English Language Teaching
10. Classroom Options, Skills and Techniques
11. The Teaching of English a Communication
12. Communicative Approaches and Communicative Processes
13. On Communicative Competence
14. Promoting English Awareness

### **Вопросы к зачету с оценкой в Аттестационном семестре**

Dwell on the topic:

1. Successful Language Strategies
2. Thinking About Teaching and Learning.
3. Designing Effective Instruction
4. Teaching Tips: Strategies, Research, and Theory for College and University
5. The Case Against Teaching
6. How People Learn: Brain, Mind, Experience, and School:
7. Active Learning: Creating Excitement in the Classroom
8. How Do I Organize My Lessons

**Тестовые задания**

**2 семестр**

**Модуль 1.**

**Раздел 1.**

**1 Use the words in the box to describe the weather.**

hurricane flood windy cloudy humid blizzard foggy thunderstorm drought
---

- |          |   |                     |
|----------|---|---------------------|
| <b>0</b> | Rain, wind, lightning and noise.          | <i>thunderstorm</i> |
| <b>1</b> | I couldn't see anything.                  | _____               |
| <b>2</b> | The snow is very bad and it's very windy. | _____               |
| <b>3</b> | There's no water to drink.                | _____               |
| <b>4</b> | No blue skies today.                      | _____               |
| <b>5</b> | The rain closed the roads.                | _____               |
| <b>6</b> | My home flew away.                        | _____               |
| <b>7</b> | I am hot and wet.                         | _____               |
| <b>8</b> | I couldn't keep my hat on.                | _____               |

/ 8

**2 Make sentences using the present simple or present continuous.**

- 0** He / like / Chinese food.  
He likes Chinese food.
- 1** It / not / rain / outside / this morning.  
\_\_\_\_\_
- 2** Every / year / my family / go / to France.  
\_\_\_\_\_

3 There / not / be / any / good programmes / on TV / tonight.

4 You / use / the library / often?

5 The shop / give / a discount / on women's clothes / this week.

6 Mehmet / revise / for his exams / these days.

7 It / not / snow / in winter / here.

8 You / understand / Pawel's English?

/ 8

**3 Do these time expressions use the present simple or the present continuous?**

- 0 right now present continuous
- 1 usually \_\_\_\_\_
- 2 always \_\_\_\_\_
- 3 currently \_\_\_\_\_
- 4 sometimes \_\_\_\_\_
- 5 these days \_\_\_\_\_
- 6 never \_\_\_\_\_
- 7 today \_\_\_\_\_
- 8 every year \_\_\_\_\_

/ 8

**4 Put the verbs in the box in the correct column.**

come melt do trek know want study go be

STATE VERBS	ACTION VERBS
	<i>come</i>

/ 8

**5 Add appropriate words or phrases to the dialogue.**

A: <sup>0</sup> Let's talk about cars. Which is the best car to buy?

B: What <sup>1</sup> \_\_\_\_\_ the Renault Clio? I really like it!

A: <sup>2</sup> \_\_\_\_\_ you? I think it looks ugly. What do you <sup>3</sup> \_\_\_\_\_ the Peugeot 307?

B: Nothing special really. I don't really like it.

A: <sup>4</sup> \_\_\_\_\_ do I. It's too slow.

B: I'm not <sup>5</sup> \_\_\_\_\_ about that but I do need a bigger car.

A: <sup>6</sup> \_\_\_\_\_ do I. I also don't like the Nissan Note.

B: <sup>7</sup> \_\_\_\_\_ you? I think it's nice.

A: Why do you think so?

B: I think it's nice <sup>8</sup> \_\_\_\_\_ I've got one!

**Раздел 2****1 Match the adjectives in the box to the person. You will not need to use them all.**

polite   miserable   clever   cheerful   kind   inspirational   shy confident   talented   lazy   stupid   rude   quiet   patient	
<b>PAULA</b>	<b>TIM</b>
She always has a smile on her face. <i>cheerful</i>	He doesn't like meeting people.
She knows the answers to all my questions.	He doesn't talk very much.
She is always happy to wait for people.	He never smiles.
She is sure she will be successful.	He can do lots of different things.
	He doesn't like work.

/ 8

**2 Correct the mistakes in these sentences in the past simple.**

0 I goed to the bank yesterday.

      I went to the bank yesterday.      

1 Were you lived in Germany?

2 Last week he drived to Athens.

3 The schools wasn't opened for three days.

4 Do you fed the birds?

5 The museum haved two thousand visitors last week.

6 Did you can swim when you were a child?

7 Mariola seed her first film when she was twelve.

8 I didn't spoke to the electrician last night

/ 8

3 Use the prompts to make sentences using the past simple or past continuous.

0 How he kill man?

      How did he kill the man?      

1 When bus arrive I read book

2 At eight o'clock film start



---

3 People live healthy lives thirty years ago

---

4 Sarah travel with her parents when she have the car accident

---

5 What you do at ten o'clock last night?

---

6 I not watch when the film start

---

7 He not very good at tennis

---

8 Which assistant work at 11 o'clock yesterday morning?

---

9 I not talk to you at that time

---

10 I finish university in 1999

---

11 When phone ring Artur not sleep

---

12 Who be at home when the police come?

---

/ 12

**4 Use the words in the box to fill the gaps.**

until afterwards then at first at the moment

0 At first I didn't understand the question but I did later.

1 I really like my course \_\_\_\_\_.

2 I couldn't swim \_\_\_\_\_ I was sixteen.

3 I was driving for ten hours. \_\_\_\_\_, I was very tired.

4 It was easy at the beginning but \_\_\_\_\_ it got harder.

/ 4

**5 Add appropriate words or phrases to the dialogue.**

A: What do you <sup>0</sup> think of Karl?

B: He's OK. I'm not <sup>1</sup> \_\_\_\_\_ about his girlfriend, Sienna, though.

A: Who's she? What does she <sup>2</sup> \_\_\_\_\_?

B: Oh, she's about 1 metre 72, thin with long blonde hair.

A: What does she <sup>3</sup> \_\_\_\_\_?

B: She's a teacher. She's here at the party.

A: Is she? I haven't seen her. So what's she <sup>4</sup> \_\_\_\_\_?

B: She's very <sup>5</sup> \_\_\_\_\_. She loves talking to people. She's also rude. I don't like that.

A: <sup>6</sup> \_\_\_\_\_ do I. What's she <sup>7</sup> \_\_\_\_\_ now?

B: Probably on Karl's computer checking her company emails. She's very hard-

<sup>8</sup> \_\_\_\_\_.

**Раздел 3****1 Fill in the gaps with the correct word.**

- 0 Have you seen the new series *Hello Sunday!* on Channel 1?
- 1 There's a d on animals at the North Pole tomorrow.
- 2 Google is the most famous s e in the world.
- 3 I want to be a j and work on a newspaper.
- 4 I have never met a c but I'd like to meet one, especially Brad Pitt.
- 5 There's an a for a new MP3 player in the magazine.
- 6 Most newspapers give a w on their website. They are usually interviews.
- 7 There's a good a in today's newspaper about the European Union.
- 8 Every Thursday I am at home watching my favourite s o.

/ 8

**2 Correct the mistakes in these sentences.**

- 0 He works as painter. a
- 1 It is on an corner of Spencer Street. \_\_\_\_\_
- 2 Sarp is on internet every day for six hours. \_\_\_\_\_
- 3 People drive the cars too fast. \_\_\_\_\_
- 4 Petra started at factory last week. A factory is very new. \_\_\_\_\_
- 5 The zoo is buying the elephant. \_\_\_\_\_
- 6 He was listening to a music. \_\_\_\_\_
- 7 What's on the TV tonight? \_\_\_\_\_

/ 8

**3 Complete the words in these sentences.**

- 0 Painting is my favourite ar t.
- 1 He studied poli \_\_\_\_\_ at university.
- 2 His favourite hobby is phot \_\_\_\_\_.
- 3 Karol's father is a poli \_\_\_\_\_.
- 4 He's seeing a psych \_\_\_\_\_ for his phobia.
- 5 I hated sci \_\_\_\_\_ at school.
- 6 This painting is by a very famous ar \_\_\_\_\_.
- 7 Many sci \_\_\_\_\_ do not accept the results of these tests.
- 8 Doctor Smith has a masters in psych \_\_\_\_\_.

/ 8

**4 Put the two sentences together using the relative pronoun in brackets.**

- 0 Picasso was an artist. He became very famous. (who)  
Picasso was an artist who became very famous.

- 1 Carrots are healthy vegetables. They can make your skin go orange. (which)

---

- 2 UNICEF is an organisation. It helps children all over the world. (that)

---

- 3 Peter is the man. He brings the post every day. (who)

---

- 4 Newspapers are important means of communication. You can read them anywhere. (that)

---

- 5 Fiona Smith is a student. She studies medicine. (who)

---

- 6 PowerPoint is a computer programme. It helps you prepare presentations. (which)

---

- 7 Leonardo Da Vinci was a painter. He also invented many things. (who)

---

- 8 The SAS are professional soldiers. They do the most dangerous missions. (who)

---

/ 8

**5 Add appropriate words to the phrases to make different ways of making and responding to suggestions.**

- 0 Let's try and get tickets for the concert.
- 1 I think we \_\_\_\_\_ have a photograph in the article.
- 2 \_\_\_\_\_ about inviting David?
- 3 What \_\_\_\_\_ can we do?
- 4 I don't think we \_\_\_\_\_ go.
- 5 Let's \_\_\_\_\_ invite Greg! He's boring.
- 6 Have you got \_\_\_\_\_ good ideas?
- 7 \_\_\_\_\_ don't you get a catering company to make the food?
- 8 Is there anything \_\_\_\_\_ you can tell me about the accident?

/ 8

TOTAL / 40

**Модуль 2**

**Раздел 1**

**1 Put the words in the box into the correct column.**

disease operation nurse clinic surgery treatment surgeon malnutrition injury		
<b>PERSON OR THING</b>	<b>CONDITION</b>	<b>ACTION</b>
<i>surgeon</i>		

/ 8

**2 Complete the sentences using the past simple or present perfect.**

- 0 I have never worked (never work) at the university.  
1 Real Madrid \_\_\_\_\_ (win) thirty-five games this year.  
2 The Peace Group \_\_\_\_\_ (not finish) their research last year.  
3 There \_\_\_\_\_ (be) no positive replies to date.  
4 How many people \_\_\_\_\_ (visit) the London Eye today?  
5 The catering company \_\_\_\_\_ (organise) the reception yesterday.  
6 The meteor first \_\_\_\_\_ (appear) on 18 April 2006.  
7 In the last few days, we \_\_\_\_\_ (receive) £350,000 in new funds.  
8 The government \_\_\_\_\_ (ban) the magazine three months ago.

/ 8

**3 Fill in the gaps with the correct words.**

- 0 He had to stop playing football because of his high blood pressure.  
1 He's not sleeping at all. I think he has i \_\_\_\_\_.  
2 There are a lot of car \_\_\_\_\_ in bread.  
3 Hamburgers and pizzas are j \_\_\_\_\_ f \_\_\_\_\_.  
4 David always fails exams because he has poor con \_\_\_\_\_.  
5 I need more v \_\_\_\_\_ so I am going to drink more orange juice.  
6 I love s \_\_\_\_\_. It's my favourite fish.  
7 More people suffer from dep \_\_\_\_\_ in winter than in summer.  
8 He's got a bad me \_\_\_\_\_. He can't remember anything!

/ 8

**4 Make sentences using the present perfect and *since* or *for*.**

0 I / be / a painter / 1989.

I have been a painter since 1989.

1 The / light / not worked / Tuesday.

---

2 The charity / work / with children / 25 years.

---

3 you / hear / from Mark / March?

---

4 This / country / be / a republic / a century.

---

5 They / not drive / the car / three days.

---

6 Peter / not cook / a long time.

---

7 Professor Jones / give / any lessons / last week?

---

8 They / not meet / Graham / the last conference.

**5 Fill in the gaps with one or two words to complete the dialogue.**

A: Good morning. How <sup>0</sup> can I help?

B: Good morning. I'm having trouble sleeping.

A: Hmm. How long have <sup>1</sup> \_\_\_\_\_ this problem?

B: About two months.

A: Does this happen <sup>2</sup> \_\_\_\_\_ night?

B: Yes.

A: What about stress? Do you sometimes <sup>3</sup> \_\_\_\_\_ stressed by work?

B: A little but not much.

A: OK. <sup>4</sup> \_\_\_\_\_ seen an osteopath?

B: Yes. I saw one last week. He thinks I'm all right.

A: I think your problem is stress and cholesterol. You <sup>5</sup> \_\_\_\_\_ more exercise in <sup>6</sup> \_\_\_\_\_ to improve your general health. You <sup>7</sup> \_\_\_\_\_ coffee at night either <sup>8</sup> \_\_\_\_\_ you can sleep better.

/ 8

TOTAL / 40

**Раздел 2****1 Put the words in the box into the correct column.**

beach cliff coast forest lake mountain sand wave hill								
BY THE SEA					INLAND			
<i>beach</i>								

/ 8

**2 Complete the sentences with the correct comparative or superlative.**

**0** Winter is less hot (not hot) than Summer.

**1** That was \_\_\_\_\_ (good) party I have ever been to.

**2** Is the receptionist \_\_\_\_\_ (not important) person in a company? I don't think so.

**3** My eyesight is getting \_\_\_\_\_ (not clear) as I get older.

**4** The conditions in Africa will be \_\_\_\_\_ (bad) in ten years' time.

**5** This year's conference will be \_\_\_\_\_ (successful) than last year.

**6** The choices are all bad but this one is \_\_\_\_\_ (not bad) than the others.

**7** A sports centre is \_\_\_\_\_ (expensive) than a play park.

**8** I'm the \_\_\_\_\_ (not intelligent) person in the class.

**3 Complete the sentences with the correct animal.**

- 0 Many professors think that people and gorillas are related.
- 1 There are always many ra in our garden in March.
- 2 The gi is never hungry because he can eat the highest leaves.
- 3 Be careful on the beach. There are many cr.
- 4 There are two types of el, the African and the Indian, but they both have big ears.

/ 4

**3 Is the underlined word a noun or a verb?**

- 0 Make sure you plant the flowers carefully. verb
- 1 The main cause of bad teeth is too much sugar. \_\_\_\_\_
- 2 Don't damage my car! . \_\_\_\_\_
- 3 We'll ship the boxes to Turkey by next week. \_\_\_\_\_
- 4 You can do a lot of harm with a pen and paper. \_\_\_\_\_

/ 4

**5 Choose the correct words to complete the sentences.**

- 0 a children believe in Father Christmas.
- a) Many      b) Much      c) Little
- 1 How \_\_\_\_\_ money do you have?
- a) a lot of      b) many      c) much
- 2 \_\_\_\_\_ animal charities can afford to build animal parks. They are too expensive.
- a) Little      b) Not much      c) Few
- 3 There is not \_\_\_\_\_ chance for Peter. He will fail the exam.
- a) many      b) much      c) lot of
- 4 \_\_\_\_\_ time and money is needed for the project.
- a) Many      b) Few      c) A lot of
- 5 There is \_\_\_\_\_ space to put my furniture. I need a bigger room.
- a) not many      b) few      c) little
- 6 There are \_\_\_\_\_ programmes on TV that I watch. I don't have the time.
- a) not much      b) few      c) little
- 7 You were lucky! There's \_\_\_\_\_ damage to your car.
- a) too few      b) not many      c) not much
- 8 David hasn't got a \_\_\_\_\_ friends at university.
- a) lot of      b) much      c) many

/ 8

## 6 Fill in the gaps with words or phrases describing photographs.

I have two pictures in front of me. The first one is older so the second picture is more colourful and <sup>0</sup>clearer. The first picture <sup>1</sup>sh a large family. The picture is about 150 years old. The family <sup>2</sup>l very serious. In the <sup>3</sup>b there is a garden. There are four children <sup>4</sup>w are sitting in front of the parents. The picture is quite dramatic.

In the second picture we <sup>5</sup>c s a modern family of four people. It is <sup>6</sup>un because the mother and father are wearing cowboy clothes. In <sup>7</sup>t m of the picture are the mother and father, sitting on horses and <sup>8</sup>o t r are the children, wearing T-shirts and jeans. I think we should use the first picture. It is more powerful.

/ 8

TOTAL / 40

### Раздел 3

#### 1 Fill in the gaps with the correct word connected with age.

- 0 A baby can't walk.  
1 A r person doesn't have to work.  
2 A m -a person should be careful with their health.  
3 A young a could be finishing university soon.  
4 A c can ride a bicycle.  
5 A t always fights with parents.  
6 An e person may have grandchildren.  
7 A th -s probably has children.  
8 An a is probably still at school.

/ 8

#### 2 Fill in the gaps with *will, won't, may or might*.

- 0 There won't be a class tomorrow. The teacher is sick.  
1 This summer it \_\_\_\_\_ be hotter than last year. I'm not sure.  
2 I \_\_\_\_\_ not be able to get to the party tonight. I'll let you know.  
3 The government definitely \_\_\_\_\_ have an election this year, I'm sure.  
4 Some people \_\_\_\_\_ need more vitamins than others.  
5 Do you think we \_\_\_\_\_ have air cars in a thousand years?  
6 It probably \_\_\_\_\_ rain tomorrow but check the weather report.  
7 The computer has a virus. You \_\_\_\_\_ definitely have to buy a new one.  
8 David is always late but he \_\_\_\_\_ be on time tomorrow. It's possible.

/ 8

**3 Are these sentences true or false? Correct the false ones by making changes to the underlined adjectives.**

- 0 He almost died. He is very lucky. true \_\_\_\_\_
- 1 He always fails his exams. He's very careful. \_\_\_\_\_
- 2 A calculator is unuse in English exams. \_\_\_\_\_
- 3 What a terrible thing to say! You are so unkind! \_\_\_\_\_
- 4 I feel very comfortableless with new people. \_\_\_\_\_
- 5 He has no chance. It's hopeless. \_\_\_\_\_
- 6 That's a very unusual pen. Where did you buy it? \_\_\_\_\_
- 7 He nearly won. He is very luckyless. \_\_\_\_\_

/ 7

**4 Use the prompts to make sentences with the first conditional.**

0 I / pass / my university exam / I / be / a graduate.

*If I pass my university exam I will be a graduate.*

1 All men and women / work / birth rate / definitely / decrease.

2 We / lose / the contract / I / be / responsible.

3 The government / not change / their decision / the minister / resign.

4 We / need / childcare / we / have / another child.

5 You / not come / you / not see / Esra.

6 I / change / the time / it / not be / suitable.

7 David / not phone / what / you / do?

8 He / not pay / the fine / he / find / the book / today.

9 Sarah / want / the ticket / you / phone me?

/ 9

**5 Put these sentences from a TV programme in the right order.**

- a) So what do you think about smoking? 0 \_\_\_\_\_
- b) Because when you smoke, I have to inhale your smoke. \_\_\_\_\_
- c) I think it's important that people don't blame others for their decisions. If you choose good health you won't stand near a smoker. \_\_\_\_\_
- d) OK. Calm down, everyone! \_\_\_\_\_
- e) Personally, I disagree. I love smoking. Why can't I smoke? \_\_\_\_\_
- f) That's a good point, but what about my choice to have good health? \_\_\_\_\_
- g) Well, I have to disagree. Sometimes I don't have a choice where to stand. Have you ever been in a room full of smoke? \_\_\_\_\_
- h) Personally, I think smoking is a bad thing and should be made illegal. \_\_\_\_\_



- i) Only if you stand next to me. What I think is that everyone should have the choice to smoke or not to smoke.

\_\_\_\_\_ / 8

TOTAL / 40

### **3 семестр**

#### **Модуль 3**

##### **Раздел 1**

**1 Fill in the gaps with the correct word. The first letter(s) are given for you.**

- 0 Can you keep a secret?  
1 Can you an the results of the tests?  
2 The police will study the e before making a decision.  
3 My baby went to the doctor for her first v.  
4 Sherlock Homes was able to s many crimes.  
5 Explorers d new places.  
6 It was his hand. Look! Those are his f.  
7 The judge said he was innocent. He didn't c the crime.  
8 The investigation didn't re any new evidence.

/ 8

**2 Write sentences with the same meaning using *must* or *have to*.**

- 0 It is a very good idea to ring your mother tonight.

You must ring your mother tonight.

- 1 It is necessary to not smoke in restaurants.

- 2 It is not necessary to drive your car to my house.

- 3 If you forget to buy a birthday present, your mum will be angry.

- 4 The law says it is necessary to wear a seatbelt in cars.

- 5 You may take this course if you want.

- 6 It is necessary that you do not walk on the grass.

- 7 The university wants every person to show their identity card at the entrance.

- 8 Sports Club rule: Always wear sports shoes in the gym.

/ 8

**3 Change the preposition to make a correct phrase.**

- 0 opinion to something *of* \_\_\_\_\_  
1 angry in someone \_\_\_\_\_  
2 history in something \_\_\_\_\_  
3 proud at someone \_\_\_\_\_  
4 received something to someone \_\_\_\_\_  
5 belong from something \_\_\_\_\_  
6 afraid in something \_\_\_\_\_  
7 lead on something \_\_\_\_\_  
8 happened with someone \_\_\_\_\_  
9 spend money in \_\_\_\_\_  
10 thanks with someone \_\_\_\_\_  
11 be good to sport \_\_\_\_\_  
12 separate to something \_\_\_\_\_

/ 12

**4 Choose the correct words to complete the sentences.**

- 0 In my last company we b wear a suit. I wore jeans.  
a) had to b) did not have to c) could d) could not  
1 \_\_\_\_\_ you play tennis when you were a child?  
a) Had to b) Did not have to c) Could d) Could not  
2 I'm sorry, I \_\_\_\_\_ come to the party yesterday. I was sick.  
a) had to b) did not have to c) could d) could not  
3 I loved the old market. You \_\_\_\_\_ always find fresh vegetables.  
a) had to b) did not have to c) could d) could not  
4 My car broke down, so I \_\_\_\_\_ take the bus.  
a) had to b) did not have to c) could d) could not  
5 You \_\_\_\_\_ buy me a new watch. I was happy with my old one.  
a) had to b) did not have to c) could d) could not  
6 Were you at the game? I \_\_\_\_\_ see you.  
a) had to b) did not have to c) could d) could not  
7 We \_\_\_\_\_ take the exam again because we failed it the first time.  
a) had to b) did not have to c) could d) could not

/ 7

**5 Use the phrases in the box to complete the sentences.**

connected	led to	caused	so	means that	meant that
-----------	--------	--------	----	------------	------------

- 0 The drunk driver caused \_\_\_\_\_ the accident.  
1 The new law \_\_\_\_\_ people have to drive more slowly.  
2 All offices have computers \_\_\_\_\_ people need to learn how to use the Internet.  
3 The development of planes is \_\_\_\_\_ to the development of the motor car.  
4 The death of the Prime Minister \_\_\_\_\_ a new election.

5 I lost my house keys. This \_\_\_\_\_ I couldn't get into my house.

/ 5

TOTAL / 40

## Раздел 2

### 1 Use the words in the box to complete the sentences.

sleep in	sleep for	sleepless	sleep well	sleep through	doze
	sleepy	wake up	fall asleep		

- 0 I don't go to the cinema. I always sleep through the whole film.  
1 I have been studying very hard. I didn't \_\_\_\_\_ three days!  
2 Don't expect me at work tomorrow morning. I'm going to \_\_\_\_\_.  
3 My grandfather always has a \_\_\_\_\_ in the afternoons.  
4 \_\_\_\_\_, David! You're going to be late.  
5 Good night! \_\_\_\_\_.  
6 He looks very tired. I think he had another \_\_\_\_\_ night.  
7 I think it's time for bed. I'm very \_\_\_\_\_.  
8 I always have a glass of water before I \_\_\_\_\_.

/ 8

### 2 Complete the sentences using the correct verb patterns.

0 Esra / enjoy / work / at hotel.

Esra enjoys working at the hotel.

1 Scientists / seem / know / cure.

2 I / look forward / meet / you.

3 You / need / say / more / about / this topic.

4 I / not / like / swim / in winter.

5 The body / keep / work / 24 hours / a day.

6 The Americans / succeed / land / on the moon / 1969.

7 You / manage / find / the answer / to my question.

8 Babies / tend / sleep / on their backs.

/ 8

3 **Decide whether the missing word uses *-ing* or *-ed*.**

- 0 This lesson is very \_\_\_\_\_.
- 1 The news \_\_\_\_\_ all of us.
- 2 Having three children is very \_\_\_\_\_.
- 3 What an \_\_\_\_\_ story!
- 4 Historians are \_\_\_\_\_ by discoveries of new documents.

/ 4

4 **Choose the correct word.**

- 0 This person works in a school.   **b**    
a) engineer                      b) teacher                      c) nurse                      d) office  
worker

- 1 This person has to wear a uniform.  
a) astronomer              b) police officer      c) baker              d) cleaner

- 2 This person has to use the telephone all the time.  
a) security guard      b) engineer                      c) baker                      d) call-centre  
worker

- 3 This job can only be done at night.  
a) astronomer              b) cleaner                      c) engineer      d) nurse

- 4 This person works with sick people.  
a) baker                      b) astronomer                      c) nurse                      d) security guard

/ 4

5 **Rewrite the sentences using *going to* or *hoping to* for future intentions.**

- 0 David and I have planned to visit Paris this weekend.

*We are going to visit Paris this weekend.*

- 1 What would you prefer to do when you leave university?

- 
- 2 The new government would like to increase taxes next year.

- 
- 3 They are not publishing the book this week.

- 
- 4 I intend to give the results at the next meeting.

- 
- 5 I know I don't have much time but I want to see three more people before we finish.

- 
- 6 When does Turkey plan to join the EU?

- 
- 7 Krakow has decided to have a new festival in December.

- 
- 8 I don't want to be in class when the lecturer gives the results.

/ 8

**6 Rewrite the sentences from the dialogue, replacing the underlined mistakes with the correct word.**

- A. What would we do tonight? 0 shall  
 B. I don't think. I'm easy. What do you want to do? 1 \_\_\_\_\_  
 A. Well, I'd adore to see the new James Bond movie. 2 \_\_\_\_\_  
 B. Oh! I'm not keeping on Bond movies. They're silly. 3 \_\_\_\_\_  
 A. Let's look at the paper. I'd happier see a film than go to a restauran  
4 \_\_\_\_\_  
 B. I don't feel a film. I'll fall asleep. 5 \_\_\_\_\_  
 A. Hmm..... well. 6 \_\_\_\_\_  
 B. I'd rather to go to the theatre. 7 \_\_\_\_\_  
 A. How about the new David James play? 8 \_\_\_\_\_  
 B. Celia Waters is better that David James.  
 A. But I can't see her plays in the paper. I think you had rather stay at home!  
8 \_\_\_\_\_

/ 8

TOTAL / 40

**Раздел 3**

**1 Put the words in the box into the correct column.**

industry   buyers   exports   manufacturers   retailers
employee   organisation   report   delivery
<b>PEOPLE</b>
<b>THINGS</b>
<i>organisation</i>

/ 8

**2 Rewrite the sentences using the correct form of *used to*.**

**0** Peter doesn't play tennis any more.

*Peter used to play tennis.* \_\_\_\_\_

**1** I have stopped smoking.

---

**2** Vikings used long boats to discover the world.

---

**3** A hundred years ago foxes did not live in cities.

---

**4** Is it true that doctors believed that women had small brains?

---

**5** Why did planes need two wings on each side?

---

**6** Fifty years ago people put money in hiding places under the floor.

---

/ 6

**3 Write the correct words in the blanks.**

0 Can human beings *conduct* \_\_\_\_\_ electricity?

1 If he works hard he will definitely get a **pr**\_\_\_\_\_.

2 For many years they have been the **m**\_\_\_\_\_ **l**\_\_\_\_\_ in the electronics industry.

3 I am good friends with all my **c**\_\_\_\_\_ in the company.

4 Can you **s**\_\_\_\_\_ us with 30 new computers?

5 It costs half of our budget to **i**\_\_\_\_\_ spare parts from Scandinavia.

6 Piotr isn't here again. He isn't very **r**\_\_\_\_\_!

/ 4

**4 Identify which is a compound noun, writing *yes* or *no*.**

0 tomato plant yes

1 bank card \_\_\_\_\_

2 hot country \_\_\_\_\_

3 world championship \_\_\_\_\_

4 railway station \_\_\_\_\_

5 big news \_\_\_\_\_

6 fresh juice \_\_\_\_\_

7 hot bath \_\_\_\_\_

8 lunch break \_\_\_\_\_

/ 8

**5 Make passive sentences from the prompts.**

0 Galaxy chocolate / make / Cadbury.

Galaxy chocolate is made by Cadbury.

1 The Olympics / hold / every four years.

2 Snails / eat / France.

3 Presents / give / every year at Christmas?

4 Gold coins / not / use / in business / today.

5 New Orleans / often / affect / floods.

6 Copper / use / for protecting windows?

7 A criminal / arrest / in England / every two minutes.

8 Pearls / find / inside / oysters / divers.

/ 8

**6 Make polite phrases for negotiating. The first word is given for you.**

**0** We will agree on £670.  
*Shall we call it £670?* \_\_\_\_\_.

**1** We agree to order 2,000.

What \_\_\_\_\_

**2** You order 200 we offer 15%.

If \_\_\_\_\_

**3** That's too much!

That \_\_\_\_\_

**4** I'm sure we cannot do that.

I'm \_\_\_\_\_

/ 4

TOTAL / 40

**Модуль 4**

**Раздел 1**

**1 Put the words in the box into the correct column.**

department	minister	staff	president	committee
ambassador	spokesperson	assistant	civil servant	
<b>PEOPLE</b>		<b>ORGANISATIONS</b>		
<i>staff</i>				

/ 8

**2 Change the sentences to show future arrangements.**

**0** The government (have) an election in July.

*The government is having an election in July.* \_\_\_\_\_

**1** They (meet) at the restaurant.

**2** You (have) your piano lesson tomorrow?

**3** The wedding (take place) in the summer.

**4** The plane (not land) until 20.15.

**5** They (take) the plans to Geneva tonight.

**6** What time the president (open) the exhibition?

**7** I (not do) anything this evening except watch TV.

**8** My partner (buy) me a dog this weekend.

/ 8

**3 Rewrite the sentences, correcting the underlined mistakes.**

**0** It's not far, mostly 250 metres.

*It's not far, only 250 metres.* \_\_\_\_\_

**1** English is a difficult language. Therefore, it's very important in business today.

**2** There were not many visitors. Mainly ten people came.

**3** So the train always leaves on time, it always arrive late.

**4** There was an increase in crime last year. Although, we need more policemen.

/ 4

**4 Fill in the blanks using adjectives or adverbs.**

**THE ALADDIN HOTEL & THEME PARK**

This <sup>0</sup>world-class hotel and theme park waits for you and your family. <sup>1</sup> O \_\_\_\_\_ fifteen minutes from Holchester Airport and <sup>2</sup> i \_\_\_\_\_ 200 metres from the lovely Fanshaw Beach, The Aladdin Theme Park offers you a <sup>3</sup> m \_\_\_\_\_ holiday that you and you children will never forget.

**ROOMS AND SERVICE**

<sup>4</sup> s \_\_\_\_\_ - with lots of room for large families

<sup>5</sup> c \_\_\_\_\_ beds - you will never want to get up!

<sup>6</sup> sp \_\_\_\_\_ views from your balcony of the south coast of England.

<sup>7</sup> q \_\_\_\_\_ service for all of your problems. Call and we'll be there!

**ACTIVITIES**

<sup>8</sup> f \_\_\_\_\_ firework displays every night!

<sup>9</sup> h \_\_\_\_\_ -s \_\_\_\_\_ rides - the fastest in Europe!

<sup>10</sup> ma \_\_\_\_\_ elephants from the East to transport you round the park!

<sup>11</sup> ma \_\_\_\_\_ shows and concerts, just right for Aladdin's cave!

**PRICE**

The <sup>12</sup> com \_\_\_\_\_ package, including travel, accommodation, all games, rides and shows - only £125 per person.

/ 12



**5 Make sentences using the past simple passive.**

0 Dynamite / discover / Alfred Nobel.

Dynamite was discovered by Alfred Nobel.

1 The fine / not pay / for six months.

---

2 When / David / take / to the hospital?

---

3 The museum / close / during the summer.

---

4 Her first novel / not publish / until 1964.

---

5 Who / give / the DVD?

---

6 The Spencer Group / launch / last week.

---

7 All the tickets / sell?

---

8 The evidence / analyse / by scientists / all night.

---

/ 8

TOTAL / 40

**Раздел 2**

**1 Complete the sentences using the words for containers and materials. You will not need all the words.**

aluminium carton jar paper packet tube cardboard box
metal can pot plastic

0 Aluminium is a type of metal.

1 Can I have a \_\_\_\_\_ of toothpaste, please?

2 I want a \_\_\_\_\_ of coke, not a bottle.

3 Put all the papers in that \_\_\_\_\_ and I'll take it outside as rubbish.

4 She keeps insects in a glass \_\_\_\_\_.

5 Bags used to be made of \_\_\_\_\_. Now they are made of \_\_\_\_\_.

6 I'd like a \_\_\_\_\_ of milk please.

7 Could I have a \_\_\_\_\_ of rice, please.

8 Cans are usually made of \_\_\_\_\_.

/ 8

**2 Add the correct particle to make phrasal verbs.**

0 It's just rubbish. Throw it away\_\_\_\_\_.

1 The cost of fruit and vegetables is going \_\_\_\_\_ every day.

2 Could you find \_\_\_\_\_ the latest stock market prices, please?

- 3 David borrowed my notes but hasn't given them \_\_\_\_\_ yet.  
 4 I have to cut \_\_\_\_\_ on the number of sweets I eat.  
 5 Has the teacher given \_\_\_\_\_ enough books to the class?  
 6 A lot of thought went \_\_\_\_\_ preparing the wedding reception.  
 7 The chess club was set \_\_\_\_\_ at the school two years ago.  
 8 Research was carried \_\_\_\_\_ for six months.

/ 8

**3 Rewrite the sentences using the times/dates in brackets. Use the present perfect continuous if possible.**

- 0 I work in the local office. (1992)  
I've been working in the local office since 1992.  
 1 David and I know each other. (six months).  
 \_\_\_\_\_  
 2 I don't understand what he is saying. (30 minutes)  
 \_\_\_\_\_  
 3 We are building a new house. (January)  
 \_\_\_\_\_  
 4 They come to this café. (ten years)  
 \_\_\_\_\_  
 5 I want that car. (I was a boy)  
 \_\_\_\_\_  
 6 They are working on a new project. (Monday)  
 \_\_\_\_\_  
 7 Peter is using the computer. (six hours)  
 \_\_\_\_\_  
 8 The company is in trouble. (three months)  
 \_\_\_\_\_

/ 8

**4 Choose the correct word to fill in the gaps.**

- 0 Floods and hurricanes are examples of c.  
 a) global warming    b) high temperature    c) extreme weather    d)  
 rainforests  
 1 You can't go to work in those clothes. You look \_\_\_\_\_.  
 a) dump    b) scruffy    c) well-kept    d)  
 derelict  
 2 Don't \_\_\_\_\_ your rubbish in the park.  
 a) run-down    b) wasteland    c) dump    d)  
 clean  
 3 Global warming causes \_\_\_\_\_ to melt.  
 a) sea levels    b) wasteland    c) drought    d)  
 glaciers  
 4 Is \_\_\_\_\_ on walls a new type of art?  
 a) graffiti    b) reef    c) canal  
 d) drought.

- 5 I'm not going to buy the house. It's \_\_\_\_\_ and it would cost too much to repair.  
 a) scruffy                      b) derelict                      c) dump                      d) wasteland
- 6 The house is always clean and \_\_\_\_\_.  
 a) well-kept                      b) run-down                      c) extreme                      d) scruffy
- 7 Nothing grows there. It's a \_\_\_\_\_.  
 a) scruffy                      b) wasteland                      c) extreme                      d) derelict
- 8 There's a \_\_\_\_\_ in the south. There's been no rain for months.  
 a) warming                      b) temperature                      c) drought                      d) rainforest

/ 8

**5 Correct the question tags.**

- 0 It's next week, aren't it?                      isn't it?
- 1 It hasn't happened yet, can it?                      \_\_\_\_\_
- 2 Diseases get stronger in hot weather, haven't they?                      \_\_\_\_\_
- 3 They're waiting in the next room, couldn't they?                      \_\_\_\_\_
- 4 You could speak to the manager, can't you?                      \_\_\_\_\_
- 5 Germany has the largest population in Europe, isn't it?                      \_\_\_\_\_
- 6 If you eat carrots you can see in the dark, don't you?                      \_\_\_\_\_
- 7 He walks to work, isn't he?                      \_\_\_\_\_
- 8 The result couldn't be right, is it?                      \_\_\_\_\_

/ 8

TOTAL / 40

**Раздел 3**

**1 Decide which of the sports in the box can be played alone and which need more people.**

archery	badminton	cycling	fencing	football	gymnastics
	hockey	judo	sailing		
<b>ALONE</b>			<b>NEED MORE PEOPLE</b>		
			<i>football</i>		

/ 8

**2 Make second conditional sentences using the prompts.**

0 I want some help / tell you.

If I wanted some help, I would tell you.

- 1 What / you do / you fail the test?  
 \_\_\_\_\_
- 2 It is sunny / we go to the beach.  
 \_\_\_\_\_
- 3 They win the election / can pass the law.  
 \_\_\_\_\_
- 4 She buys a ticket / may win £50,000.  
 \_\_\_\_\_

5 The bus arrives on time / we not be late for class.

---

6 We have better players / can win the match.

---

7 What / happen / the experiment fails?

---

8 We increase exports / may make a profit.

---

9 I am richer / can buy my own car.

---

10 It is fantastic / Peter comes.

---

11 Emre asks you / can you give him some advice?

---

12 The company agrees / may promote him.

---

/  
12

**3 Add *too* or *enough* to the sentences.**

0 She's got too many children to look after.

1 There aren't \_\_\_\_\_ ingredients in the fridge to cook anything nice.

2 Do you have \_\_\_\_\_ time to finish the report?

3 I don't like her. She's \_\_\_\_\_ selfish.

4 I didn't drink \_\_\_\_\_ water before the race.

5 There is \_\_\_\_\_ much work to do.

6 Have you found \_\_\_\_\_ people to come?

7 Do you think he is professional \_\_\_\_\_ for this job?

8 I'm \_\_\_\_\_ tired to go out tonight.

/ 8

**4 Correct the underlined phrases in the dialogue.**

A: What's the best way to get to the university?

B: Good, it's probably best if you take the High Street.

A: But it's very crowded at this time.

B: Hmm, being honest, I hadn't thought about that. I think I use St. Peter's Street and then turn into Short Avenue. Have you got a map?

A: Get me see, here's one. What if Short Avenue's closed. There's a match today. What should I do?

B: That's a hard. I think you should take a taxi.

0 Well  
1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_  
4 \_\_\_\_\_

**5 Name the personality types that match the descriptions.**

- 0 He sits in the corner at parties. unsociable
- 1 She doesn't need anyone. sel
- 2 He doesn't like to make mistakes. cau
- 3 She likes to do dangerous activities. r
- 4 He loves meeting people. s
- 5 She prefers to work alone. ind
- 6 He doesn't worry if he doesn't win. n
- 7 He has to win every game. c
- 8 In his job he checks things all the time. car

/ 8

TOTAL / 40

**Модуль 5****Раздел 1**

**1 Use the sentences below to write adjectives that describe Naomi and Sylvina. The first two letters of each personality adjective is given for you.**

NAOMI	SYLVINA
0) She loves to try new things.	1) She wants to be the manager of the company.
2) She rarely gets angry.	3) She is always pushing her ideas.
4) She loves giving presents.	5) She always tells people what to do.
6) She's very relaxed about things.	7) Some days she's happy, others angry.
8) She's always ready to accept new ideas.	9) She always has lots of new ideas.
10) You can trust that she will get things done.	

- |    |                    |   |           |
|----|--------------------|---|-----------|
| 0  | <u>adventurous</u> | 1 | <u>am</u> |
| 2  | <u>ev</u>          | 3 | <u>as</u> |
| 4  | <u>ge</u>          | 5 | <u>bo</u> |
| 6  | <u>ea</u>          | 7 | <u>mo</u> |
| 8  | <u>op</u>          | 9 | <u>cr</u> |
| 10 | <u>re</u>          |   |           |

/ 10

**2 Correct the questions. Use the answers to help you.**

- 0 Are you like Italian food? A: Yes I do.  
Do you like Italian food?
- 1 Do you have finished the exams? A: Yes, I have.  
\_\_\_\_\_
- 2 Why is the best company to work for? A: The Purple Group.  
\_\_\_\_\_
- 3 Do they discuss the issue at the moment? A: Yes. They are.  
\_\_\_\_\_

- 4 Who did see the accident? A: That man did.
- 
- 5 How often are they being in the office? A: Every Monday.
- 
- 6 Were you go to the exhibition? A: No, not yet.
- 
- 7 Which car do you choose? A: I chose the black one.
- 
- 8 Have you seen David on the TV last week? A: Yes, I did.
- 

/ 8

**3 Find the odd one out. Then write the prefix that two words share.**

- |   |           |          |            |           |       |
|---|-----------|----------|------------|-----------|-------|
| 0 | lingual   | cycle    | define     | <u>bi</u> |       |
| 1 | comfort   | rail     | like       |           | _____ |
| 2 | boss      | rated    | use        |           | _____ |
| 3 | define    | do       | social     |           | _____ |
| 4 | behave    | player   | understand |           | _____ |
| 5 | circle    | perform  | run        |           | _____ |
| 6 | confident | shadowed | behave     |           | _____ |

/ 6

**4 Make sentences or questions from the prompts using present simple or present continuous.**

- 0 They / live / in Paris. They live in Paris.
- 1 This summer / people / buy / lots of sun cream.
- 
- 2 He / look / like / a very thoughtful person.
- 
- 3 Our sales people / usually / not come / to the office.
- 
- 4 More and more people / believe / in personality tests?
- 
- 5 In the background / two women / dance.
- 
- 6 I / not see / the connection.
- 
- 7 They / go / to Canberra twice a month? Yes, they do. Every month.
- 
- 8 The publication of new books / decline / every year.
- 

/ 8

**5 Complete the dialogue adding one or two words in the gaps.**

- A: <sup>0</sup>I suggest you have a talk to Evelyn. She's very upset.
- B: What did I do?
- A: Come <sup>1</sup>\_\_\_\_\_ Shirley! You were really rude to her.

B: Telling her the dress looked terrible? Well, <sup>2</sup> \_\_\_\_\_ true!  
 A: I don't <sup>3</sup> \_\_\_\_\_. It looks really nice. Anyway you didn't have to say it! Do you know why she was wearing it?  
 B: I <sup>4</sup> \_\_\_\_\_ know. Does it matter?  
 B: Yes it does. It was a birthday present from her mother and her mother is coming to the office today. I <sup>5</sup> \_\_\_\_\_ she's really upset now.  
 A: Oh. What can I do? How <sup>6</sup> \_\_\_\_\_ asking her out for lunch?  
 B: Didn't you listen to me? Her mother's coming to the office.  
 A: Oh. Why <sup>7</sup> \_\_\_\_\_ I buy her a little present and a card saying sorry.  
 B: Now that's a great <sup>8</sup> \_\_\_\_\_!

/ 8

TOTAL / 40

**Раздел 2**

**1. The underlined words are all in the wrong sentences. Correct them.**

- 0 After picking up your luggage, you need to go through inoculation. customs
- 1 I broaden you to think again. It's a very important decision.  
 \_\_\_\_\_
- 2 Before going to Malaysia, you need to take an sights for malaria.  
 \_\_\_\_\_
- 3 There are many abroad you can go to from Frankfurt Airport.  
 \_\_\_\_\_
- 4 If I have time, this summer I want to vast the Amazon.  
 \_\_\_\_\_
- 5 It's good to experience your horizons.  
 \_\_\_\_\_
- 6 The world is so customs. You couldn't visit all of it.  
 \_\_\_\_\_
- 7 When in Istanbul, make sure you see all the destinations.  
 \_\_\_\_\_
- 8 Will you ever go explore or will you always stay in England?  
 \_\_\_\_\_
- 9 I want to urge a new way of life so I'm going to visit the Sahara.  
 \_\_\_\_\_

/ 9

**2 Complete the sentences with the phrasal verbs in the box.**

get to	look around	carry on	stop off	got back	<del>set out</del>
--------	-------------	----------	----------	----------	--------------------

- 0 You'll get there by three o'clock if you set out early.
- 1 Feel free to \_\_\_\_\_ the shop and choose what you want.
- 2 On you way home, will you \_\_\_\_\_ at the supermarket and buy some milk?
- 3 Did you \_\_\_\_\_ the office on time?
- 4 I'm sorry I stopped you. Please \_\_\_\_\_.

5 We left for France last Wednesday and \_\_\_\_\_ home last night.

/ 5

**3 Put the verbs in the box in the correct column.**

walk like carry take look begin die hurry keep hate write			
<b>-ed</b>	<b>-d</b>	<b>-ied</b>	<b>irregular</b>
<i>walk</i>			

/ 10

**4 Make sentences from the prompts using past simple or present perfect**

**0 Pablo Picasso / be / a painter.**

Pablo Picasso was a painter

1 There / never be / a wedding / in space.

---

2 When / the American War of Independence / end?

---

3 We / have / 6,200 thefts / on the underground / last year.

---

4 This year / seen / an increase / in profits from tourism.

---

5 The consultant / arrive / yet?

---

6 The guides / lead / 2,500 climbers / to the top of the mountains/ already this month.

---

7 There / be / violence at the stadium / already. It / start / twenty minutes ago.

---

/ 8

**5 Add a word in the gaps to the text.**

Before I start, one thing we <sup>0</sup> should remember is that a decision needs to be made today so please pay attention to what I have to say. For many people there are arguments both <sup>1</sup> \_\_\_\_\_ and <sup>2</sup> \_\_\_\_\_ opening an airport here. On the <sup>3</sup> \_\_\_\_\_ hand it will provide lots of new jobs. On the <sup>4</sup> \_\_\_\_\_ hand, there will be an increase in both air pollution and noise pollution. Another disadvantage <sup>5</sup> \_\_\_\_\_ building the airport is that our lovely little village will be filled with cars, lorries, hotels and tourists. Is that what we want? We moved here for a quiet life, not a life of dirt and noise! I think we <sup>6</sup> \_\_\_\_\_ stop talking and start acting. I <sup>7</sup> \_\_\_\_\_ we should make the decision to start tonight with our protest. To begin with, it'd be a good <sup>8</sup> \_\_\_\_\_ to contact the local and national media and get them involved.

/ 8

TOTAL / 40



### Раздел 3

#### 1 Complete the sentences with the words from the box.

boring	challenging	exciting	flexible	glamorous	repetitive
	rewarding	stressful			

- 0 My work is very repetitive. I put the tops on toothpaste tubes.  
1 Because I work at home my hours are very \_\_\_\_\_.  
2 Being a model is a very \_\_\_\_\_ job. You get to wear all those lovely clothes!  
3 I hate being an interviewer. It's so \_\_\_\_\_. People always say the same things.  
4 Dealing with difficult patients is very \_\_\_\_\_!  
5 I want a \_\_\_\_\_ job. A job that keeps me working hard.  
6 Working with sharks is very \_\_\_\_\_ but very dangerous.  
7 Nobody notices what I do and the money isn't very good. My job isn't very \_\_\_\_\_.

/ 7

#### 2 Add the word that goes in each sentence. Pay special attention to the preposition.

- 0 I want to gain fluency in six languages.  
1 I have no \_\_\_\_\_ of working in a bank but I can learn fast.  
2 Your chances of promotion will \_\_\_\_\_ on how hard you work.  
3 As the new Marketing Manager, I will be \_\_\_\_\_ for the whole marketing department.  
4 Do you have any \_\_\_\_\_ of accountancy? If not, we'll need to send you on a course.  
5 What do you \_\_\_\_\_ for in an ideal candidate?  
6 From next week you will \_\_\_\_\_ to Sarah Smart in Room 412.

/ 6

#### 3 Match the person with the description.

- |                                       |                |
|---------------------------------------|----------------|
| a) I'm being interviewed for the job. | 0) Expert      |
| b) I know a lot about the subject.    | 1) Interviewer |
| c) I'm giving the interviews.         | 2) Candidate   |
| d) I'm working in the job.            | 3) Interviewee |
| e) I might get the job.               | 4) Employer    |
| f) People work for me.                | 5) Employee    |

/ 5

#### 4 Complete the sentences with the correct form, either present perfect or present perfect continuous

- 0 They have been working (work) in this office for six weeks.  
1 I \_\_\_\_\_ (know) the result since last week's meeting.  
2 How many cartons \_\_\_\_\_ (arrive) from Thailand?  
3 Exam week \_\_\_\_\_ (not be) as frightening this year.  
4 We \_\_\_\_\_ (see) more serious illnesses since last month.

- 5 \_\_\_\_\_ you \_\_\_\_\_ (look) for the Satchell report? I've got it here.
- 6 The department \_\_\_\_\_ (investigate) the site for more than three years.
- 7 I'm sure he \_\_\_\_\_ (not finish) the project yet.
- 8 The company \_\_\_\_\_ (lose) money every day since he resigned.
- 9 How long \_\_\_\_\_ your dog \_\_\_\_\_ (not eat) his food?

/ 9

**5 Complete the parts of the interview with one or two words in the gaps.**

- A: Well, to begin with, a question we'd <sup>0</sup> like to ask all our candidates is, 'Why were you attracted to this job?'
- B: I'm <sup>1</sup> \_\_\_\_\_ asked me that. This is a job that ...
- A: I'm also interested in <sup>2</sup> \_\_\_\_\_ about your background experience for this job.
- B: Without <sup>3</sup> \_\_\_\_\_ too much detail, I've had ...
- A: Moving <sup>4</sup> \_\_\_\_\_, can you tell me about your previous job?
- B: <sup>5</sup> \_\_\_\_\_ a very good question. I was working in the position of ...
- A: A question <sup>6</sup> \_\_\_\_\_ the skills needed for this job. What do you think they are?
- B: Let me just <sup>7</sup> \_\_\_\_\_ that for a moment. I think the most important skills ...
- A: I'd also like <sup>8</sup> \_\_\_\_\_ how you feel about all the travel involved?
- B: To be honest, I <sup>9</sup> \_\_\_\_\_ thought about that but I don't think it ...
- A: I was <sup>10</sup> \_\_\_\_\_ when you would be available to start work.
- B: I thought you <sup>11</sup> \_\_\_\_\_ me that. I'm afraid it won't be until October.
- A: Hmm. Just one <sup>12</sup> \_\_\_\_\_ question, do you know which is the most important time of the year for us?
- B: I <sup>13</sup> \_\_\_\_\_ I don't know the answer to that.

/ 13

TOTAL / 40

**Модуль 6**

**Раздел 1**

**1 The underlined words are all in the wrong sentences. Correct them.**

- 0 He didn't study the language at school as he is a accent speaker.  
native \_\_\_\_\_
- 1 He's difficult to understand because he is speaking in a slang.  
 \_\_\_\_\_
- 2 I can speak Turkish but I have an English bilingual.  
 \_\_\_\_\_
- 3 Do you speak any grammar languages.  
 \_\_\_\_\_
- 4 I know vocabulary but my native is awful.  
 \_\_\_\_\_
- 5 I learn English dialect from songs and American soap operas.  
 \_\_\_\_\_

6 Because his mother is French and his father is Irish, he is foreign.

---

/ 6

2 **Add the word that goes in each sentence to make a phrasal verb. Pay special attention to the preposition.**

0 I'm so bored these days so I've decided to take up the guitar.

1 If you don't study harder you are going to \_\_\_\_\_ behind.

2 I have so many meetings nowadays that I find it hard to \_\_\_\_\_ up with my work.

3 After all that work, the meeting was cancelled. I feel so \_\_\_\_\_ down.

4 When you live in a country you just \_\_\_\_\_ up the language.

5 When I'm in Italy I can just \_\_\_\_\_ by with my bad Italian.

6 He's really slow. It usually takes him about five minutes to \_\_\_\_\_ on to what is happening.

/ 6

3 **Complete the second sentence so that it has a similar meaning to the first, using *will, going to* or present continuous for future meaning.**

0 We're planning to have a party.

We're going to have a party.

1 Have you arranged to meet Paul at seven?

Are you \_\_\_\_\_

2 The club has probably decided to close.

The club \_\_\_\_\_

3 How many people are intending to come?

How many people \_\_\_\_\_

4 I'm sure you can't finish this course in the future.

I'm sure you \_\_\_\_\_

5 I promise not to tell them anything.

I promise I \_\_\_\_\_

6 The concert has been arranged to start after the parent-teacher's meeting.

The concert \_\_\_\_\_

7 He wants to come but it is unlikely because he doesn't have time.

It is unlikely \_\_\_\_\_

8 Where have you arranged for us to meet Hikmet at four?

Where \_\_\_\_\_

/ 8

4 **Put the two sentences together and make one first conditional sentence. The first two words are given.**

0 He sees you. He gives you the tickets.

If he sees you he will give you the tickets.

1 No-one speaks the language. It dies.

If no-one \_\_\_\_\_

2 You start studying. You fail the exam.

Unless you \_\_\_\_\_

- 3 You can't attend the course. You buy the CD-ROMs.  
If you \_\_\_\_\_
- 4 I have a swim. I finish this work.  
As soon as \_\_\_\_\_
- 5 Humans become extinct. It isn't disastrous for the ecological system.  
If humans \_\_\_\_\_
- 6 He's not here. I must start the meeting without him in five minutes.  
If he \_\_\_\_\_

/ 6

**5 Put the phrases in the box with the correct verb of permission.**

<del>employees to enter without a identity card</del> me go to the party    us to leave class early them to wear shoes in the house    customers to smoke in the public lounge you read in bed		
<b>Let</b>	<b>Allow</b>	<b>Permit</b>
		<i>employees to enter without an identity card</i>

/ 5

**6 Underline the odd one out.**

- |   |                 |               |            |
|---|-----------------|---------------|------------|
| 0 | <u>fluently</u> | disappearance | extinct    |
| 1 | extinct         | die out       | disastrous |
| 2 | disappearance   | extinction    | die out    |
| 3 | die out         | extinct       | disappear  |

/ 3

**7 Correct the underlined words in the sentences.**

- |   |  |                   |
|---|--|-------------------|
| 0 | I'm not <u>hope</u> about that.                | <u>sure</u> _____ |
| 1 | It's definitely <u>valuable</u> considering.   | _____             |
| 2 | I don't <u>believe</u> about that.             | _____             |
| 3 | I'm <u>frightened</u> I don't like the idea.   | _____             |
| 4 | If we do <u>what</u> , it will cause problems. | _____             |
| 5 | I <u>feel</u> you're right.                    | _____             |
| 6 | Yes, I think that would <u>make</u> .          | _____             |

/ 6

TOTAL / 40

**Раздел 2**

**1 The underlined words are all in the wrong sentences. Correct them.**

- 0 Tropical fruit juice advertisements are always filmed in catchy locations.  
exotic \_\_\_\_\_

- 1 Everybody recognises the shocking of McDonalds. \_\_\_\_\_
- 2 The new sponsorship will be 'A bite a day, keeps the doctor away'.

3 Our profits haven't increased. The campaign hasn't been very misleading, has it?

4 It's dull. People will think we are selling fruit. We're not!

5 I want a logo message that makes people think their lives will be better if they choose us.

6 I thought the war videos David took were really exotic.

7 We can't afford to do it ourselves. We need slogan.

8 The song in the advert is really persuasive. It's playing in my head all the time.

9 Can you think of something effective to make people laugh?

10 The film was so witty I fell asleep in the middle.

/  
10

2 **Match the method of advertising to the sentence.**

0) This can be found in ancient sites.	a) poster
1) You need the postal service for this.	b) product placement
2) If it it's a good film it'll work.	c) wall painting
3) You only need your friends.	d) word-of-mouth
4) Found in newspapers.	e) endorsement
5) On the wall.	f) commercial
6) Usually come between programmes.	g) classified ad
7) You need someone famous for this.	h) handbill
8) You need lots of people on the streets for this.	i) mail order

/ 8

3 **The underlined words are all in the wrong place. Correct them.**

0 persuasive food

junk food

1 interactive sums

2 food message

3 vast target

4 fast website

5 attractive television

6 junk advertisement

/ 6

**4 Rewrite these sentences in the second conditional.**

**0** If he sees her, he will tell you.

If he saw her he would tell you.

**1** If I have time, I will help you.

**2** It will be good, if they add a tune.

**3** If I am in charge, I will promote Silvio.

**4** If there aren't enough tickets, I will stay at home.

**5** If people are more careful, I won't have to keep picking up rubbish.

/ 5

**5 Complete the text, using the correct form of comparison of the adjectives given.**

OK, let me tell you about my opinions about these adverts. I think the <sup>0</sup>most effective (effective) advert is the one by the Smith Group. It's <sup>1</sup>\_\_\_\_\_ (clever) than the advert by Bodlers and <sup>2</sup>\_\_\_\_\_ (funny). It's not as <sup>3</sup>\_\_\_\_\_ (cheap) as the advert by Greggs. In fact, it is the <sup>4</sup>\_\_\_\_\_ (expensive) advert but worth every penny. The one by Adblers is the <sup>5</sup>\_\_\_\_\_ (successful). It was truly awful!

/ 5

**6 Put the following phrases/sentences in the right order.**

**a)** This brings me to my next point. \_\_\_\_\_

**b)** Are there any questions? \_\_\_\_\_

**c)** My presentation is divided into four parts. \_\_\_\_\_

**d)** I'd like to introduce my colleagues. 0

**e)** Now let me summarise our main points. \_\_\_\_\_

**f)** Our purpose today is to... \_\_\_\_\_

**g)** If you have any questions, we'd be pleased to answer them at the end. \_\_\_\_\_

/ 6

TOTAL / 40

**Раздел 3**

**1 Choose the best answer, a), b) or c) to complete the sentences.**

**0** We get our products from a supplier in Turkey.

**a)** competitor                      **b)** customer                      **c)** supplier

**1** We'll have to \_\_\_\_\_ you extra for transportation.

**a)** charge                      **b)** loss                      **c)** price

**2** We have 45% of the market. That's 10% more than our nearest \_\_\_\_\_.

**a)** wholesaler                      **b)** competitor                      **c)** retailer

**3** The shop has about 200 \_\_\_\_\_ every day. 180 of them are tourists.

**a)** customers                      **b)** suppliers                      **c)** staff

- 4 Too many \_\_\_\_\_ fail and lose all their money. I'd rather work for a safe company.  
a) partners                      b) manufacturers    c) entrepreneurs
- 5 If you don't pay your \_\_\_\_\_, you'll be arrested.  
a) taxes                          b) wages                      c) profit
- 6 Every week I go to a \_\_\_\_\_ to buy all the ingredients I need for my restaurant.  
a) manufacturer                b) wholesaler                c) entrepreneur
- 7 If you want to make some money, you should \_\_\_\_\_ in one of the new Internet companies.  
a) partner                        b) invest                        c) profit
- 8 If I work hard this year, they'll make me a \_\_\_\_\_ in this law firm.  
a) customer                      b) community                c) partner
- 9 We buy directly from the \_\_\_\_\_ for these quality trousers.  
a) supplier                        b) retailer                      c) manufacturer
- 10 The company has made a \_\_\_\_\_ of more than £2.5 million this year and is in big trouble.  
a) profit                          b) wage                        c) loss
- 11 The best \_\_\_\_\_ selling Rypon shoes can be found on Hastings Street.  
a) retailer                        b) manufacturer              c) customer
- 12 The award for best businessman is given after a vote by the whole business \_\_\_\_\_.  
a) partner                        b) community                c) entrepreneur

/ 12

**2 Complete the word combinations below with the words in the box.**

a profit    a company (x3)    into business    a product (~~x2~~)    bankrupt  
a contract

a) launch	0) <u>a product</u>
b) launch	1) _____
c) run	2) _____
d) negotiate	3) _____
e) go	4) _____
f) go	5) _____
g) found	6) _____
h) introduce	7) _____
i) make	8) _____

/ 8

**3 Make sentences from the prompts using the past continuous.**

0 People / ask / questions / all the time / at my presentation.

People were asking questions all the time at my presentation.

1 You / work / for the whole / of last year?

2 Peter / not sleep / when the baby / woke up.

---

3 What a terrible meeting. Nobody/ listen / to me.

---

4 We / leave / when the fax arrived.

---

/ 4

4 Complete the sentences with the word in brackets in either the past continuous, past perfect or past simple.

0 The meeting finished (finish) late.

1 The baby woke up and started to cry while her mother \_\_\_\_\_ (make) the lunch.

2 I \_\_\_\_\_ (be) busy for the whole week. Sorry, I couldn't meet you.

3 He \_\_\_\_\_ (remember) that he \_\_\_\_\_ (not pay) the bill.

4 Everyone \_\_\_\_\_ (try) to buy those shoes all day today.

5 When the police \_\_\_\_\_ (arrive) the protesters \_\_\_\_\_ (left) the building already.

6 I \_\_\_\_\_ (want) to help but he \_\_\_\_\_ (make) his decision before I arrived.

7 I \_\_\_\_\_ (write) all the reports by ten o'clock. Then I went home.

/ 10

5 Fill in the gaps in the dialogue with two or three words.

A: We are interested in your new STANDOUT computers and we <sup>0</sup> are thinking of \_\_\_\_\_ placing a large order.

B: Hmm, <sup>1</sup> \_\_\_\_\_ you like to order?

A: About 36,000. We'll pay the whole cost on delivery.

B: I'm afraid <sup>2</sup> \_\_\_\_\_ very difficult. We are a small company you see.

A: Let me <sup>3</sup> \_\_\_\_\_ I understand you. You are saying that you don't have enough people to make them?

B: We don't have a lot of money to manufacture so many computers at one time.

A: I see. <sup>4</sup> \_\_\_\_\_ we paid 25% earlier? <sup>5</sup> \_\_\_\_\_ able to meet the order then?

B: I'm sure we could if you paid 35% earlier. <sup>6</sup> \_\_\_\_\_ feel about that?

A: That sounds fine.

/ 6

TOTAL / 40

**4 семестр**

**Модуль 7**

**Раздел 1**



**1 Identify whether the word is a 'verb', 'adjective', 'person' or 'thing'.**

- 0 scientific adjective
- 1 engineering \_\_\_\_\_
- 2 innovate \_\_\_\_\_
- 3 productive \_\_\_\_\_
- 4 designer \_\_\_\_\_
- 5 useable \_\_\_\_\_
- 6 artistic \_\_\_\_\_
- 7 development \_\_\_\_\_
- 8 inventor \_\_\_\_\_
- 9 manufacture \_\_\_\_\_

/ 9

**2 The underlined words are all in the wrong sentences. Correct them.**

- 0 I don't want old things. I want them to be stylish.  
up-to-date
- 1 Elegant goods are better than mass-produced goods.  
\_\_\_\_\_
- 2 She's got very functional hair. Everyone wants to look like that.  
\_\_\_\_\_
- 3 It's simply retro. It's very easy to use but quite ugly.  
\_\_\_\_\_
- 4 Look at her in that dress and look at how she walks. She's so handmade!  
\_\_\_\_\_
- 5 It was popular when I was a boy and it is popular again. They call it a traditional style.  
\_\_\_\_\_
- 6 Is it a car or is it a spaceship? I don't know but it's definitely up-to-date.  
\_\_\_\_\_
- 7 As part of learning our culture, my mother wants me to learn futuristic dances.  
\_\_\_\_\_

/ 7

**3 Write the abstract noun that best describes each sentence. The first two letters are given for you.**

- 0 Every thing will always get better! optimism
- 1 Everything looks new and up-to-date. mo
- 2 Everything must be useful and not wasteful. ef
- 3 More and more goods are produced in factories in this area. in
- 4 Become a smooth shape, look better, look newer, look faster. st
- 5 Buying and selling goods is important for the economy. co

/ 5

**4 Choose the best answer a), b), c) or d) to complete the sentences.**

- 0 You don't have to come to the party if you don't want to.  
a) must                      b) don't have to                      c) couldn't                      d) should

1 In my opinion, we \_\_\_\_\_ check with our partners before making a decision.

- a) can                      b) have to                      c) could                      d) must

2 If you keep working this hard you \_\_\_\_\_ get a promotion.

- a) could                      b) don't have to                      c) can                      d) mustn't

3 My driving is so bad, I \_\_\_\_\_ drive on the road.

- a) should                      b) could                      c) shouldn't                      d) couldn't

4 Pilots \_\_\_\_\_ fly too many hours.

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

5 It looks useless but I \_\_\_\_\_ try and fix it if you want.

- a) should                      b) can                      c) must                      d) have to

/ 5

5 **Correct the mistakes in the underlined words, using the sentences in brackets to help you.**

0 It can't be the answer. (It's the only possible answer)

It must be the answer. \_\_\_\_\_

1 The experiment must be working. (Nothing has happened)

2 It might be true. (I don't believe it)

3 They must be in bed by now. (I'm not sure)

4 The car might be Peter's. (It's my car)

5 The camera can't be in the bedroom. (I've looked in all the other rooms)

6 He must be swimming. (or sunbathing?)

7 She can't be staying with Elaine. (There's nowhere else for him to go)

8 The president might be involved in the scandal. (It's impossible that he didn't know) \_\_\_\_\_

/ 8

6 **Complete the sentences using one word from the box.**

appeal	point	look	value	features	made	aimed
--------	-------	------	-------	----------	------	-------

0 It would appeal to consumers everywhere.

1 It's excellent \_\_\_\_\_ for money.

2 It's \_\_\_\_\_ of bakelite.

3 It has one weak \_\_\_\_\_ I don't really like.

4 One of the best \_\_\_\_\_ is its economic use of electricity.

5 It's \_\_\_\_\_ at businessmen with time to relax.

6 They \_\_\_\_\_ very stylish.

/ 6

TOTAL / 40

**Раздел 2**

**1 Add the words in the gaps to complete this table about the education system in the UK.**

Age 4-16 all education is <sup>0</sup> <u>compulsory</u>	Age 4-11 Age 11-18 Age 18+	1 _____ education 2 _____ education 3 _____ education
Students pass courses based on the results of exams and continuous <sup>4</sup> _____		

/ 4

**2 Complete the sentences using the correct verb from the box.**

graduate   get <del>study</del> went   make   retake   hand in   revise   do
--

- 0 I want to study Biology tonight for my test tomorrow.
- 1 I failed the course so I will \_\_\_\_\_ it next year.
- 2 He will \_\_\_\_\_ from university if he passes his exams.
- 3 Now he is doing his homework he is beginning to \_\_\_\_\_ some progress.
- 4 We're meeting tonight to \_\_\_\_\_ for the test.
- 5 You must \_\_\_\_\_ all assignments by Friday.
- 6 It doesn't matter if you win but you should always try to \_\_\_\_\_ your best.
- 7 I \_\_\_\_\_ to college in Warsaw.
- 8 I hope I \_\_\_\_\_ a good grade in the exam.

/ 8

**3 Write the type of education that best describes each sentence. The first letter is given for you.**

- 0 What you do after you have a degree at university. postgraduate  
education
- 1 Learning done in businesses. c \_\_\_\_\_
- 2 Learning done using the postal service. c \_\_\_\_\_
- 3 Learning when you live in another city or country.  
d \_\_\_\_\_
- 4 Studying on the internet. e \_\_\_\_\_
- 5 Children learning from their parents. h \_\_\_\_\_
- 6 Studying after education, even after retirement.  
l \_\_\_\_\_

/ 6

**4 Add the relative pronouns or adverbs. Do not use *that*.**

- 0 He's the teacher who I like the most.
- 1 Do you know \_\_\_\_\_ I can find something good to eat?
- 2 It was last summer \_\_\_\_\_ we went to Italy.
- 3 It was Jenny Drew's performance \_\_\_\_\_ surprised me.
- 4 There's the man \_\_\_\_\_ I wanted to see.
- 5 David hates food \_\_\_\_\_ comes pre-cooked.
- 6 I don't think he is the man \_\_\_\_\_ car hit mine.
- 7 Do you remember the place \_\_\_\_\_ we first met?
- 8 I cannot remember \_\_\_\_\_ course I chose.

**5 Combine the two sentences to make one sentence with a relative clause.**

**0** That house is too expensive. We saw the house last week.

*That house, which we saw last week, is too expensive.*

**1** This is the German course. I passed it.

**2** Mr Burns is making the proposal. He is very experienced.

**3** The project is in Phnom Penh. This is in Cambodia.

**4** I won't change the decision. Paul disagreed with it.

**5** The chairman opened the meeting. He is also the director of operations.

**6** The concert started at 8'o clock. The concert was to celebrate the President's birthday.

**7** This is the new research scientist. He will be working on bacteria.

**8** The online study programme costs £2000. It is compulsory.

**6 Complete the dialogue using the phrases / sentences in the box.**

- |  |
|--|
| <p>a) Supposing we...</p> <p>b) So, the next thing to do is...</p> <p>c) that's the best solution.</p> <p>d) The bad thing is...</p> <p>e) <del>There are several ways to deal with this.</del></p> <p>f) How about...</p> <p>g) Let's see, what other things we can do?</p> |
|--|

A: Good evening ladies and gentlemen. We have a problem. Recently there have been cases of students finding that things have been stolen from their rooms. <sup>0</sup> e. First we could call in the police immediately. The good thing is this will frighten the thieves and get a quick result.

<sup>1</sup>        it will be noticed by everyone, including the media. I don't think the rector will be happy about that.

B: <sup>2</sup>        ask the police to do things quietly, do you think that would help.

A: I don't think so. I have never known the police to do anything quietly. <sup>3</sup>       .

C: <sup>4</sup>        doing our own investigation and getting students involved. I'm sure that there's someone who has seen something.

A: Yes, I think <sup>5</sup>       . Of course to make it work, we need the students' help. <sup>6</sup>        have a meeting with the students...

**Раздел 3**

**1. Complete the sentences with a verb. The first letter is given for you.**

- 0 If you are so sure, we'll test the theory on you.
- 1 We need to f a solution by the end of the day.
- 2 Politicians worked through the night to try and m the deadline.
- 3 We need to d some more research before we announce the new drug.
- 4 I can't see how this will look. Can you b me a model?
- 5 It'll take many days to s this problem.
- 6 After over 5,000 experiments we finally m a breakthrough.
- 7 The car's not ready. We still have to d the safety tests.

/ 7

**2 Put these words or phrases in the correct column in the table.**

flight test    modification    asteroid    aviation    meteor    prototype
impact    collision <del>mass-produce</del> meteorite    simulation    deflect
<b>Production</b>
<b>Problems in Space</b>
mass-produce

/ 11

**3 Choose the best answer a), b), c) or d) to complete the sentences.**

- 0 The Postal Service was sold to a private company in 1978.  
 a) was sold                              b) sold                                      c) has sold  
 d) has been sold
- 1 The degree \_\_\_\_\_ to him by his father.  
 a) will give                              b) is given                              c) will be given  
 d) gives
- 2 They \_\_\_\_\_ my plans yet.  
 a) didn't accept                      b) weren't accepted                      c) haven't accepted                      d)  
 haven't been accepted
- 3 Passports \_\_\_\_\_ between 9 a.m. and 2 p.m.  
 a) can collect                      b) could collect                      c) could be collected                      d) can be  
 collected
- 4 I \_\_\_\_\_ by his behaviour!  
 a) am surprised                      b) were surprised                      c) surprise                              d) surprised
- 5 The order giving permission \_\_\_\_\_ until too late.  
 a) wasn't arrived                      b) hasn't been arrived                      c) didn't arrive                      d) hasn't  
 arrived
- 6 There \_\_\_\_\_ a mistake. I didn't do it.  
 a) must be                              b) must                                      c) mustn't be  
 d) mustn't
- 7 The cinema \_\_\_\_\_ three films every day.  
 a) was shown                      b) shows                                      c) showing                              d) is  
 shown
- 8 Forty-five new poster adverts \_\_\_\_\_ by the Bluejuice  
 Company this year.

a) designed                                  b) have designed                                  c) were designing    d) have been designed

9 By the time we get back he \_\_\_\_\_.

a) goes                                  b) will go                                  c) will have gone    d) is gone

10 I \_\_\_\_\_ the reports by tomorrow morning.

a) prepare                                  b) will prepare                                  c) will be prepared    d) is prepared

11 The company \_\_\_\_\_ the results soon.

a) should know                                  b) should have known                                  c) should be known                                  d) should have been known

12 Altogether there are sixteen types of penguin. Only eight types \_\_\_\_\_ on these islands.

a) have been seen                                  b) are seeing                                  c) have seen                                  d) see / 12

4 Correct the mistakes in these sentences. Write '0' if there shouldn't be an article.

0) I need to find engineer quickly.	<u>an</u>
1) The good furniture is hard to find.	_____
2) I want to travel to a centre of the earth.	_____
3) My friend lives in Netherlands	_____
4) Can you give me a answer?	_____
5) He's been engineer for six years.	_____
6) It's best thing you have ever done.	_____

/ 6

5 Match the two halves of the sentences.

0) Yes, _____	a) let's do that.
1) We all...	b) possible solution.
2) What do you...	c) agree then.
3) Another possibility ...	d) think about that?
4) That's a ...	e) is buying a new one.

/ 4

TOTAL / 40

## Модуль 8

### Раздел 1

Fill the gaps with the correct verbs to make phrasal verbs.

0 I can't keep up with the news today. It's always changing.

1 The new management will \_\_\_\_\_ over in June.

2 He was the first to \_\_\_\_\_ up on the need for change.

3 If you \_\_\_\_\_ down a little bit you won't be tired all the time!

- 4 What do we need to do to help you \_\_\_\_\_ into the idea?  
 5 Give it time. The idea will eventually \_\_\_\_\_ on.  
 6 If nothing is done, the tree frog will \_\_\_\_\_ out in thirty years.  
 7 You need to \_\_\_\_\_ out the reasons for their decision. Why don't you ask them?

/ 7

**2 The underlined words are all in the wrong sentences. Correct them.**

- 0 We expect the sales figures to decline at £55 million.  
top out  
 1 The profits this year remain go compared with last year, which is good news.  
 \_\_\_\_\_  
 2 An improvement in performance will unfortunately be followed by a dramatic.  
 \_\_\_\_\_  
 3 Yes, we haven't seen a huge improvement, only a sharp one.  
 \_\_\_\_\_  
 4 Do you expect the results to gradual stable in the future?  
 \_\_\_\_\_  
 5 We have seen a stabilise increase, of 5% per year.  
 \_\_\_\_\_  
 6 Attendance will slight up if we decrease the price.  
 \_\_\_\_\_  
 7 The economy is still moving up and down and I don't think it'll top out.  
 \_\_\_\_\_  
 8 We're expecting a remain rise in prices, from €5 to €10.  
 \_\_\_\_\_  
 9 From a €2 million profit to a €20 million loss, the fall was steady.  
 \_\_\_\_\_

/ 9

**3 Look at sentences A and B and complete the table using the expressions of quantity in the box.**

- A. There are \_\_\_\_\_ answers to your question.  
 B. \_\_\_\_\_ the news is very worrying.

	a couple of	little	no	plenty of	none	a few	some of	much
Possible in sentence A only.	a lot of							
	0	<u>a couple of</u> _____						
	1	_____						
Possible in sentence B only.	2	_____						
Possible in both sentences.	3	_____						
	4	_____						
Possible in neither sentence.	5	_____						
	6	_____						
	7	_____						
	8	_____						

/ 8

**4 Write '-ing', '-infinitive' or 'both' next to the verb or phrase to show which type of verb comes next.**

- 0 would like + infinitive
- 1 decide + \_\_\_\_\_
- 2 practise + \_\_\_\_\_
- 3 begin + \_\_\_\_\_
- 4 hope + \_\_\_\_\_
- 5 manage + \_\_\_\_\_
- 6 suggest + \_\_\_\_\_
- 7 advise + \_\_\_\_\_
- 8 good at + \_\_\_\_\_

/ 8

**5 Correct the underlined mistakes in the sentences.**

0 Can I do a point?

Can I make a point?

1 I'm very unhappy for the results.

2 Well, to call up, we have agreed to meet again next week.

3 I'll look at the matter.

4 We're here to say the proposal to close the gym.

5 Go in front. What did you want to say?

6 I see which you feel.

7 Sorry, would I just say something else?

8 Thank you for your saying. It's always nice to hear what people think.

/ 8

TOTAL / 40

## **Раздел 2**

**1. Write the adjectives that we can use to describe films, novels and TV programmes.**

- 0 i n c o m p a r a b l e
- 1 c l a \_\_\_\_\_
- 2 o u t \_\_\_\_\_
- 3 g r i \_\_\_\_\_
- 4 m o v \_\_\_\_\_
- 5 h i l \_\_\_\_\_
- 6 g r o \_\_\_\_\_

/ 6



**2 Add the genre to the description.**

- 0 Popular type of dance music. soul
- 1 A programme about politics. \_\_\_\_\_
- 2 The TV comedy series. \_\_\_\_\_
- 3 A cartoon, for example. \_\_\_\_\_
- 4 Music with speaking. \_\_\_\_\_
- 5 Tells the day-to-day lives of normal people. \_\_\_\_\_
- 6 There's probably a murder or a robbery. \_\_\_\_\_
- 7 Written by myself, about myself. \_\_\_\_\_
- 8 Usually very frightening. \_\_\_\_\_

/ 8

**3 Tick the words that are related to films.**

- |             |                                     |                 |       |
|-------------|-------------------------------------|-----------------|-------|
| choreograph | <input checked="" type="checkbox"/> | special effects | _____ |
| genre       | <input type="checkbox"/>            | full-length     | _____ |
| novel       | <input type="checkbox"/>            | dub             | _____ |
| sequel      | <input type="checkbox"/>            | pitch           | _____ |
| set         | <input type="checkbox"/>            | chapter         | _____ |
| page turner | <input type="checkbox"/>            | series          | _____ |

/ 7

**4 Correct the mistakes and rewrite these sentences.**

- 0 He said he is going to the bank.  
He said he was going to the bank.
- 1 David said he caught the bus yesterday.  
\_\_\_\_\_
- 2 He said me that the report had been finished.  
\_\_\_\_\_
- 3 The president said he will win the election.  
\_\_\_\_\_
- 4 The journalist told Peter wait for his telephone call.  
\_\_\_\_\_
- 5 The report said the project can't be finished that year.  
\_\_\_\_\_
- 6 He said he wanted the job for a long time.  
\_\_\_\_\_
- 7 They said they have been living there for six months.  
\_\_\_\_\_
- 8 The actor said he is happy to be here.  
\_\_\_\_\_

/ 8

**5 Write questions in direct speech from the reported form.**

- 0 Sue asked me when I would come.  
When will you come?
- 1 The director asked me if I wanted the job.  
\_\_\_\_\_

- 
- 2 The journalist asked me why I was there.
- 
- 3 The interviewer asked me if I had ever worked in design before?
- 
- 4 They asked me what offer I could give.
- 
- 5 She wanted to know if I knew the result of the tests.
- 
- 6 They wanted to know if the car had been bought the week before.
- 

/ 6

**6 Complete the sentences using the correct comparing and contrasting phrases.**

- 0 £2000 a month is more than £200 a week.
- 1 The weather today is a lot \_\_\_\_\_ yesterday. Yesterday was lovely, but look at all the rain now.
- 2 A visit to your mother is \_\_\_\_\_ finishing the plans for tomorrow's meeting! If the plans are not finished I'll lose my job.
- 3 Her recent film is very \_\_\_\_\_ her last one. In fact, the storyline is almost the same.
- 4 The results in your report are \_\_\_\_\_ my results. In fact they are not the same at all!
- 5 Your offer of £1,200 today is \_\_\_\_\_ as £600 today and the rest next week. It's still £1,200.

/ 5

TOTAL / 40

**Раздел 3**

**1. Add the words that go with *behaviour* to make word combinations.**

- 0 bad behaviour
- 1 cr \_\_\_\_\_ behaviour
- 2 hu \_\_\_\_\_ behaviour
- 3 a \_\_\_\_\_-s behaviour
- 4 go \_\_\_\_\_ behaviour

/ 4

**2 Put these words/phrases in the correct column in the table.**

fingerprint    hostage    ransom    lawyer    prosecutor    robbery		
evidence <del>suspect</del> —witness    thief    offender    attorney    bank robber		
<b>People connected with the law</b>	<b>Things connected with crime</b>	<b>People connected with crime</b>
		<i>suspect</i>

/ 12

**3 Make one sentence in the third conditional using the verb in the brackets.**

**0** The car didn't start. We were late. (would)

*If the car had started we wouldn't have been late.*

**1** I didn't pass the exam. I didn't study. (might)

---

**2** You couldn't do the job. You don't have the experience. (could)

---

**3** They didn't win the election. They broke their promises. (would)

---

**4** He was arrested. They found his fingerprints. (might)

---

**5** You didn't lock the door last night. You were robbed. (would)

---

**6** The police lost the evidence. The trial couldn't begin. (could)

---

**7** You didn't think carefully. You didn't see the mistake. (might)

---

**8** Steve stopped to eat something. He missed his plane. (would)

---

/ 8

**4 Complete the sentences using the verb in brackets to form modals for past deduction. There may be more than one possible answer.**

**0** Ali must have seen (see) something. He was sitting on his balcony at the time!

**1** Why did you do that? You \_\_\_\_\_ (know) better.

**2** They \_\_\_\_\_ (hear) the robber breaking in. They weren't even at home!

**3** Dr Smith \_\_\_\_\_ (be) in the laboratory all day yesterday but I'm not sure.

**4** All the evidence says the same thing. It was him. He \_\_\_\_\_ (do) it!

**5** His car has been stolen. He \_\_\_\_\_ (check) to see that it was locked, but he didn't.

**6** He \_\_\_\_\_ (think) it was antisocial behaviour but I didn't.

**7** His presentation was awful. He \_\_\_\_\_ (prepare) very well.

**8** These strawberries are awful. You \_\_\_\_\_ (taste) them before buying them.

/ 8

**5 Correct the underlined mistakes and rewrite the phrases.**

**0** I'm not clean he's guilty because...

*I'm not certain he's guilty because...*

**1** I am confident that you will find the criminal guilty.

---

2 I want he's innocent because...

3 The things clearly shows.

4 The facts of this trial are clear.

5 There should be no thought in your minds that this man is guilty.

6 I am sure that you will find my suspect innocent.

7 You can look at it on two ways.

8 I will buy witnesses to confirm that....

/ 8  
TOTAL / 40

## 5 семестр

### **Модуль 9**

#### **Раздел 1**

#### **A Add the missing words to the following idioms.**

0 George always wants to hold centre stage\_\_\_\_\_.

1 \_\_\_\_\_ speak louder than words.

2 She's the life of the \_\_\_\_\_.

3 I'll have a \_\_\_\_\_ word with her.

4 I want to get \_\_\_\_\_ to the point.

5 I \_\_\_\_\_ it on the grapevine.

6 He \_\_\_\_\_ into laughter.

7 She couldn't get a \_\_\_\_\_ in edgeways.

8 You never \_\_\_\_\_ out of things to say, do you?

/8

#### **B Use the words from the box below to complete the passage.**

sense	contact	charisma	listener
vocabulary			
rambler	pace	body	appearance

There are many ways to communicate and not all of them need you to master the words, the <sup>0</sup>*vocabulary* of a language. Often it is your <sup>1</sup>\_\_\_\_\_, the way you look, that is the first form of communication. The second could be your <sup>2</sup>\_\_\_\_\_ language. For example, are you sitting up straight or sitting with your feet up? Remember, even unspoken communication sends messages to the <sup>3</sup>\_\_\_\_\_. If you are a friendly person or someone with <sup>4</sup>\_\_\_\_\_ then communication will always be easier for you. However, even the most comfortable speaker needs to be careful when speaking. A friend of mine loves speaking but he is a <sup>5</sup>\_\_\_\_\_ and can never stay on the topic for very long. Another friend of mine does not maintain eye <sup>6</sup>\_\_\_\_\_ when

speaking and so the person listening quickly loses interest. If you speak too fast, it can be very annoying, so also think about the <sup>7</sup> \_\_\_\_\_ of your speech. Finally, even in the most serious conversation, try to show a good <sup>8</sup> \_\_\_\_\_ of humour. Everyone likes to laugh.

/8

**C Tick the verbs that cannot be used in the continuous aspect.**

0 hate	✓	1 live	
2 be		3 drive	
4 keep		5 know	
6 depend		7 protect	
8 reveal			

/8

**D Fill in the blanks with the word in the brackets in the simple or continuous aspect (present or past).**

- 0 What are you doing (you do)? It looks dangerous.  
 1 Can you turn the sound down? I \_\_\_\_\_ (talk) on the phone.  
 2 The government \_\_\_\_\_ (vote) on the law next Saturday.  
 3 She always \_\_\_\_\_ (listen) to music when she's studying.  
 4 Until the car is fixed, David \_\_\_\_\_ (drive) me to work.  
 5 During the meeting, I \_\_\_\_\_ (hear) a lot of people complaining.  
 6 These days, I \_\_\_\_\_ (do) a four-mile run in the mornings.  
 7 Journalists report that more and more famous couples \_\_\_\_\_ (separate).  
 8 The minister \_\_\_\_\_ (just leave) the building when the protesters started throwing stones.

/8

**E Add one word to each sentence to correct it. Write the word in the space and mark where the word should go.**

- 0 We \* had a car since my sister crashed ours. haven't  
 1 We were a little late but the secretary told us Mr Smith just left. \_\_\_\_\_  
 2 The cockroach lived for millions of years. \_\_\_\_\_  
 3 I'm not trying again. I tried it six times already. \_\_\_\_\_  
 4 They appealed four times before the judge changed the sentence. \_\_\_\_\_  
 5 They couldn't get in because the concert already started \_\_\_\_\_  
 6 Historians now decided that Richard was not a bad king. \_\_\_\_\_  
 7 As a result of high temperatures, we run out of water. \_\_\_\_\_  
 8 Dr Ahren taught Archaeology yet but plans to next semester. \_\_\_\_\_

/8

/40

**Раздел 2**

**A Read the text and decide which answer (A, B, C or D) best fits each space.**

I hate living in towns. People who talk about towns being lovely because they have a <sup>0</sup> cosmopolitan atmosphere are unfortunately giving a <sup>1</sup> \_\_\_\_\_ impression of what

it is like to live in a city. They never talk about the high <sup>2</sup> \_\_\_\_\_ rates and the <sup>3</sup> \_\_\_\_\_ vandalism that you can see on every street. They do not talk about <sup>4</sup> \_\_\_\_\_ congestion and the horrors of <sup>5</sup> \_\_\_\_\_ hour. Instead they talk about the great <sup>6</sup> \_\_\_\_\_ connections from one part of town to another. Cities are also so ugly. I hate those identical grey concrete <sup>7</sup> \_\_\_\_\_ blocks. Give me the country anytime, where there are wide <sup>8</sup> \_\_\_\_\_ spaces and <sup>9</sup> \_\_\_\_\_ views. What's more, at a time when there is real fear of <sup>10</sup> \_\_\_\_\_ warming and extreme <sup>11</sup> \_\_\_\_\_ change, we should take advantage of the countryside while it is still there.

- |                  |                |             |               |
|------------------|----------------|-------------|---------------|
| 0 a climate      | b cosmopolitan | c mindless  | d open        |
| 1 a significant  | b stunning     | c false     | d global      |
| 2 a traffic      | b noise        | c transport | d crime       |
| 3 a mindless     | b rush         | c false     | d abandoned   |
| 4 a crime        | b traffic      | c apartment | d climate     |
| 5 a rush         | b scientific   | c mindless  | d stunning    |
| 6 a global       | b transport    | c noise     | d satellite   |
| 7 a false        | b detached     | c apartment | d scientific  |
| 8 a abandoned    | b false        | c open      | d significant |
| 9 a detached     | b stunning     | c global    | d mindless    |
| 10 a significant | b detached     | c climate   | d global      |
| 11 a transport   | b climate      | c traffic   | d global      |

/11

**B Match the adverbs that have similar meanings.**

0 mostly	a pensively
1 thoughtfully	b deliberately
2 intentionally	c mainly
3 possibly	d normally
4 comparatively	e perhaps
5 generally	f relatively

/5

**C Put the correct present form (perfect, continuous or simple) of the verb in the brackets in the blanks.**

- 0 The officers have finished (finish) their inspection and will now write up their report.
- 1 She \_\_\_\_\_ (write) six novels since 1999.
- 2 \_\_\_\_\_ (you attend) the extra lessons that Dr Smith is giving?
- 3 I know the film is showing at the cinema because I \_\_\_\_\_ (see) it.
- 4 \_\_\_\_\_ (you think) of resigning recently?
- 5 I \_\_\_\_\_ (not see) him for years.
- 6 'How long \_\_\_\_\_ (you wait)?' 'For ages!'
- 7 This is the third time that they \_\_\_\_\_ (win) the election.
- 8 'Can I collect my car?' 'Yes, we \_\_\_\_\_ (check) it and it seems to be fine'.

9 They \_\_\_\_\_ (investigate) all week but haven't found a single clue.

10 Over the last six months, companies \_\_\_\_\_ (make) huge profits.

/10

**D Complete the second sentence so that it has a similar meaning to the first sentence. Use between two and five words.**

0 What's the time?

Do you know what the time is? \_\_\_\_\_

1 Who saw it happen?

I wonder \_\_\_\_\_ happen.

2 What's the answer?

I'd like to \_\_\_\_\_ is.

3 Did the representative sign the documents?

Could you tell \_\_\_\_\_ the documents?

4 Why was the battle fought?

Does anyone know \_\_\_\_\_?

5 Which car is the newest?

Can you tell \_\_\_\_\_ newest?

6 How many applicants were there?

I wonder \_\_\_\_\_.

7 Did he understand the instructions?

Do you know \_\_\_\_\_ instructions?

8 How much time has passed?

I'd like to \_\_\_\_\_ passed.

/8

**E Identify the extra word in the following sentences.**

0 That is a very true. \_\_\_\_\_ a \_\_\_\_\_

1 That's the one way of looking at it. \_\_\_\_\_

2 I'm being interested in knowing. \_\_\_\_\_

3 I'd like one to know how you did that. \_\_\_\_\_

4 You have had a point, but don't you think it's easier? \_\_\_\_\_

5 You're having absolutely right. \_\_\_\_\_

6 I'd go along with you to there. \_\_\_\_\_

/6

**40**

**Раздел 3**

**A Add the missing words to complete the following idioms:**

0 Don't ever take your eye \_\_\_\_\_ off the ball.

1 They're trying to move the \_\_\_\_\_.

2 I think he \_\_\_\_\_ a bit of an own goal.

3 I tell you, it's a \_\_\_\_\_ new ball game.

4 You need to be \_\_\_\_\_ the ball at all times.

5 I'd like to start the ball \_\_\_\_\_ by making a suggestion.

6 You must always try to ensure a \_\_\_\_\_ playing field.

/6

**B Tick the following words which can be preceded by the word 'self'.**

control	✓	peace	
discussion		discipline	
respect		complain	
confidence		defence	
development		design	

/5

**C Use another form of the word in brackets to complete the sentence.**

- 0 He was disgusted by her behaviour. (disgust)
- 1 \_\_\_\_\_ is needed to play this sport. (coordinate)
- 2 He is very \_\_\_\_\_ man. (courtesy)
- 3 She's not a \_\_\_\_\_, she's an amateur. (profession)
- 4 They need to show more evidence of \_\_\_\_\_. (tolerant)
- 5 The president always looks \_\_\_\_\_ in a crisis. (calmness)
- 6 You can't do that. It's \_\_\_\_\_. (legal)
- 7 This sport requires a lot of \_\_\_\_\_. (agile)
- 8 You have to be \_\_\_\_\_ to be a gymnast. (flexibility)

/8

**D Read the sentences and decide which answer (A, B, C or D) best fits each space.**

- 0 There are some biscuits in the tin.  
a any b too much c some
- 1 There's \_\_\_\_\_ time before the train goes, if you want to get a paper.  
a much b a little c several
- 2 I used to have loads of copies but now I've got \_\_\_\_\_.  
a few b a lot of c hardly any
- 3 \_\_\_\_\_ of the people I told you about would like to meet you.  
a some b little c few
- 4 I would like to respond to \_\_\_\_\_ of the comments made by you, as I only have a couple of minutes.  
a a few b much c a lot
- 5 \_\_\_\_\_ effort has been put into the essay so it's no surprise that he is going to fail.  
a much b few c little
- 6 I told you \_\_\_\_\_ times to close the door and now look what has happened!  
a little b several c few

/6

**E Add the missing article. If one is not necessary write '0'**

- 0 That is first true word you have said. the
- 1 I forgot to give cleaner the key. She won't be able to get in. \_\_\_\_\_
- 2 I'm telling you, she can't buy happiness. \_\_\_\_\_
- 3 Would you prefer to live in city, rather than out here? \_\_\_\_\_
- 4 Would you like to go to Geneva with me? \_\_\_\_\_



- 5 I think it was a cat. It was dark and I couldn't see cat clearly. \_\_\_\_\_
- 6 Would you mind telling me where nearest toilet is please? \_\_\_\_\_
- 7 Pieces we've just seen are examples of Chinese pottery. \_\_\_\_\_
- 8 When she leaves school she hopes she will go to a local university. \_\_\_\_\_

/8

**F Decide if the sentences show examples of the following: (Write A, B or C in the space.)**

A Emphasising adjectives

B Emphasising adverbs

C Emphasising expressions

- 0 He was the best player, there's no doubt about that. C
- 1 It was incredibly easy to fool him. \_\_\_\_\_
- 2 They liked the fish a lot but, most of all, they liked the chocolate mousse. \_\_\_\_\_
- 3 I can't believe he changed his mind so quickly. It was amazing. \_\_\_\_\_
- 4 I would be extremely grateful if you could contact him. \_\_\_\_\_
- 5 What's extraordinary, also, about this, is that this was not the first time. \_\_\_\_\_
- 6 The discovery of America was undoubtedly an accident. \_\_\_\_\_
- 7 We'd like to pay tribute to the tremendous work that the Smiths have put in. \_\_\_\_\_

/7

/40

## Модуль 10

### Раздел 1

**A Add the correct prepositions to the sentences, if necessary. If a preposition is not needed, add a zero (0).**

- 0 Your explanation does not relate to the subject
- 1 It'll take me some time to adjust \_\_\_\_\_ the new conditions.
- 2 You have to be over the age of 18 to participate \_\_\_\_\_.
- 3 It took a while for him to decide \_\_\_\_\_ if he wanted to go.
- 4 My father doesn't approve \_\_\_\_\_ my choice of job.
- 5 She gave her consent \_\_\_\_\_ the operation.
- 6 Competitors will participate \_\_\_\_\_ three challenges.
- 7 She said nothing but nodded her head to show consent \_\_\_\_\_.
- 8 I finally succeeded \_\_\_\_\_ getting through to him.

/8

**B Put the words in the box in the correct columns.**

injection	symptom	surgeon	diabetes
transplant			
midwife	arthritis	anaesthetist	psychiatrist
infection			
painkiller	fever	vaccine	
Illnesses/Diseases	People	Treatments	Medical terms
			symptom

/12

**C Fill in the blanks with the correct form (either future continuous, *going to* or present continuous) of the verb in brackets.**

- 0 I have always wanted to be soldier so I am going to join (join) the army when I finish school.
- 1 Unlike most weekends, I \_\_\_\_\_ (spend) the whole of next weekend in the office.
- 2 \_\_\_\_\_ (you attend) the conference in Exeter? It would be great if you could come.
- 3 They are afraid they can't take on the project. They \_\_\_\_\_ (still complete) two other contracts throughout March.
- 4 He knows he failed the course but he \_\_\_\_\_ (not repeat) it as he doesn't like the lecturer.
- 5 DHL \_\_\_\_\_ (deliver) the package tonight so could you take it for me?
- 6 They \_\_\_\_\_ (publish) the book on 4<sup>th</sup> August.
- 7 To deal with the many complaints, the office \_\_\_\_\_ (open) their doors to people two hours earlier for just one day.

/7

**D Match the first half of the sentences to the second to form correct future perfect or *will* sentences.**

0 I'm sure he	a inform you when we have some information.
1 By the time the train arrives	b we'll buy the tickets.
2 I will certainly	c given birth in time for summer.
3 When Steve gets here	d give birth in the spring.
4 They will	e have been completed by then.
5 She will probably	f will be here for the meeting.
6 They assure me that they will	g they will have bought their tickets.
7 She will have	h have informed you by Tuesday.

/7

**E Add one word to each sentence to correct it.**

- 0 They it will be good idea to start in June. think
- 1 It probably be best if you waited another month. \_\_\_\_\_
- 2 We don't deal with this now, I don't think we'll be able to deal with it later. \_\_\_\_\_
- 3 Which angle you think we should take? \_\_\_\_\_
- 4 But it probably not work. \_\_\_\_\_
- 5 I'll talking to Ali as soon as I get the chance. \_\_\_\_\_
- 6 They'll want us clean the kitchen before we leave. \_\_\_\_\_

/6

/40

**Раздел 2**

**A Read the sentences and decide which answer (A, B, C or D) best fits each space.**

- 0 If you ride a motorbike, you must wear a helmet in case you are hit by a car.

a hovercraft b submarine c balloon d motorbike

1 At weekends I'm learning to fly a \_\_\_\_\_.

a van b glider c tram d barge

2 Being on a \_\_\_\_\_ is like sailing across the sea on air.

a truck b coach c hovercraft d submarine

3 Our company has twelve \_\_\_\_\_ that transport people to over 36 cities across the country.

a coaches b motorbikes c barges d scooters

4 \_\_\_\_\_ are much noisier than planes but can land almost anywhere.

a hydrofoils b helicopters c vans d cable cars

5 I use a \_\_\_\_\_ to go to work. Although it's not very fast I can ride it around cars. I can even carry it when necessary.

a truck b ferry c scooter d tram

6 A cheap holiday option is to travel down the canals on a \_\_\_\_\_.

a barge b hydrofoil c ferry d glider

7 Because they cannot be seen, \_\_\_\_\_ are very effective in times of war.

a balloons b helicopters c submarines d hovercrafts

8 To go from one side of the river to the other we use a \_\_\_\_\_.

a tram b ferry c glider d van

/8

**B Put the words/phrases in the box in the correct column in the table.**

turbulence	shuttle	fumes	freight	seat belt
puncture	anti-lock brakes	tailback	traffic signals	
<b>Safety features</b>	<b>Transport problems</b>	<b>Other words connected with transport</b>		
		<i>shuttle</i>		

/8

**C Complete the second sentence so that it has a similar meaning to the first sentence. Use the words in bold in the future form, and other words. Use between two and five words.**

0 The law allows me to vote when I am eighteen.

**be able to**

When I am eighteen I will be able to vote.

1 Show your identity card or they won't allow you in.

**have to**

You \_\_\_\_\_ your identity card before they will let you in.

2 I am expecting new developments in the next two days.

**could**

There \_\_\_\_\_ new developments in the next few days.

3 Do you think she will be available to see you?

**be able to**

\_\_\_\_\_ see you?

4 They won't let you go to the wedding because you don't have an invitation.

**can**

You \_\_\_\_\_ to the wedding because you don't have an invitation.

5 As the results were good, I don't think we need another exam.

**might**

We \_\_\_\_\_ another exam as the results were good.

6 There is no chance of survival for the panda if new laws are not made.

**be able to**

The panda \_\_\_\_\_ survive if new laws are not made.

7 If you sign the visitors book now you won't be asked to sign when you leave.

**need**

If you sign the book now you \_\_\_\_\_ when you leave.

8 It might be possible to visit your relatives at the weekend.

**could**

We \_\_\_\_\_ your relatives at the weekend.

/8

**D Add the correct past modal in the sentences.**

0 When I was on the top of the mountain I could see for miles.

1 Although the roads were closed I \_\_\_\_\_ to get home by taking a different route.

2 When I was child I \_\_\_\_\_ go to bed early. If I wanted I stayed up until midnight!

3 Amundsen \_\_\_\_\_ reaching the North Pole before Scott.

4 Because of security concerns, we \_\_\_\_\_ even carry a bottle of water onto the plane.

5 I \_\_\_\_\_ to find what I was looking for although it was the last one they had.

6 Because I had been sick for a week, I \_\_\_\_\_ teach an extra ten hours this week.

7 We \_\_\_\_\_ go to England without a visa until we joined the E.U.

8 When I was at school, we \_\_\_\_\_ play football on the school grass. Not any more.

/8

**E Correct the mistakes in the following phrases.**

0 Don't you ~~thought~~ that would be easier. think

1 The best solving would be to do nothing right now. \_\_\_\_\_

2 We need activity right now if we want to stop it. \_\_\_\_\_

3 It's the way sideways for us, I'm sure. \_\_\_\_\_

4 There's no reason in my mind right now that this is for the best. \_\_\_\_\_

5 I think it's unique to take action quickly and decisively. \_\_\_\_\_

6 Sure you must agree that something needs to be done immediately. \_\_\_\_\_

- 7 You can't discuss that mistakes have been made. \_\_\_\_\_  
 8 I hope we agree that that this is the best road to deal with this. \_\_\_\_\_

/8  
 /40

### Раздел 3

**A Read the sentences and decide which answer (A, B, C or D) best fits each space.**

0 Science fiction is almost always set in the future.

a a romance      b science fiction      c a thriller      d a memoir

1 His \_\_\_\_\_ are a collection of the many interesting experiences he had in his life as a diplomat.

a novels      b plays      c memoirs      d essays

2 Although the audience loved it, the \_\_\_\_\_ hated and gave it terrible reviews.

a dramatists      b judges      c biographers      d critics

3 It is better to see \_\_\_\_\_ on the stage than read it in a book.

a poetry      b a blog      c a play      d memoirs

4 For the last four years, he has been keeping a \_\_\_\_\_, showing everything that has happened on his journey round the world.

a a memoir      b an essay      c a diary      d a history

5 As he can't write himself he is going to employ a \_\_\_\_\_.

a ghostwriter      b critic      c novelist      d judge

6 He has kept us all up to date on his \_\_\_\_\_ on the Internet.

a history      b blog      c essay      d thriller

7 Her \_\_\_\_\_ is more interesting than other people's accounts of her life. .

a history      b biography      c essay      d autobiography

8 Before he died, John Smith wrote a book of \_\_\_\_\_, in which he discusses many of the political theories of the twentieth century.

a critics      b essays      c memoirs      d blogs

9 I have always wanted to write \_\_\_\_\_. Preferably, it will be about a murder mystery.

a a crime story      b an essay      c a romance      d a diary

10 I've just written a short book of \_\_\_\_\_. I am hoping that someone will put them to music and make them into songs.

a plays      b memoirs      c novels      d poems

/10

**B Circle the correct word in the sentences.**

0 The room was silence / silent. Nothing could be heard.

1 If you strike / strain a match, we might be able to see something.

2 There was a sudden yell / shriek. Someone was very frightened.

3 He couldn't see anything in the darkness / glare.

4 He spoke in a voice that was only just cry / audible.

5 If you shout in a cave you may hear the shrieks / echoes.

6 Don't let the wax from the candle / lamp burn your hand.

7 The sudden flash / gleam blinded him for a moment.

8 I wish I could identify the tune he cries / whistles.

**C Put the following verbs in their correct form in the right spaces.**

lie	step	see	wait	put	hide	watch
walk	look	shoot	close	turn out		
	notice					

The man closed his book and <sup>0</sup> put it on the table. He looked down the street to the house and <sup>1</sup> \_\_\_\_\_ that someone <sup>2</sup> \_\_\_\_\_ the light in the bedroom. He <sup>3</sup> \_\_\_\_\_ for this impatiently and now it was time to move. He stood up and <sup>4</sup> \_\_\_\_\_ onto the street. He looked round, hoping no one <sup>5</sup> \_\_\_\_\_ him. As he was turning to look behind him there was a sudden noise and he felt a sharp hot pain in his thigh. The next thing he knew, he <sup>6</sup> \_\_\_\_\_ in a hospital bed. He immediately sat up and <sup>7</sup> \_\_\_\_\_ around. Where were the letters he <sup>8</sup> \_\_\_\_\_ in his shoe. If any one found them there would be trouble. And who <sup>9</sup> \_\_\_\_\_ him while he <sup>10</sup> \_\_\_\_\_ towards Celia's house? Who knew he <sup>11</sup> \_\_\_\_\_ her from that cafe? He lay back down and <sup>12</sup> \_\_\_\_\_ his eyes. One thing he was sure of was he had to get out of there fast.

/12

**D Add *used to*, *use to* or *would* to the following sentences.**

- 0 I used to believe that my parents didn't understand me. Then I became one.
- 1 Didn't you \_\_\_\_\_ live with Sarah in Harlow?
- 2 When we were at university, we \_\_\_\_\_ go home every weekend.
- 3 People didn't \_\_\_\_\_ spend hours on the Internet because there wasn't very much on there.
- 4 I'm sure I've seen you before. Did you \_\_\_\_\_ take the early train to London?
- 5 We \_\_\_\_\_ always be sent to bed before seven o'clock when we were children.

/5

**E Identify the extra word in the following sentences.**

- 0 Look there, I'd like to make a proposal. there
- 1 Could I suggest we meet towards you the end of next month? \_\_\_\_\_
- 2 If you included the more information about your colleagues, it'd make it more interesting. \_\_\_\_\_
- 3 I need more of time to think about this. \_\_\_\_\_
- 4 I wasn't expecting to be pay as much as that. \_\_\_\_\_
- 5 You'll find it is good value for some money. \_\_\_\_\_

/5

/40

**Модуль 11**

**Раздел 1**

**A Use another form of the word in brackets to complete the sentence.**

- 0 I can't see the answer to this. It really is insoluble. (solution)

- 1 He was wearing a hat, which was really \_\_\_\_\_ as he normally doesn't wear one. (usual)
- 2 It's really \_\_\_\_\_ to say something like that. She was really upset. (sensitive)
- 3 We need to \_\_\_\_\_ the limits of the project as they were too easy the first time. (define)
- 4 I think you \_\_\_\_\_ me. I wanted to say that I thought it looked very nice. (understand)
- 5 You cannot argue with the facts. They are \_\_\_\_\_. (disputable)
- 6 The government's intentions are \_\_\_\_\_. They should be focussing on health, not education. (place)
- 7 Children need to \_\_\_\_\_ their fear of the dark. (come)
- 8 We spent too much time on \_\_\_\_\_ issues and did not discuss the key point. (important)
- 9 When he came back from his injury he looked \_\_\_\_\_ as an athlete. (vitalise)
- 10 It really gets so \_\_\_\_\_ in the streets on Saturdays that you cannot walk. (crowded)

/10

**B Use the words from the box below to complete the passage.**

derelict	ugly	dilapidated	run down
		demolished	
traditional	commissioned	contemporary	build
bridges	design	restore	magnificent

Charters House had lain <sup>0</sup> *dilapidated* for more than twenty years before the Heritage Trust <sup>1</sup> \_\_\_\_\_ a new project to completely <sup>2</sup> \_\_\_\_\_ the building. This was certainly an effort by the Trust to <sup>3</sup> \_\_\_\_\_ bridges with a local community that was furious that the once <sup>4</sup> \_\_\_\_\_ Charters House had been allowed to get so <sup>5</sup> \_\_\_\_\_. Initially, the Heritage Trust suggested a new <sup>6</sup> \_\_\_\_\_ for the building, something that might not be <sup>7</sup> \_\_\_\_\_ but would be <sup>8</sup> \_\_\_\_\_, as Charters house was when it was first built in 1692. However, the local community insisted that the building would not turn into an <sup>9</sup> \_\_\_\_\_ modern palace but that the original style should be maintained. No one, however, considered how <sup>10</sup> \_\_\_\_\_ the building actually was. Now the Heritage Trust is facing the fact that large parts of the building will have to be <sup>11</sup> \_\_\_\_\_ and then rebuilt. Although this will cost much more than was originally planned, by agreeing to the work the Trust have rather burned their <sup>12</sup> \_\_\_\_\_ on this issue and must continue their work until the project is completed.

/12

**C Add the missing word to the sentence. If one is not necessary write ✓**

- 0 The award given every five years. \_\_\_\_\_ *is*
- 1 The mayor succeeded in re-elected for a second time. \_\_\_\_\_
- 2 Two species of insect were made extinct in the last two months. \_\_\_\_\_
- 3 The prisoners are moving now. They being taken to the visiting room.  
\_\_\_\_\_

- 4 A new treaty will announced in the next few days. \_\_\_\_\_
- 5 I hate photographed, especially in the mornings. \_\_\_\_\_
- 6 New employees requested to register for the Family Club. \_\_\_\_\_
- 7 The next snow fall won't be seen for some time. \_\_\_\_\_

/7

**D Complete the second sentence so that it has a similar meaning to the first sentence. Use the passive form of the word in bold and any other words. Use between two and five words.**

0 The council commissioned a new building project for the following year.  
**commission**

A new building project was commissioned by the council for the following year.

1 We inspected the factory four times. Then there was the accident.

**inspect**

The factory \_\_\_\_\_ four times before the accident.

2 We expect to show his new work during the Summer Exhibition.

**expect**

His new work \_\_\_\_\_ during the Summer Exhibition.

3 The Heritage Trust has maintained the building for the last six years.

**maintain**

The building \_\_\_\_\_ the Heritage Trust for the last six years.

4 There is no doubt that the behaviour of the witness has affected the jury.

**affect**

There is no doubt that the jury \_\_\_\_\_ the behaviour of the witness.

5 We sent the parcel by Express Mail yesterday evening.

**send**

The parcel \_\_\_\_\_ by Express Mail yesterday evening.

6 The last I heard, they were checking identity cards at the door.

**check**

The last I heard, identity cards \_\_\_\_\_ at the door.

7 I needed someone to tell me what to do because I had no idea.

**tell**

I \_\_\_\_\_ what to do because I had no idea.

/7

**E Rearrange the words to make sentences.**

0 need think through we carefully to this. We need to think this through carefully.

1 be idea something good might have to it a better \_\_\_\_\_

2 should them something offer we \_\_\_\_\_

3 essential offer to more money it's them absolutely \_\_\_\_\_

4 about them have more we'd to out find \_\_\_\_\_

/4

/40



**Раздел 2**

**A Match one word in column A with another in column B and put in the correct place in the sentences.**

A	B
global	labour
human	change
climate	choice
natural	greed
corporate	trade
child	market
multinational	warming
fair	rights
free	companies
consumer	resources

- 0 The world is full of natural resources, such as coal and gas.
- 1 \_\_\_\_\_ coffee is coffee made by small farms who don't sell to big companies.
- 2 If we don't fight against \_\_\_\_\_ then eventually only five or six companies will control everything.
- 3 Some people say being able to choose from five different types of toothpaste is an example of \_\_\_\_\_. I think it's just confusing.
- 4 Recently, the rise of \_\_\_\_\_ has meant that it is now hard to say whether a company is English, French or German.
- 5 We live in a \_\_\_\_\_ economy which means anyone can sell anything anywhere.
- 6 The terrible storms we have seen this year are an example of \_\_\_\_\_.
- 7 Although we say it no longer exists here, isn't seeing kids on the street selling papers a form of \_\_\_\_\_?
- 8 Not allowing me to speak at the meeting is an attack on my basic \_\_\_\_\_.
- 9 Surprisingly, the UK and Northern Europe will not be affected by \_\_\_\_\_ as it will actually get colder here.

/9

**B Put the letters in the right order to make abstract nouns.**

- 0 wrkingneto                    networking
- 1 ivicretyat                    \_\_\_\_\_
- 2 fluceinen                      \_\_\_\_\_
- 3 abortioncolla                \_\_\_\_\_
- 4 archieryh                      \_\_\_\_\_

/4

**C Fill in the gaps with the missing word. The first two letters are given.**

- 0 The documentary will be televised on Channel 4 on 23<sup>rd</sup> February.
- 1 Just being on a reality programme should not mean that you become a ce\_\_\_\_\_.
- 2 The event is being given 24-hour co\_\_\_\_\_ by the news networks.
- 3 The pr\_\_\_\_\_ is on the Sports Channel at 9 p.m.

- 4 I can't even go out and get a newspaper without the **pa**\_\_\_\_\_ chasing me!
- 5 The weather is **br**\_\_\_\_\_ on Radio 3 every two hours.
- 6 Have you seen the **ne**\_\_\_\_\_ this morning? You're on the front page!
- 7 Sammy Elias is leaving the series as his **ch**\_\_\_\_\_ will be killed in the next episode.
- 8 The **pr**\_\_\_\_\_ has to control itself. It can't let any story be published in every paper.

/8

**D Complete the second sentence so that it has a similar meaning to the first sentence. Use the words in bold. Use between two and five words.**

0 John needs to clean his office. Can you ask him?

**request**

Can you request John to clean his office?

1 He worked until he had something to eat.

**stop**

He \_\_\_\_\_ something to eat.

2 He reached the top of the mountain despite the weather.

**manage**

He \_\_\_\_\_ the top of the mountain despite the weather.

3 Why don't you take a rest this weekend?

**suggest**

I \_\_\_\_\_ a rest this weekend.

4 Of course I remember. We drove 1,000kms in one weekend.

**remember**

Of course I \_\_\_\_\_ 1,000 kms in one weekend.

5 Please remember that you need to read the instructions carefully.

**forget**

Don't \_\_\_\_\_ carefully.

6 The cleaning company says they can do the whole house in one day.

**offer**

The cleaning company \_\_\_\_\_ the whole house in one day.

7 I'd like to go to a Turkish restaurant tonight.

**feel like**

I \_\_\_\_\_ a Turkish restaurant tonight.

8 I think you need to show some sympathy to your brother.

**try**

Why don't you \_\_\_\_\_ to your brother.

9 The government were motivated by the election results to change the Visa Law.

**encourage**

The election results \_\_\_\_\_ the Visa Law.

/9

**E Rearrange the words to make sentences.**

0 year have the checked we every car

Every year we have the car checked

- 1 had the hospital has painted walls the \_\_\_\_\_
- 2 yesterday photographs got my I done \_\_\_\_\_
- 3 are the furniture the council removed week this having \_\_\_\_\_
- 4 the guest Peter had uninvited party from removed the \_\_\_\_\_

/4

**F Add the missing word to the following sentences.**

- 0 Let rephrase that. me
- 1 What do you by that? \_\_\_\_\_
- 2 Could you me a specific example? \_\_\_\_\_
- 3 Basically what I'm is the customer is always right. \_\_\_\_\_
- 4 What I really to say was we need to look a little more carefully. \_\_\_\_\_
- 5 Could you explain that in more please? \_\_\_\_\_
- 6 Sorry, I don't know you mean. \_\_\_\_\_

/6

**/40**

**Раздел 3**

**A. Read the sentences and decide which answer (A, B, C or D) best fits each space.**

- 0 Never trust what the critics say. They always write bad things.  
a sculptors    b critics    c realists    d collectors
- 1 With his new and original style, his work is really \_\_\_\_\_.  
a retrospective    b abstract    c realist    d groundbreaking
- 2 A \_\_\_\_\_ of the collection will be shown to special guests before the exhibition.  
a masterpiece b preview    c retrospective    d realist
- 3 A \_\_\_\_\_ works with stone, metal or even wood but doesn't use oil or watercolour.  
a painter    b realist    c sculptor    d collector
- 4 His \_\_\_\_\_ style is reflected in his use of graffiti and images of today's famous people.  
a abstract    b contemporary    c realism    d modern
- 5 This \_\_\_\_\_ documentary will look at her work right up until the last days of her life.  
a realist    b retrospective    c masterpiece    d preview
- 6 His images of war and suffering in his photography are very \_\_\_\_\_ and I hope they affect some politicians.  
a thought provoking b controversial    c groundbreaking    d abstract
- 7 \_\_\_\_\_ painters of Matisse would have been Van Gogh and Lautrec.  
a modern    b abstract    c contemporary    d controversial
- 8 It is a very rare piece so the only person who has it would be a rich \_\_\_\_\_.  
a realist    b critic    c artist    d collector
- 9 This is her \_\_\_\_\_ and it will be the only painting she is remembered for.  
a masterpiece b retrospective    c realism    d preview

/9

**B Match one word in column A with another in column B and put in the correct place in the sentences. (Some words in column A are repeated.)**

A	B
heavily	different
painfully	wrong
entirely	unexpected
utterly	criticised
highly	<del>qualified</del>
<del>highly</del>	praised
completely	shy
completely	unbelievable
totally	unjustified
totally	useless

- 0 He is very *highly qualified* \_\_\_\_\_. In fact he may be too good for the job.
- 1 We thought he would lose so the result was \_\_\_\_\_.
- 2 The brochure said it was a hotel but in fact it was a bed and breakfast. The brochure and reality were \_\_\_\_\_.
- 3 You'll be lucky if you get him to say anything. He's \_\_\_\_\_.
- 4 How can he say I'm useless? He's never seen me. The criticism was \_\_\_\_\_.
- 5 It wasn't just one mistake. He got every question \_\_\_\_\_.
- 6 He has been \_\_\_\_\_ by all his former employers. Not one has a bad thing to say about him.
- 7 Look how thin she is and yet you're telling me she can eat anything. That's \_\_\_\_\_.
- 8 Thank you for trying to fix it but I told you it would be \_\_\_\_\_.
- \_\_\_\_\_ . The computer is dead.
- 9 The minister has been \_\_\_\_\_ in the press for going out to a party the night before the election.

/9

**C Put the following words in the correct box below.**

freezing	extremely	completely	excellent
interesting	totally	unique	very
warm	slightly	furious	upset
<b>GRADABLE ADJECTIVES</b>		<b>UNGRADABLE ADJECTIVES</b>	
<b>ADVERBS FOR GRADABLE ADJECTIVES</b>		<b>ADVERBS FOR UNGRADABLE ADJECTIVES</b>	
<i>very</i>			

/11

**D Mark the place where the adverb in the brackets goes in the sentence.**

- 0 I \* believe that you are right. (certainly)
- 1 It is the worst restaurant in the world. (probably)
- 2 The panda can be seen in the highlands of china. (frequently)
- 3 Can you cook your own food? (there)
- 4 They are known as vegetarians. (mostly)

- 5 The Magna Carta was not signed. (in 1112)
- 6 We take the car to work. (mainly)
- 7 After last night, he'll want to stay in bed this morning. (definitely)

/7

**E Add a missing word to complete these phrases commonly used in presentations.**

- 0 Firstly \_\_\_\_\_, I'll give some facts about ...
- 1 Right, I've told you a \_\_\_\_\_ about ...
- 2 So \_\_\_\_\_ on now to discuss ...
- 3 Ok, that's \_\_\_\_\_ I have to say about ...
- 4 \_\_\_\_\_, the last thing I will look at is ...

/4

/40

**6 семестр**

**Модуль 12**

**Раздел 1**

**A Read the sentences and decide which answer (A, B, C or D) best fits each space.**

- 0 Within one day of falling out with each other they are always friends again.  
a breaking up      b getting on      c falling out      d putting up
- 1 If we don't \_\_\_\_\_ work soon we'll never finish it.  
a put up with      b get down to      c get used to      d fall out with
- 2 No matter how many times I go riding on a horse, I'll never \_\_\_\_\_ it.  
a break up      b fall out with      c get used to      d get down to
- 3 After Helena and Pawel \_\_\_\_\_, Pawel started dating Ewa.  
a fell out with      b got on      c put up      d broke up
- 4 I really just can't \_\_\_\_\_ Severin. She's just so cold.  
a get down to      b get on with      c fall out with      d break up
- 5 How do you \_\_\_\_\_ it. It's so annoying!  
a get on with      b put up with      c get down to      d get used to

/5

**B Complete these idioms connected with 'mind'. Make sure the form is correct.**

- 0 You must be out \_\_\_\_\_ of your mind! It's too dangerous!
- 1 You need to keep an \_\_\_\_\_ mind about this. I'm sure there is more than one solution.
- 2 Take your time \_\_\_\_\_ up your mind.
- 3 I'm in \_\_\_\_\_ minds about this. It might be a good idea but it is a risk.
- 4 Knowing everything's in control gives me \_\_\_\_\_ of mind.

/4

**C Match the words to their definitions.**

- |             |  |
|-------------|--|
| 0 case file | a the reason that makes someone do something, especially when this reason is kept hidden |
| 1 motive    | b a doctor trained in the treatment of   |

- |   |              |  |
|---|--------------|--|
| 2 | profile      | mental illness<br>c a process in which you make a judgment about a person or situation, or the judgment you make |
| 3 | psychiatrist | d a set of papers, records etc that contain information about a crime  |
| 4 | assessment   | e to use the knowledge and information you have in order to understand something or form an opinion about it     |
| 5 | deduce       | f a description that gives important details about a person, a group of people, or a place                       |

/5

**D Delete words in the sentences that are not necessary. If nothing needs to be deleted mark with ✓.**

- |   |   |              |
|---|---|--------------|
| 0 | That's the car which I bought.                    | <u>which</u> |
| 1 | That's the type of person I can work with.        | _____        |
| 2 | Have you got a good reason why you can't come?    | _____        |
| 3 | This is the shop where I used to work at.         | _____        |
| 4 | Here's the man who he showed me the way.          | _____        |
| 5 | Look at the person that's standing in the corner. | _____        |
| 6 | On Saturday was the day when she left.            | _____        |

/6

**E Label the sentences D (for defining relative clauses) and ND (for non-defining relative clauses).**

- |   |   |          |
|---|---|----------|
| 0 | That's the car I bought.  | <u>D</u> |
| 1 | The Potemkin, a B class battleship, was sunk in an accident yesterday.  | ___      |
| 2 | It is the kind of situation in which one could find themselves.         | ___      |
| 3 | It was so noisy, which was really disappointing.                        | ___      |
| 4 | Magnesium, which is bought in 5mg packets, should be treated with care. | ___      |
| 5 | Do you know whose bag is that in the reception area?                    | ___      |
| 6 | I don't think you know what the answer is.                              | ___      |

/6

**F Complete the second sentence so that it has a similar meaning to the first sentence. Use the word in bold to make relative clauses. Use between two and five words.**

0 I've never been here before.  
**that**  
It's the first time that I've been here.

1 The results were very good. This was unexpected.

**which**  
The results were \_\_\_\_\_ unexpected.

2 The solution was in Dr Smith's notes. He left them in his office.

**by**

The solution was in the notes \_\_\_\_\_ his office.

3 In the last programme they talked about Malaria. You need to see it.

**which**

You need to see the last programme \_\_\_\_\_ about Malaria.

4 My daughter was ill last night. It made it impossible for us to come.

**making**

My daughter was ill last night, \_\_\_\_\_ for us to come.

5 Myers Corp has been very successful this year. It is owned by Jon Myers.

**which**

Myers Corp \_\_\_\_\_ Jon Myers, has been very successful this year.

6 You've been talking to someone and I know who it is.

**talking**

I know the person who \_\_\_\_\_

/6

**G Correct the mistake in the phrases for giving advice by either changing or adding a word.**

0 Why do you give him it. don't

1 It's vital which you do it immediately. \_\_\_\_\_

2 You would also make changes to the staff. \_\_\_\_\_

3 I'd advice you to do something about it. \_\_\_\_\_

4 I think you need make a change fast. \_\_\_\_\_

5 You might concern selling everything. \_\_\_\_\_

6 If I were you, I take a break. \_\_\_\_\_

7 It's essentially that you call her. \_\_\_\_\_


8 It might be a good ideal to give him a holiday. \_\_\_\_\_

/8

**/40**

**Раздел 2**

**A Match the words to their definitions.**

- 0 language  a. the way all the parts of a place, building, city etc. are arranged.
- 1 customs b. a system of communication by written or spoken words, which is used by the people of a particular country or area
- 2 cuisine c. your ideas about what is right and wrong, or what is important in life
- 3 institutions d. the typical weather conditions in a particular area

- 4 values
- 5 traditions
- 6 geography
- 7 climate
- 8 the arts
- e. a particular style of cooking
- f. beliefs, customs, or ways of doing something that have existed for a long time, or these beliefs, customs etc in general
- g. things that are done by people in a particular society because it is traditional
- h. art, music, theatre, film, literature etc. all considered together
- i. important systems of organization in society that have existed for a long time

/8

**B Put the words from the box below in the gaps.**

frustrated   hostile                      inadequate   intriguing   isolated  
stimulated

- 0 My interest in aircraft was stimulated by flying to Spain with my brother.
- 1 You don't have to be so \_\_\_\_\_. I'm only trying to help.
- 2 The success of a mystery novel depends on how \_\_\_\_\_ the mystery is.
- 3 The house was very \_\_\_\_\_, miles away from anywhere.
- 4 As the test failed again and again, the scientists became very \_\_\_\_\_.
- 5 These boxes are \_\_\_\_\_ and need to be changed.

/5

**C Change the underlined word(s) to correct the sentence.**

- 0 Your culture is in direct threat to the accepted culture of this country.    counter culture
- 1 Further develop is needed before we can show it to the investors. \_\_\_\_\_
- 2 The American War of Independence dates the American Civil War. \_\_\_\_\_
- 3 Men are always accused of sex, never women. \_\_\_\_\_
- 4 His social behaviour means he never gets invited to parties. \_\_\_\_\_
- 5 The cultural activities are designed to show that many people live here from different countries. \_\_\_\_\_
- 6 He had been a soldier but became a chemist war. \_\_\_\_\_
- 7 There are several different forms of communicate. \_\_\_\_\_
- 8 Cultural understanding must be able to cut across national borders.
- 9 I don't know how value it is but I know you can't afford it. \_\_\_\_\_
- 10 The argument was all over an understand. She thought that he was lying to her. \_\_\_\_\_



11 In the backstreets of the city you will find many artistic **cultures** which are almost unknown to the general public. \_\_\_\_\_

12 I don't know how old it is. It looks **time**. \_\_\_\_\_

/12

**D Complete the second sentence so that it has a similar meaning to the first sentence. Use the word in bold to make reported speech. Use between two and five words.**

0 'I didn't see the exhibition.'

**see**

She said *she hadn't seen* \_\_\_\_\_ the exhibition.

1 'Can you explain that again?'

**can**

She asked \_\_\_\_\_ it again.

2 'The government is discussing the issue now'.

**discuss**

He says \_\_\_\_\_ the issue now.

3 'They moved house after they sold theirs'

**sell**

He told me they had moved house after \_\_\_\_\_.

4 'I'll send the results tomorrow.'

**send**

He said \_\_\_\_\_ the results tomorrow.

5 'We have been organising fashion shows for ten years.'

**organise**

He told us they \_\_\_\_\_ fashion shows for ten years.

6 'Purcell Lake is in the north of the city.'

**be**

He said Purcell Lake \_\_\_\_\_ the north of the city.

7 'What time will the doors open?'

**open**

He asked me \_\_\_\_\_ open.

8 'They might return in the new year.'

**return**

They said they \_\_\_\_\_ in the new year.

/8

**E Add the missing word. If one is not necessary write '□'**

0 We invited him visit us for the holiday.

\_\_\_\_\_ *to* \_\_\_\_\_

1 He refused accept the proposal.

\_\_\_\_\_

2 He apologised arriving late.

\_\_\_\_\_

3 She regretted telling them the news.

\_\_\_\_\_

4 Tom warned not to be late for my appointment again.

\_\_\_\_\_

5 They promised to tell me the whole story.

\_\_\_\_\_

6 Sarah insisted staying late.

\_\_\_\_\_

7 My parents always encouraged me try harder. \_\_\_\_\_

/7

/40

### Раздел 3

#### A Read the sentences and decide which answer (A, B, C or D) best fits each space.

0 You will have never seen this before. It's cutting edge technology.

a practical b user-friendly c cutting edge d handy

1 The X1 model is now \_\_\_\_\_. The X2 model replaced it.

a obsolete b handy c green d durable

2 I can't make the computer work but I'm not surprised. I'm a bit of a \_\_\_\_\_.

a gadget b technophobe c device d technological

3 My grandad had the same watch for thirty years. It was very \_\_\_\_\_.

a cutting edge b practical c durable d out of date

4 An army knife is a very \_\_\_\_\_ thing as it can do many things.

a hard-wearing b handy c obsolete d easy to use

5 This little \_\_\_\_\_ helps you open jars that are difficult to open.

a machine b gadget c apparatus d equipment

6 Have you got all the \_\_\_\_\_ you need to go climbing?

a equipment b device c machines d apparatus

7 This \_\_\_\_\_ little radio can be used anywhere and is easy to use.

a hard-wearing b state of art c practical d durable

8 The machine has a powerful \_\_\_\_\_ which means it keeps working 24 hours a day.

a apparatus b engine c technology d gadget

9 The \_\_\_\_\_ systems will ensure that you have the most up to date security system in the country.

a obsolete b practical c easy to use d state of the art

/9

#### B Use another form of the word in brackets to complete the sentence.

0 There's a lot of mistrust in this office. No one believes anything anyone says. (trust)

1 Wearing a pair of jeans is rather \_\_\_\_\_ for a wedding. (appropriate)

2 The meeting was \_\_\_\_\_ as nothing was agreed on. (effective)

3 Could you come on Saturday as Friday is rather \_\_\_\_\_. (convenient)

4 We hope that racial \_\_\_\_\_ is now a thing of the past and colour will never again decide your position in life. (equality)

5 It was a case of total \_\_\_\_\_. Why they didn't sack him sooner I'll never know. (management)

6 The planning was spectacularly \_\_\_\_\_. Only ten minutes before the quiz started someone asked if we had bought the prizes. Of course no one had. (efficient)

7 I think it highly \_\_\_\_\_ that there'll be snow today. It's too warm. (likely)

8 They were \_\_\_\_\_ to get the report in on time. (able)

9 You would have known not to say that, if you weren't so \_\_\_\_\_. (sensitive)

10 Some of the figures in this report are \_\_\_\_\_ and need to be corrected.

(accurate)

11 It's \_\_\_\_\_ to clean the flat three times a week. We only have two rooms!

(necessary)

12 I \_\_\_\_\_ having my picture in all the newspaper. Why can't the paparazzi leave me alone. (like)

/12

**C Add an extra word to each sentence.**

0 You see him if you get there on time. will

1 If you went to night school, you be able to learn French. \_\_\_\_\_

2 You had won the competition, what would you have done with the money? \_\_\_\_\_

3 They will be released that they don't leave town over the next few days. \_\_\_\_\_

4 There be a clear reaction from the chemicals if you add a drop of water. \_\_\_\_\_

5 If you get here really early, you have a chance of getting a ticket but it's unlikely. \_\_\_\_\_

6 You can go to Japan as long you send an email every day that you are there. \_\_\_\_\_

7 You saw a celebrity buying a newspaper in your local shop, what would you do? \_\_\_\_\_

/7

**D Complete the second sentence so that it has a similar meaning to the first sentence. Use the word in bold to make third or mixed conditional sentences. Use between two and five words.**

0 Because hunting wasn't banned the number of foxes in the UK decreased alarmingly.

**ban**

If hunting hadn't been banned the number of foxes in the UK would not have decreased alarmingly.

1 He's very short sighted so he couldn't get his flying licence.

**be**

If he \_\_\_\_\_, he might have got his flying licence.

2 She didn't buy the right tickets so we're not in Warsaw now.

**be**

If she had bought the right tickets we \_\_\_\_\_, in Warsaw now.

3 He took the first offer so only received 10,000 pounds.

**receive**

If he hadn't taken the first offer, he \_\_\_\_\_ more than 10,000 pounds.

4 Light is faster than sound so I saw the lightning before I heard the thunder.

**see**

If sound was faster than light, I \_\_\_\_\_ the lightning after I heard the thunder.

5 The rebels didn't sign the treaty so the war continued for another six months.

**sign**

If the rebels \_\_\_\_\_, the war would not have continued for another six months.

6 The company went bankrupt because they didn't invest their money wisely.

**go**

If they had invested their money wisely they \_\_\_\_\_.

7 You drove too fast and now I'm sitting in a hospital bed.

**drive**

If you \_\_\_\_\_ slower, I wouldn't be sitting in a hospital bed now.

/7

**E Delete the extra word in the following phrases.**

0 You won't be go out of a job, you have my word for that.

\_\_\_\_\_ go \_\_\_\_\_

1 Things'll get better, I guarantee to that.

\_\_\_\_\_

2 But I can assure you, we're going to put things all right.

\_\_\_\_\_

3 I promise you, it won't go any more further.

\_\_\_\_\_

4 Look up, I understand how you feel.

\_\_\_\_\_

5 That doesn't sound very fair to me, I must say that.

\_\_\_\_\_

/5

/40

**Модуль 13**

**Раздел 1**

**A Place the idioms from the box in the right column.**

all-rounder	dark horse	egghead	show-off
know-all	high-flier	loose cannon	
team player	whiz-kid	smart Alec	

Positive meaning	Neutral or both	Negative meaning
<i>all-rounder</i>		

/9

**B Choose the word that fits the right description. One or two letters are given.**

0 Used to describe chemicals that maybe dangerous

toxic \_\_\_\_\_

1 Used to describe someone who cannot eat nuts, for example.

**al** \_\_\_\_\_

2 Used to describe a novel, for example.

**f** \_\_\_\_\_

3 Used to describe what is related to the mind and to emotions.

**ps** \_\_\_\_\_

4 Used to describe someone who thinks some things are bad luck.

**s** \_\_\_\_\_

5 Used to describe an argument that changes people's minds.

**pe** \_\_\_\_\_

/5

**C Fill in the blanks with the second word of the collocation.**

0 critical thinking

1 dumber \_\_\_\_\_

2 informed \_\_\_\_\_

3 interpersonal \_\_\_\_\_

4 knowledge \_\_\_\_\_

5 rote \_\_\_\_\_

6 traditional \_\_\_\_\_

/6

**D Fill in the blanks with a verb in the continuous aspect (present, present perfect, past or past perfect).**

0 Food is being served (serve) in the school hall while the kitchen is being redecorated.

1 He \_\_\_\_\_ (divide) his time between working at the office and selling his own products before his manager found out and warned him.

2 The committee \_\_\_\_\_ (suspend) its activities from Thursday at 16.00.

3 I \_\_\_\_\_ (phone) the delivery company now to come and get the boxes.

4 He \_\_\_\_\_ (try) to finish the programme for weeks.

5 I am certain that he \_\_\_\_\_ (negotiate) an agreement last week but I don't know if it was successful.

6 I \_\_\_\_\_ (drive) all night so I needed some sleep before we set off again.

7 There is little evidence to suggest that the cost of living \_\_\_\_\_ (increase).

8 Humans \_\_\_\_\_ (live) on the island until the terrible storms of 1826.

/8

**E Replace the incorrect verb phrase with the perfect aspect.**

0 We already met the Deputy Minister. have (already) met

1 Consider the choices you suggested last week, I think we should take a week off in June. \_\_\_\_\_

2 I completely gave up hope of getting a place at university when the acceptance letter arrived. \_\_\_\_\_

3 Breakdowns were happening for weeks and we need to deal with it before it's too late. \_\_\_\_\_

4 Cockroaches are known to live hundred and thousand of years before humans. \_\_\_\_\_

5 When the police finally arrived, we gave up ever being rescued. \_\_\_\_\_

6 Leaving his job, it took him six months to find another. \_\_\_\_\_

7 She was trying to get hold of him for days before he finally picked up the phone.  
\_\_\_\_\_

8 Jane will be waiting for six hours by the time he gets home. \_\_\_\_\_

/8

**F Change one word in each sentence to correct it.**

0 I imagine it would be sure if we could have a car instead of a bicycle.

~~sure~~ helpful

1 Some don't agree with private schools because they encourage education.

2 It's absolutely elementary that drivers take suitable precautions.

3 It is a prediction that all applicants have degrees.

4 It would be an address for someone to have experience in deep-sea diving.

/4

/40

**Раздел 2**

**A Fill in the missing word in each of the sentences. The first letter is given.**

0 You don't have to arrange anything yourself if you go on an organised excursion.

1 The urban s\_\_\_\_\_ grows larger as the size of the city increases.

2 The tailless Siamese cat has joined the growing list of endangered s\_\_\_\_\_.

3 The sooner we find a cheap and practical new source of renewable e\_\_\_\_\_, the better.

4 If we go on holiday this year, we can only afford a b\_\_\_\_\_ airline.

5 Don't try and visit the museum in this baking t\_\_\_\_\_. It'll be too hot!

6 The storms of the last few weeks have caused irreversible d\_\_\_\_\_ to our house.

7 I would rather stay on the beach than spend countless hours looking at ancient m\_\_\_\_\_.

/7

**B Match the two halves of these travel idioms.**

0 get back	a to nature
1 soak up	b the sights
2 go off	c hair down
3 avoid getting	d from it all
4 let your	e by the pool
5 take in	f the beaten track
6 get away	g the tourist traps
7 steer clear of	h the atmosphere
8 lounge around	i ripped off

**C Read the text and mark the underlined indefinite, definite and zero articles as right (✓) or wrong (X).**

I live on <u>an</u> island that is the gateway to the Atlantic.	0 ✓
<u>Ø</u> island of Treco is one of many islands known	1 ___
as <u>the</u> Isles of Scilly. They lie 28 miles from Lands	2 ___
End, <u>the</u> most south-westerly point of Britain.	3 ___
Scilly consists of five inhabited islands. Only <u>one</u> island	4 ___
has direct access to the mainland. There is <u>the</u> combined	5 ___
population of about 2000. <u>The</u> islands' position produces	6 ___
a place of great contrast. Being surrounded by <u>the</u> sea means	7 ___
they rarely have <u>a</u> frost or snow, which allows local farmers	8 ___
to grow <u>the</u> flowers well ahead of those on mainland Britain	9 ___
while Atlantic winds means spectacular winter storms hit the	
islands from <u>a</u> time to time.	10 ___

/10

**D Replace the modal in the sentence with the modal that agrees with the usage in brackets.**

0 Ocean liners might be able to cross the Atlantic within three days. (ability)

can

1 I'm afraid the Prime Minister will not attend the meeting tomorrow. (general possibility)

2 You can't keep library books beyond their return date. (strong prohibition)

3 You might get your visa stamped before approaching the customs officer. (outside rule or obligation)

4 Evan says he might help you put up the shelves at the weekend. (willingness)

5 Should you turn off the lights when you leave, please? (request)

6 She might not be in the training session as she just phoned from the bank. (negative certainty)

7 The trend must suggest that we are becoming less willing to borrow money. (small likelihood)

8 You can register at the police station as soon as possible. (advice)

9 We could get out of the house by 09.45 or we won't get to the station on time.  
(personal obligation)

10 You shouldn't borrow my books tonight as I have to revise. (permission)

/10

**E Fill in the gaps with one word in these sentences stating a position or asking for clarification.**

0 What exactly do you mean *when* you say that there are limitations to the lengths you are prepared to go?

1 The need for a delay in implementation is not \_\_\_\_\_. If you can't accept it then this meeting is over.

2 I understand where you are \_\_\_\_\_ from but that doesn't mean I agree with you.

3 It \_\_\_\_\_ isn't possible for us to come to an agreement so there is no point in continuing the discussion.

4 It's \_\_\_\_\_ to have a new procedure in place if you want production times to improve.

5 OK, you've been very \_\_\_\_\_ about what you want, but you have not been so clear about how you hope to achieve it.

/5

/40

**Модуль 14**

**Раздел 1**

**A Which adjectives are more likely to be associated with things and ideas, and which ones with personal relations?**

aloof	analytical	charming	cultured	devious	dogmatic
hospitable	meticulous	self-effacing			

Things and ideas	Personal relations
	<i>aloof</i>

/8



**B Add the missing word in the following sentences.**

- 0 Working in China was his first overseas posting.
- 1 Although the ambassador has diplomatic \_\_\_\_\_ from prosecution, he can be asked to leave the country.
- 2 She might not be a good mathematician, but she is great \_\_\_\_\_ working with figures.
- 3 The recent breakdown in negotiations has resulted in a worsening of diplomatic \_\_\_\_\_ between the two countries.
- 4 Although they seemed interested, investors had a reluctance \_\_\_\_\_ put money into the project.
- 5 My father is very proud \_\_\_\_\_ the results of my exams this year.
- 6 While in India, Mark made mistakes because of his lack of cultural \_\_\_\_\_.
- 7 Even though she is afraid of the dark, she has a great passion \_\_\_\_\_ classic horror movies.
- 8 The summit \_\_\_\_\_ aims to bring about the end of 20 years of war.

/8

**C Express the notion in brackets by adding a subordinating conjunction in the right place. Use each subordinating conjunction once only.**

- 0 Changes are made soon, the company will go out of business. (condition)  
Unless changes are made soon, the company will go out of business.
- 1 We are trying to find the man lived in this house. (relative)  
\_\_\_\_\_
- 2 The speaker hasn't arrived we have to postpone the meeting. (reason)  
\_\_\_\_\_
- 3 He reported the growth of crops had decreased by 20 percent. (reported)  
\_\_\_\_\_
- 4 I couldn't get to the shops today I'll have to go tomorrow. (result)  
\_\_\_\_\_
- 5 He had even finished talking about the agenda, half the audience had left the room. (time)  
\_\_\_\_\_
- 6 Ensure the smooth passage of the law, I have spoken to all the MPs. (purpose)  
\_\_\_\_\_
- 7 No one thought to close the windows last night, the office has been burgled. (cause)  
\_\_\_\_\_
- 8 The weather stays nice, we can have dinner on the balcony. (condition)  
\_\_\_\_\_
- 9 He could have checked my bank details he was online. (time)  
\_\_\_\_\_
- 10 Can you pick up the diary I left on your desk? (relative)  
\_\_\_\_\_

/10

**D Correct the modal perfect in each of the following sentences.**

0 The committee should make a decision by the end of last week.

should have made

1 It ought to have rained! The road is dry.

2 I can't see Mike. He should have already gone to the party.

3 We must have seen the doctor and then we would have known that Margaret was pregnant earlier.

4 I can't have phoned earlier but I completely forgot. I'm sorry.

5 They must have avoided making the same mistake if they had read my report earlier.

6 Thank you for your help. I shouldn't have done this without you.

7 As the wedding is tomorrow, he can't have bought the ring already.

8 The police might not have arrested him when they had the chance. They'll never catch him now.

9 We can't have paid for the visa as we don't need one for this country.

**E Match the second half of the sentence with the first.**

0 Our main objective	a that you get the report to me by the end of the day.
1 I'd strongly	b should be a key objective.
2 It's vital	c to think again about the implications.
3 I think	d is to increase production by 20 percent.
4 The cutting of costs	e advise you to consider this proposal.
5 I urge you	f you ought to consider moderating your position.

0 d

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

/9

/5  
/40

**Раздел 2**

**A Match the words in column A with the words in column B to make collocations related to health and healthcare.**

A	B
0 outdated	a <i>equipment</i>
1 life	b pressure
2 maternity	c pain
3 preventive	d system
4 alternative	e expectancy
5 premature	f ward
6 general	g ageing
7 blood	h medicine
8 immune	i practitioner
9 chest	j medicine

/9

**B Fill in the gaps with the correct language of emotions. The first letters are given.**

- 0 Standing on the top of the mountain was a really exhilarating experience.
- 1 The work of the paramedics in difficult conditions was truly i\_\_\_\_\_. Now I want to be one.
- 2 The arrogant behaviour of the new surgeon ant\_\_\_\_\_ everyone in the hospital.
- 3 We were so r\_\_\_\_\_ when the government grant solved our funding problem for operations.
- 4 They were el\_\_\_\_\_ when the scan showed that they were going to have twins.
- 5 Long waiting lists for simple treatments are so ex\_\_\_\_\_ for patients.
- 6 A cold shower right after a run is really inv\_\_\_\_\_.
- 7 After becoming dis\_\_\_\_\_ with conventional medicine, he turned to herbal remedies.
- 8 Ever since I had the check-up and the doctor told me I was cured, I have felt so rej\_\_\_\_\_ and full of energy.
- 9 Coming from a modern hospital to this one, with all its outdated equipment, is like going back to the 19<sup>th</sup> century. It is so dis\_\_\_\_\_ .

/9

**C Choose the correct linker to fill in the gaps.**

- 0 You might be right. \_\_\_\_\_, the decision has already been made.  
a consequently      b nevertheless      c meanwhile      d otherwise
- 1 \_\_\_\_\_ the phone rang, I knew it was you.  
a whilst      b since      c and      d as soon as
- 2 There has been an increase in post-operative infections. \_\_\_\_\_, I have been unhappy with the success rate of operations.  
a moreover      b subsequently      c for this reason      d after that
- 3 \_\_\_\_\_ the specialist has a good reputation, his diagnosis was completely wrong.

a nonetheless                      b until                      c since                      d even though

4 A choice needs to be made in the near future between funding the day-care centre \_\_\_\_\_ using the money to improve the existing primary school.

a when                      b and                      c but                      d in addition

5 The mortality rate of newborn children has still not decreased. \_\_\_\_\_, we need to improve our home support to new mothers.

a for this reason                      b furthermore                      c subsequently                      d since

6 There seems to be no logic to her behaviour. \_\_\_\_\_, I can only assume that she needs psychiatric treatment.

a meanwhile                      b after                      c even though                      d consequently

7 We cannot move to the next phase \_\_\_\_\_ the company have approved the project.

a and                      b therefore                      c when                      d until

8 We were so pleased when they accepted our bid. Imagine how we felt when, \_\_\_\_\_, they changed their mind.

a while                      b meanwhile                      c subsequently                      d furthermore

9 \_\_\_\_\_ to the depressing findings of the government report, hospices are a real success story.

a in contrast                      b nevertheless                      c in addition                      d therefore

/9

**D Rewrite the sentences using the most suitable future form with *be*.**

0 It is certain that he must have an operation.

He *is sure to have an operation*. \_\_\_\_\_

1 It is prohibited to ride bicycles without lights.

Bicycles \_\_\_\_\_

2 A decision from the bank is imminent.

The bank \_\_\_\_\_

3 It is not certain but very probable that the company will refuse any applicants this year.

The company \_\_\_\_\_

4 We require all employees to eat only in the café or restaurant.

Food \_\_\_\_\_

5 The budget will be cut for sure. It always is.

The budget \_\_\_\_\_

6 We expect you to collect Dr Salieri from his hotel at 10 p.m.

You \_\_\_\_\_

7 It has been decided that all the furniture would be moved to a new office on Saturday.

The furniture \_\_\_\_\_

8 The closure of the steel factory is imminent.

The factory \_\_\_\_\_

/8

**E Identify the wrong extra word.**

0 The fact that the machine works means that the funding was fully correct justified.

correct \_\_\_\_\_

1 That is then exactly the kind of thing I'd expect you to say. \_\_\_\_\_

2 If we change the time of the party, some people will somewhat inevitably come at the original time. \_\_\_\_\_

3 One reason I try favour going to the Chinese restaurant is that it is cheaper than Indian. \_\_\_\_\_

4 By this thing, I mean that it's no good waiting for other people to do it. \_\_\_\_\_

5 You may well done ask why I have decided to retire. \_\_\_\_\_

/5

/40

**7 семестр**

**Модуль 15**

**Раздел 1**

**A Tick the words that can make collocations with 'consumer'.**

0 advice	<input checked="" type="checkbox"/>
1 supply	<input type="checkbox"/>
2 trends	<input type="checkbox"/>
3 choice	<input type="checkbox"/>
4 decision	<input type="checkbox"/>
5 goods	<input type="checkbox"/>
6 demand	<input type="checkbox"/>
7 spending	<input type="checkbox"/>
8 price	<input type="checkbox"/>
9 society	<input type="checkbox"/>

/9

**B Fill in the gaps by completing the words or the compound adjectives.**

0 All violations of school rules should be reported immediately.

1 I am not interested in being fashion- \_\_\_\_\_. I wear what I like when I like.

2 As cooking is so time-\_\_\_\_\_, I usually eat out.

3 The latest popul\_\_\_\_\_ ratings show that *Celebrity Come Dancing* is still the most-watched show on BBC.

4 Our mission is to provide high-\_\_\_\_\_ technological gadgets to the bored businessperson.

5 We are a global leader in energy efficiency and sustain\_\_\_\_\_.

6 It is believed that higher states of conscious\_\_\_\_\_ can be achieved through meditation and prayer.

7 We need a big-\_\_\_\_\_ celebrity to open the festival.

8 The television wasn't bought solely for your conven\_\_\_\_\_, you know!

9 This obsess\_\_\_\_\_ with buying expensive cars will soon make you bankrupt.

/9

**C Fill in the gaps using the future in the past and the verbs in brackets.**

0 I was going to drive (drive) to Sheffield yesterday but my car broke down.

1 She was quite a shy child but \_\_\_\_\_(become) one of the most talented actresses in the world.

2 With his lack of experience, he \_\_\_\_\_ (make) a mistake sooner or later.

3 When I last heard about it, the decision \_\_\_\_\_ (make) the following week.

4 The ceremony \_\_\_\_\_(hold) at the Orsay Palace as it was the only place that was available.

5 Her plane \_\_\_\_\_(land) three hours ago but there's been a delay.

6 The security guards \_\_\_\_\_(check) every room in the building before taking up their positions outside.

7 We \_\_\_\_\_(let) you know about the concert but then we found out all the tickets had been sold.

8 No one expected that the local high school \_\_\_\_\_(close down) in the New Year.

9 He told me I \_\_\_\_\_ (arrive) at the office at 9 a.m. Monday morning if I was interested in the job.

/9

**D Rearrange the words in the right order to create emphatic structures. The first word is given.**

0 new need the to consider there's that report we  
There's the new report that we need to consider.

1 Peter Jay really to want who we meet is

Who \_\_\_\_\_

2 clever may isn't he lucky he be

Lucky \_\_\_\_\_

3 had the room I entered scarcely when shouting started she

Scarcely \_\_\_\_\_

4 really dishonesty the the it's company me angers that of

It's \_\_\_\_\_

5 was finish we try the project did what this week to

What \_\_\_\_\_

6 they sacked fine me not me did too only they but

Not \_\_\_\_\_

7 back the house came the shout a from of terrible

From \_\_\_\_\_

8 my exams the of the failed that world end I it's not

It's \_\_\_\_\_

**E Match the two halves of the sentences.**

0 Suppose we did win the lottery, →	a <i>wouldn't that be fantastic!</i>
1 I'm not sure how	b otherwise we'd have to give away some of the stock.
2 We'd need to cut the prices,	c giving him another chance.
3 There'd be a chance	d have to write up our plans first.
4 Admittedly, that'd mean	e to attend the conference, if you'd like to.
5 It'd mean we'd	f practical that would be.

/5  
/40**Раздел 2****A Match the words in column A with the words in column B.**

A	B
0 <i>high</i> →	a <i>tech</i>
1 behind the	b hat
2 ground	c breaking
3 state	d dated
4 out	e moded
5 old	f the times
6 out	g edge
7 cutting	h tech
8 low	i of-the-art

/8

**B Add the correct adverbs and dependent prepositions to the following sentences.**

- 0 He's always trying to get people *down* with his criticisms.
- 1 Her efforts to make you like her really get \_\_\_\_\_ my nerves.
- 2 Would you please contribute \_\_\_\_\_ the lost animals charity this year?
- 3 You need to get \_\_\_\_\_ to a flying start at the beginning of the year if you want to beat the competition.
- 4 The financial crisis had a big impact \_\_\_\_\_ the country's economy.
- 5 How do you account \_\_\_\_\_ the sudden drop in Jake's marks this year?
- 6 The meetings between the two presidents led \_\_\_\_\_ a change in the two countries' relationship.
- 7 His poor health stems \_\_\_\_\_ spending too much time working underground as a miner.
- 8 Sarah is beginning to get the hang \_\_\_\_\_ working here.
- 9 The EU has experienced a massive expansion \_\_\_\_\_ size over the last ten years.
- 10 The government's attempts to reduce inflation may result in a rise \_\_\_\_\_ unemployment next month.

/10

**C Turn the following sentences into the passive whenever possible, but without changing the meaning and the logic.**

0 The group that was responsible for the Wonder Car is now working on an environmentally-friendly engine.

An environmentally-friendly engine is now being worked on by the group that was responsible for the Wonder Car.

1 The department has changed the times of Dr Shea's lectures.

2 When people completed the questionnaires, we collected them.

3 There has been an accident. A falling tree caused it.

4 The Community Relations Council is working late tonight.

5 I might not have locked the door.

6 We tried to get the report finished by midnight.

7 Someone broke into my house last night.

8 No one knows the whereabouts of the missing bank manager.

9 Surprisingly, Peter Ward presented the award.

10 You will receive regular emails from the Computer Help Desk.

/10

**D Fill in the gaps to make causative structures using the word in brackets and other words you might need.**

0 Every day I have my power cut for two hours. (my power cut)

1 All travellers \_\_\_\_\_ so that security guards can check inside. (open their bags)

2 Do you think the office \_\_\_\_\_ a five-week holiday this summer? (have)

3 We \_\_\_\_\_ three times last year, thanks to Gunter's bad driving. (car repair)

4 They \_\_\_\_\_ students \_\_\_\_\_ dictionaries into the examination. (not take)

5 When the storms came in, my husband \_\_\_\_\_ at the airport and couldn't leave. (catch)

6 Sam is \_\_\_\_\_ his sister \_\_\_\_\_ him to Antigua for two weeks. (take)

7 Because I wasn't concentrating the first time, the instructor \_\_\_\_\_ the test all over again. (do)

/7

**E Replace the incorrect word or phrase with the correct one.**

0 Show me give you an amazing statistic.

Show Let \_\_\_\_\_



- 1 I think the statistics speak for loud, don't they? \_\_\_\_\_
- 2 I'd like to give you one other striking thing of the changes in the environment.  
\_\_\_\_\_
- 3 It's incredible to this machine can do! \_\_\_\_\_
- 4 I'm sure you'd find this new technology is an amazingly versatile piece of equipment.  
\_\_\_\_\_
- 5 The whole number of people using this machine is 4.5 million, yes, 4.5 million.  
\_\_\_\_\_

/5  
/40

## Модуль 16

### Раздел 1

#### A Add the missing word to complete the idioms with *hand*.

- 0 He rejected the proposal out hand. out of hand
- 1 Creativity doesn't always go in hand with success. \_\_\_\_\_
- 2 If you've got on your hands, perhaps you could do something for me.  
\_\_\_\_\_
- 3 You can rely on him, he is a safe of hands. \_\_\_\_\_
- 4 He can his hand to anything. He learns so quickly. \_\_\_\_\_
- 5 My hands are on this issue. I really can't help you. \_\_\_\_\_
- 6 Can you me a hand putting the new curtains up? \_\_\_\_\_
- 7 I know you've got the book but have you got it hand right now? \_\_\_\_\_
- 8 He can't help. He's got his hands dealing with the overdue report. \_\_\_\_\_

/8

#### B Rearrange the underlined words to match the right sentence.

- 0 Although I did not like the proposal, I contemporary agreed.  
reluctantly
- 1 The book needs to have a crescent feel as people are less interested in period novels today. \_\_\_\_\_
- 2 Unable to make up his mind on which course to take, he decided to leave it up to humanitarian. \_\_\_\_\_
- 3 Although he was sentenced to life in prison, he was released on pilgrimage grounds.  
\_\_\_\_\_
- 4 My sister is planning a providence to some holy sites in the Levant next year.  
\_\_\_\_\_
- 5 Pawel Novotny is the manager of the world-reluctantly Mayerhoff Hotel in Ostrava.  
\_\_\_\_\_
- 6 I have always wondered why croissants are made in the shape of a renowned.  
\_\_\_\_\_

/6

#### C Fill the gaps in the following sentences with a quantifier plus *of* if necessary.

- 0 A lot of people came to the concert. At least 3000!
- 1 \_\_\_\_\_ time the phone rings, I think my mother is on the other end of the line!

- 2 It was surprising to find that \_\_\_\_\_ the countries supported the motion. Even one vote would have been nice.
- 3 \_\_\_\_\_ the time, the job gets done, so I was surprised to receive your complaint.
- 4 As all the trains were late, \_\_\_\_\_ the delegates arrived on time; in fact, only three out of 20.
- 5 I told you \_\_\_\_\_ of times to visit the dentist. Yesterday was only the most recent.
- 6 There have been a large number of people who have become ill with pneumonia recently and \_\_\_\_\_ the sufferers, about 15%, have been admitted into hospital.
- 7 What is most surprising about the twins is that \_\_\_\_\_ them got exactly the same marks in their A levels.
- 8 If people pay \_\_\_\_\_ attention to the warnings they are given, then it is no surprise that so many accidents take place.
- 9 There are two potential habitats for the elephants. \_\_\_\_\_ the habitats would be suitable, providing the set temperatures are correct.

/9

**D Correct the underlined phrases to make proper conditional sentences.**

- 0 If you hadn't been so thoughtless, you might realise she was upset.  
If you hadn't been so thoughtless, you might have realised she was upset.
- 1 If you try and do that again, I might send you to bed.  
 \_\_\_\_\_
- 2 If the treaty was signed on time, we could have the soldiers out by now.  
 \_\_\_\_\_
- 3 If I cared, I will make an effort to tidy up.  
 \_\_\_\_\_
- 4 If humans were supposed to fly, they would be given wings.  
 \_\_\_\_\_
- 5 If you had the chance when you go to the bank, could you pay in this money in for me? \_\_\_\_\_ 6 If they had passed the hunting law in time, the animal wouldn't become extinct.  
 \_\_\_\_\_
- 7 If the phone rings, someone had to answer it.  
 \_\_\_\_\_
- 8 If we kept the windows closed, we might be stopping the mosquitoes biting us.  
 \_\_\_\_\_
- 9 If it hadn't been on the news, I wouldn't have been knowing about it.  
 \_\_\_\_\_

/9

**E Match the halves to complete the utterances.**

0 Sounds	a <i>like a great idea.</i>
1 Some of the projects	b think it's feasible.
2 I can see	c much as you think.
3 I think it's	d in my opinion.

4 I just don't	e not be such a big problem.
5 But changing the plan might	f must be for the long term.
6 It may not cost as	g very expensive option.
7 It might be a	h some real problems.
8 It's a good project,	i a really good suggestion.

/8  
/40

## Раздел 2

**A Match eight of the words in column A with one word in column B to make up eight collocations about the media.**

A	B
0 popular	a press
1 viewing	b the record
2 ratings	c laws
3 broadsheet	d wars
4 pose	e figures
5 scoop	f a question
6 chequebook	g coverage
7 off	h figures
8 speculation	i journalism
9 media	
10 libel	
11 circulation	

/8

**B Complete the idioms with *keep* with one word.**

0 To keep up with the *news*, I always get a daily paper.

1 He's determined to qualify for the final. We are all keeping our \_\_\_\_\_ crossed for him.

2 It's important we keep \_\_\_\_\_ of the package during the delivery process so that it doesn't get lost.

3 He's our best suspect so I expect you to keep a close \_\_\_\_\_ on him and report back everything he does over the next few days.

4 Since his outburst in the press conference yesterday, the minister has been keeping a low \_\_\_\_\_.

5 You cannot dismiss it without proper consideration. Try to keep an open \_\_\_\_\_ about things or you won't get far in this office.

6 During the climb, you need to keep your \_\_\_\_\_ about you as there can be a snowstorm or avalanche at any time.

7 It is in politicians' interests to keep \_\_\_\_\_ with influential journalists.

/7

**C Use the right pattern of the verb in brackets to complete the sentences. Add an object or preposition when necessary.**

- 0 Many animals in the zoo need the temperature controlled to help them survive (survive) in this cool climate.
- 1 I just can't consider \_\_\_\_\_ (join) your company at this time.
- 2 His assistant urged \_\_\_\_\_ (take) some time over his decision in case he lived to regret it.
- 3 Parents are only allowed \_\_\_\_\_ (talk) with their child's teacher after 16.30 every day.
- 4 The party have not succeeded \_\_\_\_\_ (push through) the bill to restrict payments to MPs.
- 5 The flowers begin \_\_\_\_\_ (blossom) as early as March every year.
- 6 The ship must have arrived. We saw \_\_\_\_\_ (dock) half an hour ago!
- 7 I have warned him several times \_\_\_\_\_ (publish) inaccurate stories.
- 8 I do not enjoy \_\_\_\_\_ (stand) around for hours waiting for you to turn up.
- 9 If the refugees continue \_\_\_\_\_ (move) every two months, it is unlikely they will be able to settle anywhere.
- 10 Humans cannot hear \_\_\_\_\_ (whistle) as I am doing it at a high pitch that only some animals can hear.
- 11 He appears \_\_\_\_\_ (want) to buy the car but I'm not sure.

/11

**D Rearrange the words to make sentences.**

- 0 looking baby after the Elena is  
Elena is looking after the baby.
- 1 with didn't crisis properly deal the they  
\_\_\_\_\_
- 2 case want to into this I look don't  
\_\_\_\_\_
- 3 the finally through operator got I to  
\_\_\_\_\_
- 4 office breaking caught was the into he  
\_\_\_\_\_
- 5 Aliya over leaving get can't he him  
\_\_\_\_\_
- 6 ruining him their she blames holiday for  
\_\_\_\_\_
- 7 on mind I Saturday don't in staying  
\_\_\_\_\_

/7

**E Name the job in media being described.**

- 0 She is the central person in a news programme. anchor
- 1 He supplies photos for all sorts of media. \_\_\_\_\_

2 She writes for a newspaper or a magazine, commenting on the news.

3 He is responsible for the quality of a TV programme.

4 She controls the contents of a newspaper.

5 He usually is the first to tell us about breaking news.

6 She finds authors and gets their books ready for publication.

7 Based abroad, he is responsible for finding out the news there.

/7  
/40

## **8 семестр**

### **Модуль 17**

#### **Раздел 1**

#### **A Complete the eight phrases about justice with words from the box.**

care	community	custodial	delinquency
offenders	youth		

0 care system

1 young \_\_\_\_\_

2 \_\_\_\_\_ sentence

3 \_\_\_\_\_ service

4 \_\_\_\_\_ court

5 juvenile \_\_\_\_\_

/5

#### **B Fill in the gaps in the following sentences with one or two words.**

0 Don't tell him in public because he's bound to make a song and dance.

1 If you insist on wearing that awful dress, you'll just \_\_\_\_\_ attention to yourself.

2 Katy Price telling everyone on Breakfast TV why she got divorced shows again that she likes to wash her dirty \_\_\_\_\_ in public.

3 Bankers took it \_\_\_\_\_ that they could keep paying themselves ridiculous salaries.

4 If we don't bring this meeting to \_\_\_\_\_ soon, there's going to be a fight!

5 Judging by the worried looks of the staff this morning, something is definitely \_\_\_\_\_.

6 I only lost ten pounds! You don't have to make \_\_\_\_\_ about it!

7 Applying for home leave at a very dangerous time on the front is an example of a soldier shirking \_\_\_\_\_.

8 \_\_\_\_\_ own business! I would tell you if I wanted to.

9 I hope that the harsh sentence will \_\_\_\_\_ him from doing it again.

10 I'm not sure I can do it but I'll try my \_\_\_\_\_.

11 Prisons are supposed to provide \_\_\_\_\_ for the criminal but do we really believe these people can get better in prison?

/11

**C Correct the mistaken use of adverbs of degree in some of the sentences below.**

- 0 It's totally cool today but not too cold. fairly \_\_\_\_\_
- 1 I'm really quite exhausted by all that running. \_\_\_\_\_
- 2 I think the decision is utterly important. If it's not made soon it'll be too late.  
\_\_\_\_\_
- 3 Don't worry. He's only completely angry. He'll calm down soon. \_\_\_\_\_
- 4 This is a post only for the fairly qualified. Unless you have a doctorate, don't bother applying. \_\_\_\_\_
- 5 His aggressive position was entirely justified, considering what he had already lost.  
\_\_\_\_\_
- 6 You can totally say you understand the situation! You've never experienced it before.  
\_\_\_\_\_
- 7 It's extremely freezing in here. \_\_\_\_\_
- 8 I was expecting the film to be slow and boring but it turned out to be really funny.  
\_\_\_\_\_
- 9 You cannot have an answer that is totally right. It is either right or wrong.  
\_\_\_\_\_

/9

**D Use the first word in the brackets in noun form plus the second word or phrase to make reported sentences.**

- 0 'The liquid is not boiling.' (observe, correct)  
His observation that the liquid was not boiling was correct.
- 1 'I was late because the bus was late again.' (explain, lie)  
\_\_\_\_\_
- 2 'It was not the blue car that was stolen, it was the red one.' (claim, not heard)  
\_\_\_\_\_
- 3 'To answer your question, I cannot see a solution.' (answer, not helpful)  
\_\_\_\_\_
- 4 'Don't forget to wear a seatbelt.' (advise, saved my life)  
\_\_\_\_\_
- 5 'I had nothing to do with the crime.' (deny, not believed)  
\_\_\_\_\_
- 6 'It's all your fault.' (accuse, unfair)  
\_\_\_\_\_
- 7 'The cleaner always uses dirty cloths.' (complain, ignored)  
\_\_\_\_\_
- 8 'You could do with a night out on the town.' (suggest, a great idea)  
\_\_\_\_\_
- 9 'You cannot have a dog because we don't have a garden.' (argue, logical)  
\_\_\_\_\_

/9

**E Match the first half of the sentences with the second half.**

- |                                 |   |
|---------------------------------|---|
| 0 That's all fair enough, _____ | a <i>but it's simply too basic for our needs.</i> |
|---------------------------------|---|

1 Having said that, I do believe the issue	b I think that we also need to think again about our plans for next year.
2 Admittedly,	c but I still think it employs too many people.
3 Although we're here to discuss the budget,	d we shouldn't lose sight of the fact that this is our first year and we did not expect them to be high.
4 I see what you're saying,	e isn't solely about whether it is legal or not.
5 While accepting your figures,	f but I just can't agree with you.
6 Certainly the HR department is important,	g the cost of this project would be high but it's worth the risk.

/6  
/40

## Раздел 2

### A Choose the best word to complete the compound adjective.

- 0 \_\_\_\_\_ *drug* \_\_\_\_\_-abusing  
a ball      b school      c drug      d town
- 1 \_\_\_\_\_-featuring  
a celebrity   b health      c philosophy      d programme
- 2 \_\_\_\_\_-inspiring  
a happiness   b awe      c confidence      d fear
- 3 \_\_\_\_\_-of-the-way  
a in      b over      c up      d out
- 4 \_\_\_\_\_-winning  
a choir      b award      c bill      d bass
- 5 \_\_\_\_\_-born  
a single      b German      c region      d premature
- 6 comedy- \_\_\_\_\_  
a lived      b performed      c trained      d settled
- 7 \_\_\_\_\_-packed  
a actors      b newspaper      c fun      d seriousness
- 8 \_\_\_\_\_-heavy  
a gossip      b venues      c adapted      d previously
- 9 star- \_\_\_\_\_  
a packed      b heavy      c full      d studded

/9

### B Fill in the gaps in the following sentences with one academic verb. The first letter is given.

- 0 Constant wind and rain will e*rode* the rock until it falls into the sea.
- 1 Would you be able to i\_\_\_\_\_ the burglar from these pictures?
- 2 The amount of snowfall will v\_\_\_\_\_ according to the changes in the temperature.

- 3 Once the locking mechanism is e \_\_\_\_\_, it will be impossible for you to get in.
- 4 The average human should c \_\_\_\_\_ between 1500 and 2000 calories a day.
- 5 His poor presentation r \_\_\_\_\_ the opinion that he wouldn't pass the course.
- 6 The charity needs to d \_\_\_\_\_ food packages to more than 12 villages in the region.
- 7 Could you please i \_\_\_\_\_ on the map where you will be staying?

/7

**C Rewrite the following sentences, making one sentence with a non-finite clause. The first word is given.**

0 We had to leave early. We were so bored.

*Being so bored, we had to leave early.* \_\_\_\_\_

1 I've seen the play. I can tell you it's rubbish.

Having \_\_\_\_\_

2 We added salt. It might improve the taste.

To \_\_\_\_\_

3 Many people saw the badger. It lives at the bottom of our garden.

Many \_\_\_\_\_

4 Alexander Bollite was a scientist. He was the only one who found the cure.

Alexander \_\_\_\_\_

5 The earthquake struck at 6 a.m. It destroyed over 100 houses.

The \_\_\_\_\_

6 The Palace Theatre is showing the new *Ice Age* movie. It has just re-opened.

Just \_\_\_\_\_

7 We built a new shed in our garden. This is for us to have somewhere to observe the stars.

To \_\_\_\_\_

8 The bacteria looks very active if it is seen through a microscope.

Seen \_\_\_\_\_

/8

**D Match the features of spoken English listed in the box with the following pieces of dialogue.**

- a Overlaps
- b Supportive comments
- c Hesitation
- d Repetition
- e Discourse markers
- f Add-on clause structure
- g Ellipsis
- h Reformulations

0 A: So what will we have to do?

B: It will need a reformulation of the theory. This reformulation will take some time.

d

1 A: What do you think of my plan?



B: Well, you know, I haven't really had time to think about it.

2 A: You'll never guess who I saw yesterday. Raul Hernandez!

B: Really! How exciting! Tell me more.

3 A: Please explain your concern.

B: The rate of incidence is quite frightening. What I mean is that it happens so often that we should be very worried.

4 A: I really would like you to understand that...

B: But I do understand you, I mean...

A: No, you don't. You just think you do.

5 A: So what is this?

B: This is the new model of converter, and you can see that it is very modern... and we have included all the new parts... but of course replaced those which you identified as unworkable.

6 A: So what do you think?

B: Well, um, I'm not, er, sure, what to say.

7 A: What shall I do with this?

B: In the car.

/7

**E Fill in the gaps in the speech with the correct words. First letters are given.**

I <sup>0</sup>reckon\_\_\_\_\_ that there is now no question that the takeover will take place.

<sup>1</sup>T\_\_\_\_\_ is, McDougalls have agreed to take over 65% of the company.

<sup>2</sup>Y\_\_\_\_\_ k\_\_\_\_\_, I am personally very pleased with this result.

<sup>3</sup>B\_\_\_\_\_ and I\_\_\_\_\_, this company has been performing very poorly in recent years, and we've had to deal with poor management, bad timekeeping, that

<sup>4</sup>k\_\_\_\_\_ of t\_\_\_\_\_. But then <sup>5</sup>a\_\_\_\_\_, that meant we could be late too! No, seriously, I think we will be a lot better off. <sup>6</sup>A\_\_\_\_\_, we'll have a future, which we wouldn't have if we hadn't signed the takeover. And as

<sup>7</sup>f\_\_\_\_\_ McDougalls, I'm sure they will be a very good parent company. So,

<sup>8</sup>a\_\_\_\_\_ in a\_\_\_\_\_, the future looks bright. Oh, and <sup>9</sup>b\_\_\_\_\_ I

f\_\_\_\_\_, there's a cocktail party tonight to celebrate the takeover. See you all there.

/9

/40

**Модуль 18**

**Раздел 1**

**A Change the words in the box to make them nouns and place them in the right column.**

<i>abstain</i>	abolish	admit	clarify
collide	confuse		
decide	donate	eliminate	extend
instigate			

Nouns ending in <i>-sion</i>	Nouns ending in <i>-tion</i>
	<i>abstention</i>

/10

**B Choose the correct word in the following sentences**

- 0 The fall of the Mercitos bank led to a major boom / slump in the South American markets.
- 1 I wouldn't want to buy this company. It has too many assets / liabilities.
- 2 The bank agreed to borrow / lend me the money I needed to start my company.
- 3 If the money is not paid soon, we will precede / proceed with the winding-up order.
- 4 We now own the company ourselves after paying off all the creditors / debtors.
- 5 We will include everything in the offer accept / except for the condominium in France.
- 6 I don't trust the bank enough to take out a mortgage / loan on my house.
- 7 It doesn't matter how many items we produce, if the supply / demand isn't there, we won't be able to sell them.
- 8 In response to your enquiry / inquiry, we will have new stock in by the end of the month.
- 9 There are a variety of routes we can use to import / export our goods to Japan.
- 10 The company went boom / bust when we had the warehouse burgled.

/10

**C Rewrite the following sentences as one sentence, using the words in brackets.**

- 0 I will publish the report but I won't if my boss tells me not to. (unless)  
Unless my boss tells me not to, I will publish the report.
- 1 There might be a sale this weekend. Will you buy the coat you wanted? (what if)  
\_\_\_\_\_
- 2 I'll accept the post when they meet my conditions. (as long as)  
\_\_\_\_\_
- 3 They might buy the league's top goalscorer but they still won't win the league. (even if)  
\_\_\_\_\_
- 4 I am hoping the bank will extend my loan. Then I can pay you back. (provided that)  
\_\_\_\_\_

---

5 Happy or unhappy, managers should care about their staff. (whether or not)

---

6 I will help you make the costumes but I want three tickets for the play. (on condition that)

---

7 Call the emergency helpline when there is an emergency. (in case)

---

8 Updating my virus check regularly will protect my computer. (assuming)

---

9 How far do two cars travel when one car travels from London to Glasgow and the other from London to Exeter? (supposing)

---

/9

**D Rearrange the words to make sentences using phrasal verbs.**

0 the show baby the monitor on will up

The baby will show up on the monitor.

1 buy your took suggestion a up new car I to

---

2 Year gave cigarettes I up New the in

---

3 street told for off on the him playing I

---

4 a pill down I to me took calm

---

5 will turn I your have request down to

---

6 army in the the form to join filled David

---

/6

**E Match the first half of the sentences with the second half.**

A	B
0 I think that	a sounds OK to me.
1 We're not prepared to invest	b your new proposal.
2 Let's talk about	c a much higher rate.
3 We're not happy	d that's not acceptable.
4 I'm sorry, we were looking for	e unless you can offer us more incentives.
5 Well, I'm sorry, but	f about the terms you require.

/5

/40

**Раздел 2**

**A Fill in the gaps with the correct word.**

0 a flock of birds

- 1 a pack of \_\_\_\_\_
- 2 a shoal of \_\_\_\_\_
- 3 a swarm of \_\_\_\_\_
- 4 a herd of \_\_\_\_\_
- 5 a set of \_\_\_\_\_

/5

**B Match the meanings with the words.**

0 a flower or the flowers on a tree or bush	→ a <i>blossom</i>
1 a plant or animal that lives on or in another plant or animal and gets food from it	b carnivorous
2 a strong light plastic used to make bags, sheets for covering food, small containers, etc.	c germinate
3 a mountain with a large hole at the top, through which very hot liquid rock is sometimes forced out	d jellyfish
4 what some plants do when they begin to grow	e mercury
5 to travel in a curved path around a much larger object such as the Earth, the sun, etc.	f meteor
6 a sea animal that has a round transparent body and can sting you	g orbit
7 a heavy silver-white poisonous metal that is liquid at ordinary temperatures, and is used in thermometers. It is a chemical element, with the symbol Hg	h parasite
8 a long area of high land, especially at the top of a mountain	i pollination
9 the action of taking pollen to a flower or a plant so that it can produce seeds	j polythene
10 eats meat and / or flesh	k ridge
11 a piece of rock or metal that travels through space, and makes a bright line in the night sky when it falls down towards the Earth	l volcano

/11

**C Replace the underlined word(s) in the sentences with an informal equivalent.**

0 I hate those environmentally-concerned people. They don't think about humans.  
tree-huggers

- 1 You must be insane if you think you can arrange a meeting with the Prime Minister.  
\_\_\_\_\_.
- 2 His uncontrolled argument about women drivers upset everyone.  
\_\_\_\_\_.
- 3 Are you still complaining? I am unable to tolerate it anymore.  
\_\_\_\_\_.
- 4 Don't expend time and effort buying me a present as I don't want one.  
\_\_\_\_\_.
- 5 When will she stop talking incessantly about the dangers of taking aspirin?  
\_\_\_\_\_.

/5

**D Fill in the gaps with a maximum of two words, using substitution or ellipsis. Only use one word if you can.**

- 0 If you don't want that drink, I'll have \_\_\_\_\_ *it* \_\_\_\_\_.
- 1 I suggest we don't use metal. This particular \_\_\_\_\_ is heavy and rusts easily.
- 2 I don't think Dave will like the present. \_\_\_\_\_ prefers clothes.
- 3 If you give me more time to write the report, I'll \_\_\_\_\_ it by the end of the week.
- 4 She asked you to give your answer this week. Have you \_\_\_\_\_?
- 5 I don't need to have two bathrooms in this house but they are both nice. Either \_\_\_\_\_ would do.
- 6 He's been banned for fighting. That's not \_\_\_\_\_ of behaviour we want to see.
- 7 There are tickets for the 6 o'clock and the 8 o'clock show, but I prefer the \_\_\_\_\_.
- 8 She says she doesn't want to see a doctor but I think she \_\_\_\_\_.
- 9 Of the two holidays, we can go on this one this year and we'll do \_\_\_\_\_ next year.
- 10 He says it's alright to pay at the door but I think \_\_\_\_\_.

/10

**E Rewrite the following sentences using nominalisation.**

- 0 The new store will open at 10 a.m on Friday.  
*The opening of the new store is at 10 a.m. on Friday.*  
\_\_\_\_\_
- 1 He trekked for 15 hours across the mountains.  
\_\_\_\_\_
- 2 The meeting was cancelled at the last minute.  
\_\_\_\_\_
- 3 They won't repair the window until tomorrow.  
\_\_\_\_\_
- 4 She was not expected to arrive in Los Angeles.  
\_\_\_\_\_
- 5 We cannot allow the protesters to go near the laboratory.  
\_\_\_\_\_

**F Fill in the gap with one word.**

- 0 What Heather said about the Renaissance period was very interesting.
- 1 If I could just \_\_\_\_\_ up on something that Vassily said.
- 2 Perhaps we should \_\_\_\_\_ to something I mentioned earlier.
- 3 If I understand you \_\_\_\_\_, you are saying that I don't know what I'm talking about.
- 4 With \_\_\_\_\_ to Alex's comments, I'd just like to add one more point.

/4

/40

**9 семестр*****Translate the sentences from Russian into English***

1. Я только что сказал, что дом построили три года назад.
2. Вероятно, пойдет дождь.
3. Кто сказал тебе, что он будет в 5 часов?
4. Я знал, когда построят эту школу.
5. Вы довольны обслуживанием, которое предоставляют вам каждый день?
6. Если бы вы сдали зачет в прошлом месяце, вы могли бы поехать в Великобританию.
7. Как жаль, что у вас не оказалось сейчас денег.
8. Сообщают, что расписание экзаменов будет готово через два дня.
9. Вы здесь с утра?
10. Что заставило вас выполнить эту работу?

**Аттестационный семестр*****Translate the sentences from Russian into English***

1. Важно, что бы он вернулся.
2. Как жаль, что он не поедет в Москву.
3. Он спросил меня, где я живу.
4. Они вышли из дома в 8 часов утра, чтобы не опоздать на лекцию.
5. Он только что сказал, что корабль прибудет в конце недели.
6. Что он делал, когда вы зашли к нему?
7. Мы знали, что дождь идет раз в неделю.
8. Вы должны были бы приехать вчера, но не приехали, почему?
9. Заставьте его выполнить это задание.
10. Не понимая этого правила, он попросил преподавателя объяснить его ему еще раз.

**ЭКСПЕРТНОЕ ЗАКЛЮЧЕНИЕ**  
**на фонд оценочных средств для проведения текущего контроля и**  
**промежуточной аттестации обучающихся по**  
**«Иностранный язык. Практический курс»**

Направление подготовки: 44.04.01 Педагогическое образование  
(с двумя профилями подготовки)

Направленность (профиль) образовательной программы: «Русский язык и иностранный язык  
(английский язык)», бакалавриат, очная форма обучения

Шишкиной Татьяной Александровной, кандидатом филологических наук, доцентом, проведена экспертиза фонда оценочных средств (ФОС) РПП по «Иностранный язык. Практический курс», разработанной д.пед.н., профессором Петрищевым В.И., ст. преподавателем Филоненко Е.В..

Разработчиками представлен комплект документов, включающий:

- 1) перечень компетенций с указанием этапов их формирования в процессе прохождения практики, которыми должен овладеть обучающийся в результате прохождения «Иностранный язык. Практический курс»;
- 2) методические рекомендации по прохождению практики, написанию отчета по практике, статьи, диссертационного исследования;
- 3) методические материалы, определяющие процедуру проведения оценивания.

Рассмотрев представленные на экспертизу материалы, эксперт пришел к следующим выводам:

ФОС по «Иностранный язык. Практический курс», соответствует требованиям, предъявляемым к структуре, содержанию ФОС ОПОП ВО по направлению подготовки 44.04.01 Педагогическое образование (с двумя профилями подготовки) Направленность (профиль) образовательной программы: «Русский язык и иностранный язык (английский язык)», бакалавриат, очная форма обучения.

1. Перечень формируемых компетенций, которыми должен овладеть обучающийся в результате освоения ОПОП ВО, соответствует:

1.1.1. ФГОС ВО «Образование и педагогические науки» по направлению подготовки 44.04.01 Педагогическое образование (с двумя профилями подготовки) Направленность (профиль) образовательной программы: «Русский язык и иностранный язык (английский язык)»;

1.1.2. Положению о формировании фонда оценочных средств для текущего контроля успеваемости, промежуточной и итоговой аттестации обучающихся по образовательным программам бакалавриата в федеральном государственном бюджетном образовательном учреждении высшего образования «Красноярский государственный педагогический университет им. В.П. Астафьева».

2. Материалы для оценки результатов освоения ОПОП ВО:

- 1) разработаны на основе принципов валидности, эффективности,

- надежности, объективности;
- 2) соответствуют требованиям к составу и взаимосвязи оценочных средств, полноте по количественному составу оценочных средств и позволяют объективно оценить результаты обучения, уровни сформированности компетенций.
  3. Методические материалы ФОС содержат четко сформулированные рекомендации по проведению процедуры оценивания результатов обучения и сформированности компетенций.
  4. Направленность ФОС соответствует целям ОПОП ВО по направлению подготовки 44.04.01 Педагогическое образование (с двумя профилями подготовки) Направленность (профиль) образовательной программы: «Русский язык и иностранный язык (английский язык)».
  5. Объем ФОС соответствует учебному плану подготовки.
  6. Качество оценочных средств и ФОС обеспечивают объективность и достоверность результатов при проведении оценивания с различными целями.

Таким образом, структура, содержание, объем и качество (ФОС) РПП по «Иностранный язык. Практический курс» соответствует требованиям, предъявляемым к структуре, содержанию ФОС ОПОП ВО по направлению подготовки 44.04.01 Педагогическое образование (с двумя профилями подготовки) Направленность (профиль) образовательной программы: «Русский язык и иностранный язык (английский язык)» и отвечают предъявляемым требованиям.

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