

ГОСУДАРСТВЕННОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ
«Приднестровский государственный университет им. Т.Г. Шевченко»
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Кафедра германских языков и методики их преподавания

УТВЕРЖДАЮ

Зав. кафедры-разработчика

_____ / _____



Егорова В.Г.

протокол № 1 «01» сентября 2021 г.

Фонд оценочных средств

по дисциплине «Практика устной и письменной речи (англ. яз.)»

Направление подготовки:

44.03.01 Педагогическое образование

44.03.05 Педагогическое образование с двумя профилями подготовки

Профиль подготовки:

«Иностранный язык (английский)» и «Иностранный язык (немецкий)»

Квалификация

Бакалавр

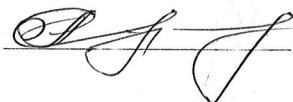
Форма обучения

Очная

ГОД НАБОРА 2019

Разработал:

ст. преподаватель



Подольян Алена Сергеевна

Рыбница, 2021

**Паспорт фонда оценочных средств по учебной дисциплине
«Практика устной и письменной речи (англ. яз.)»**

1. Модели контролируемых компетенций:

1.1. Компетенции, формируемые в процессе изучения дисциплины (5, 6 семестр):

Код компетенции	Формулировка компетенции
УК-1	Способен осуществлять поиск, критический анализ и синтез информации, применять системный подход для решения поставленных задач
УК-3	Способность осуществлять социальное взаимодействие и реализовывать свою роль в команде
УК-4	Способен осуществлять деловую коммуникацию в устных и письменных формах на государственном языке и иностранных языках
ПКО-2	Способен разрабатывать программно-методическое обеспечение учебных предметов, курсов, дисциплин (модулей) программ профессионального обучения, СПО и (или) ДПП
ПКО-5	Способен преподавать учебные курсы дисциплин (модулей) или проводить отдельные виды учебных занятий по программам бакалавриата и (или) ДПП

1.2. Этапы формирования компетенций в процессе изучения дисциплины.

Конечными результатами освоения программы дисциплины являются сформированные на первом уровне когнитивные дескрипторы «знать», «уметь», «владеть», расписанные по отдельным компетенциям. Формирование этих дескрипторов происходит в течение двух семестров по этапам в рамках различного вида занятий и самостоятельной работы.

Формирование компетенций в учебном процессе

Контролируемые компетенции (шифр компетенции)	Планируемые результаты обучения (знает, умеет, владеет)
УК-1	<p>Знать: методы критического анализа и оценки современных научных достижений; основные принципы критического анализа.</p> <p>Уметь: получать новые знания на основе анализа, синтеза и других методов; собирать данные по сложным научным проблемам, относящимся к профессиональной области; осуществлять поиск информации и решений на основе экспериментальных действий.</p> <p>Владеть: исследованием проблем профессиональной деятельности с применением анализа, синтеза и других методов интеллектуальной деятельности: выявлением научных проблем и использованием адекватных методов для их решения; демонстрацией оценочных суждений в решении проблемных профессиональных ситуаций.</p>
УК-3	<p>Знать: проблемы подбора эффективной команды; основные условия эффективной командной работы; основы стратегического управления человеческими ресурсами, нормативные правовые акты, касающиеся организации и осуществления профессиональной деятельности; модели организационного поведения, факторы формирования организационных отношений; стратегии и принципы командной работы, основные характеристики организационного климата и взаимодействия людей в организации; методы научного исследования в области управления; методы верификации результатов исследования; методы интерпретации и представления результатов исследования.</p> <p>Уметь: определять стиль управления и эффективность руководства командой; вырабатывать командную стратегию; владеть технологией реализации основных функций управления, анализировать и интерпретировать результаты научного исследования в области управления человеческими ресурсами; применять принципы и методы</p>

	<p>организации командной деятельности; подбирать методы и методики исследования профессиональных практических задач; уметь анализировать и интерпретировать результаты научного исследования.</p> <p>Владеть: организацией и управлением командным взаимодействием в решении поставленных целей; созданием команды для выполнения практических задач; участием в разработке стратегии командной работы; составлением деловых писем с целью организации и сопровождения командной работы; умением работать в команде; разработкой программы эмпирического исследования профессиональных практических задач.</p>
УК-4	<p>Знать: принципы коммуникации в профессиональной этике; факторы улучшения коммуникации в организации, коммуникационные технологии в профессиональном взаимодействии; характеристики коммуникационных потоков; значение коммуникации в профессиональном взаимодействии; методы исследования коммуникативного потенциала личности; современные средства информационно-коммуникационных технологий.</p> <p>Уметь: создавать на русском и иностранном языке письменные тексты научного и официально-делового стилей речи по профессиональным вопросам; исследовать прохождение информации по управленческим коммуникациям; определять внутренние коммуникации в организации; производить редакторскую и корректорскую правку текстов научного и официально-делового стилей речи на русском и иностранном языке; владеть принципами формирования системы коммуникации; анализировать систему коммуникационных связей в организации;</p> <p>Владеть: реализацией способов устной и письменной видов коммуникации, в том числе на иностранном языке; представлением планов и результатов собственной и командной деятельности с использованием коммуникативных технологий.</p>
ПКО-2	<p>Знать: актуальные требования образовательных стандартов к результатам освоения образовательных программ, современные методики и технологии организации образовательной деятельности и оценивания качества образовательного процесса по образовательным программам иноязычного обучения.</p> <p>Уметь: применять современные методики и технологии организации образовательной деятельности для достижения предметных, метапредметных и личностных результатов обучения, определяемых образовательными программами обучения иностранному языку в моделируемых и реальных ситуациях педагогического процесса;</p> <p>Владеть: полученными знаниями и навыками в рамках разработки программно-методического обеспечения учебных предметов, курсов, дисциплин (модулей) программ профессионального обучения.</p>
ПКО-5	<p>Знать: компоненты образовательной среды и их дидактические возможности; принципы и подходы к организации предметной среды для обучения предмету и специальных курсов, в том числе внеаудиторных, в рамках реализации компонента образовательного учреждения в регионе с учетом языкового и этнокультурного своеобразия конкретного региона, где осуществляется образовательная деятельность.</p> <p>Уметь: обосновывать и включать объекты духовной и материальной культуры в образовательную среду и процесс обучения; использовать возможности социокультурной среды региона в целях достижения результатов обучения.</p> <p>Владеть: умениями по проектированию элементов предметной среды курсов (модулей) с учетом возможностей конкретного региона</p>

1.3. Общая процедура и сроки проведения оценочных мероприятий.

Оценивание результатов обучения студентов по дисциплине осуществляется по регламенту текущего контроля и промежуточной аттестации. Текущий контроль в семестре проводится с целью обеспечения своевременной обратной связи, для коррекции обучения, активизации самостоятельной работы студентов. Результаты текущего контроля подводятся по шкале балльной системы.

2. Программа оценивания контролируемой компетенции:

№	Контролируемые модули, разделы (темы) дисциплины	Код контролируемой компетенции (или ее части)	Наименование оценочного средства
Текущая аттестация			
1	Changing Patterns of Leisure	УК-1, УК-3, УК-4, ПКО-2, ПКО-5	задания для самоподготовки, практические задания
2	Man and Movies.	УК-1, УК-3, УК-4, ПКО-2, ПКО-5	задания для самоподготовки, практические задания
3	English Schooling.	УК-1, УК-3, УК-4, ПКО-2, ПКО-5	задания для самоподготовки, практические задания
4	Upbringing Children.	УК-1, УК-3, УК-4, ПКО-2, ПКО-5	задания для самоподготовки, практические задания
5	Painting.	УК-1, УК-3, УК-4, ПКО-2, ПКО-5	задания для самоподготовки, практические задания
6	Feelings and Emotions.	УК-1, УК-3, УК-4, ПКО-2, ПКО-5	задания для самоподготовки, практические задания
7	Talking About People.	УК-1, УК-3, УК-4, ПКО-2, ПКО-5	задания для самоподготовки, практические задания
8	Man and Nature.	УК-1, УК-3, УК-4, ПКО-2, ПКО-5	задания для самоподготовки, практические задания
Промежуточная аттестация			
1 – 4		УК-1, УК-3, УК-4, ПКО-2, ПКО-5	вопросы к зачету / экзамену
Модули 1-4		УК-1, УК-3, УК-4, ПКО-2, ПКО-5	контрольная работа
Модули 5-8		УК-1, УК-3, УК-4, ПКО-2, ПКО-5	итоговая контрольная работа
Итоговая аттестация			
1 – 9		УК-1, УК-3, УК-4, ПКО-2, ПКО-5	вопросы к экзамену/ экзаменационные билеты

Процедура проведения оценочных мероприятий имеет следующий вид:

А. Текущий контроль:

В конце каждого занятия студентам выдаются задания для внеаудиторного выполнения по соответствующей теме.

Студентам, пропускающим занятия, выдаются дополнительные задания – упражнения для самостоятельного выполнения. Подведение итогов контроля проводится по графику проведения текущего контроля. Оценка дескрипторов компетенций производится путем проверки содержания и качества оформления отчета и индивидуальной или групповой защиты каждого задания студентами в соответствии с графиком проведения занятий. Результаты оценки успеваемости заносятся в журнал и доводятся до сведения студентов. Студентам, не выполнившим учебный план по дисциплине в полном объеме, выдается дополнительные задания на зачетном занятии в промежуточную аттестацию.

Б. Промежуточная аттестация (5 семестр – экзамен).

Промежуточная аттестация предназначена для объективного подтверждения и оценивания достигнутых результатов обучения после завершения изучения определенных разделов дисциплины. Промежуточная аттестация по дисциплине проводится в форме зачета в пятом семестре по графику учебного процесса.

В. Итоговая аттестация (6 семестр – экзамен).

Итоговая аттестация по дисциплине проводится в форме экзамена в шестом семестре по графику учебного процесса.

Экзаменационное занятие проводится согласно календарному графику учебного процесса. Итоговая оценка определяется как сумма оценок, полученных в текущей аттестации и по результатам ответа на экзамене. Проверка ответов и объявление результатов производится в день экзамена. Результаты аттестации заносятся в зачетную ведомость и зачетную книжку студента. Студенты, не прошедшие итоговую аттестацию по графику сессии, должны ликвидировать задолженность в установленном порядке.

2.1. Шкала оценивания успеваемости.

Для оценки дескрипторов компетенций используется балльная шкала оценок. Для определения фактических оценок каждого показателя выставаются следующие баллы:

– результат, содержащий полный правильный ответ, полностью соответствующий требованиям критерия, – максимальное количество баллов (85-100);

– результат, содержащий неполный правильный ответ (степень полноты ответа – более 60%) или ответ, содержащий незначительные неточности, т.е. ответ, имеющий незначительные отступления от требований критерия, – 75% от максимального количества баллов (70-84);

– результат, содержащий неполный правильный ответ (степень полноты ответа – от 30 до 60%) или ответ, содержащий значительные неточности, т.е. ответ, имеющий значительные отступления от требований критерия – 40 % от максимального количества баллов (60-69);

– результат, содержащий неполный правильный ответ (степень полноты ответа – менее 30%), неправильный ответ (ответ не по существу задания) или отсутствие ответа, т.е. ответ, не соответствующий полностью требованиям критерия, – 0 % от максимального количества баллов (0).

Студентам, пропустившим занятия, не выполнившим дополнительные задания и не отчитавшимся по темам занятий, общий балл по текущему контролю снижается на 10% за каждое пропущенное занятие без уважительной причины. Студентам, проявившим активность во время занятий, общий балл по текущему контролю может быть увеличен на 20%.

**Задания для проведения текущего контроля
по дисциплине «Практика устной и письменной речи (англ. яз.)»
для студентов III курса
направления «Педагогическое образование»
профиля
«Иностранный язык (английский)» и «Иностранный язык (немецкий)»,
Всеместр**

Тема: Changing patterns of leisure

- I. Read the text and choose the right answer.

The Slob's Holiday

My husband and I went to Reno for our holiday last year. "Isn't that place where people go to get a quickie divorce?" asked my second son? 'Yes', I said, trying to look enigmatic and interesting. 'You are not getting divorced, are you?' he asked bluntly. 'No,' I said, 'we are going to an outdoor pursuit trade fair. The children sighed with relief and slouched away, muttering things like 'boring'. I call them children, but they are all grown up. My eldest son has started to develop fine lines around his eyes – fledgling crow's feet. A terrible sight for any parent to see. Anyway, the piece isn't about children. It's about holidays.

The first thing to be said about holidays is that anybody who can afford one should be grateful. The second thing is that planning holidays can be hard work. In our household it starts with somebody muttering, 'I suppose we ought to think about a holiday.' This remark is usually made in July and is received glumly, as if the person making it has said 'I suppose we ought to think about the Bolivian balance of payment problems.'

Nothing much happens for a week and then the potential holiday-makers are rounded up and made to consult their diaries. Hospital appointments are taken into consideration, as are important things to do with work. But other highlights on the domestic calendar, such as the cat's birthday, are swept aside and eventually two weeks are found. The next decision is the most painful: where?

We travel abroad to work quite a lot but we return tired and weary, so the holiday we are planning is a slob's holiday: collapse on a sunbed, read a book until the sun goes down, stagger back to hotel room, shower, change into glad rags, eat well, wave good-bye to teenagers, have a last drink on hotel terrace, go to bed and then lie awake and wait for hotel waiters to bring the teenagers from the disco.

I never want to be guided around another monument, as long as I live. I do not want to be told how many bricks it took to build it. I have a short attention span for such details. I do not want to attend a 'folk evening' ever, ever again. The kind where men with their trousers tucked into their socks wave handkerchiefs in the direction of women wearing puff-sleeved blouses, long skirts and headscarves.

I also want to live dangerously and get brown. I want my doughy English skin change from white sliced to wheat germ. I like the simple pleasure of removing my watch strap and gazing at the patch of virgin skin beneath.

I don't want to make new friends – on holidays or in general; I can't manage the ones I have at home. I do not want to mix with the locals and I have no wish to go into their homes. I do not welcome tourists who come to Leicester into my home. Why should the poor locals in Holidayland be expected to? It's bad enough that we monopolize their beaches, clog their pavements and spend an hour in a shop choosing a sunhat that costs the equivalent of 75 pence.

So, the slob's holiday has several essential requirements: a hotel on a sunny beach, good food, a warm sea, nightlife for the teenagers, a big crowd to get lost in, and the absence of mosquitoes.

As I write, we are at the planning stage. We have looked through all the holiday brochures, but they are full of references to 'hospitable locals', 'folk nights', 'deserted beaches', and 'interesting historical sights'. Not our cup of tea, or glass of sangria, at all.

A15 The parents' choice of holiday destination made the narrator's children feel

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|-------------|-----------------|
| 1. jealous | 3. alarmed. |
| 2. excited. | 4. indifferent. |

A16 The narrator's words 'A terrible sight for any parent to see' refer to

- | | |
|--------------------------------------|---|
| 1. the way children behave. | 3. the way children change their image. |
| 2. the fact that children are aging. | 4. the fact there is a general |

A17 When the need for holiday planning is first announced in the narrator's family, it

- | | |
|---|-----------------------------------|
| 1. is regarded as an important political issue. | 3. seems like an impossible task. |
| 2. is met with enthusiasm by all the family. | 4. is openly ignored. |

A18 To find a two-week slot for a holiday potential holiday-makers have to

- | | |
|---|--|
| 1. negotiate the optimum period for travel. | 4. make a list of the things to be taken into account. |
| 2. cancel prior business appointments. | |
| 3. re-schedule individual summer plans. | |

A19 The slob's holiday is the type of holiday for people, who

- | | |
|---|-----------------------------|
| 1. do not want to go on holiday abroad. | 3. do not like public life. |
| 2. go on holiday with teenagers. | 4. prefer peaceful relaxing |

A20 When the narrator says 'I also want to live dangerously', she means

- | | |
|---|--|
| 1. getting lost in the crowd. | 4. lying long hours in the sun on the beach. |
| 2. going sightseeing without a guide. | |
| 3. choosing herself the parties to go to. | |

A21 The main reason the narrator doesn't want to mix up with locals is because she

1. doesn't let tourists to her house at Leicester.
2. doesn't want to add to their inconveniencies.
3. is afraid to make friends with local people.
4. values her own privacy above all.

Тема: Bringing up children

I. Choose the right word from the list.

1. Every time when I ... my children I feel more broken-hearted than they do. 2. ... punishment mustn't be used in schools, because we can't cure the children when we ... them. 3. There is nothing wrong if you ... a child once in a while. 4. Unmanageable children are difficult to ... with. 5. Children must realize that a person must ... money. 6. Permissive parents often ... more harm than 7. In modern urban ... children ... for parental regard. 8. ... respect always implies fear. 9. Only hate can ... in the atmosphere of fear. 10. In ... aggressive feelings become much stronger.

- | | | | |
|-----------------|--------------|-----------|--------|
| a) adolescence; | e) society; | i) good; | m) do. |
| b) compelled; | f) hurt; | j) earn; | |
| c) flourish; | g) corporal; | k) yearn; | |
| d) punish; | h) deal; | e) smack; | |

II. Open the brackets translating the word or word combination into English.

1. Children need neither (собственническая) nor (сентиментальная) love, but affection and (одобрение). Home is the place where you can live with the sense of (безопасности), it affects your status (в обществе). 3. (Послушание) must come (изнутри), not be imposed (снаружи). 4. In adolescent children become more (независимы от родителей). 5. We should (воспитывать) the next generation with respect (к закону и правам других людей). 6. You can (закрывать) your children, (бить их палками), (ограничивать карманные деньги), (читать им лекции) to make them obey. 7. (Подорванный авторитет) of parents leads to the violent adolescent rebellion. 8. No child rearing (руководство) would permit such (варварство) as corporal punishment. 9. (Проблема отцов и детей) is more a myth than reality. 10. If you want your (отпрыск) to become (ответственным) you must allow him (решать проблемы самостоятельно).

III. Answer the questions.

1. What makes a child unhappy?
2. Giving a child everything spoils him and makes him ungrateful, doesn't it?
3. Will criticism and sarcasm help you to bring up a responsible child?

IV. Use the appropriate tense form.

1. I (think) at the problem of generation gap at the moment. 2. You ever (spank) your child? -Yes, I (smack) him for 2 times. 3. Many London schools (use) caning earlier. I (think) it (spoil) children and (not cure) them at all. 4. Any child-rearing manual (prohibit) corporal punishment, as it (humiliate) children and (not develop) them. 5. Our grandparents (have) their own style in clothes, music and language, we also (create) our own. 6. By the time her dear grew up, he (take) complete control. 7. When I (have) a child, I (devote) him much time. 8. My son (turn) to adults outside when he (be) a teenager. 9. My children (play) the earnest game of war the whole day yesterday. 10. Why you constantly (shout) at your daughter? - It (degenerate) her. 11. I (explain) to my children all their mistakes for 2 hours already. 12. I am sure your son (fail) to make a success in life, as he (have) a surfeit of happiness. 13. Tomorrow at 2 o'clock my children (to wash up), as I (punish) them.

V. Fill in particle "to" where it is required.

1. I made my son ... obey. 2. I heard some one ... criticize a small boy. 3. I'd like you ... be pals with your children. 4. I won't let you ... undermine my confidence. 5. All your advice concerning up-bringing make me ... suffer. 6. I'd better ... explain every thing to him than ... shout at him. 7. I'd like ... punish this ungrateful boy. 8. You mustn't ... give a child everything he wants. 9. Do not let your child ... have everything money can ... buy. 10. I want you ... influence my son. 11. We had nothing to do but... deprive our son any pocket money. 12. I noticed their children ... pinch money. 13. How can you ... make your children ... respect you? It must... come from within. 14. She was made ... spend all her allowance.

VI. Use the appropriate form of the infinitive.

1. She is unlucky (to spend) her childhood in a loveless home. 2. She seems (to persuade) her children not to go there for half an hour. 3. She hated (to forbid) her children anything. 4. He appears (to bring up) his offsprings according to modern manuals. 5. They came home earlier (to communicate) with the boys. 6. Never miss an opportunity (to solve) a problem for yourself. 7. I hate (to cane) children. 8. She pretends (to listen) to their advice, but she minds only her opinion. 8. He is known (to bring up) in a family with the Victorian attitude to children. 10. Her parents were upset (to ask) to leave the house (not to spoil) their children's fun. 11. Who allowed you (to undermine) my confidence?

**Задания для проведения промежуточного контроля
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для студентов III курса
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«Иностранный язык (английский)» и «Иностранный язык (немецкий)»,
V семестр**

I. Read the text and do the tasks A1-A7.

'Congratulations, Angela! You've won the car, you've won the holiday for two in the Caribbean, and now you're through to the final for a chance to win one million pounds!'

Angela was sure that even the screaming and clapping of the audience wouldn't be able to drown out the sound of her beating heart. She couldn't believe it - the first time she'd ever taken part in a game show and here she was in a potentially life-changing situation.

'Stay calm,' she thought to herself. 'Don't lose control now.'

'Okay, Angela,' said Bob, the presenter. 'Now, skill has got you this far but, as you know, there's always an element of chance in the final and this week is no exception.' Angela nodded. She'd never missed an episode and knew what every round entailed. 'So let's have a look at how you could win one million pounds!'

A brightly-coloured board descended from the ceiling of the studio. On the board were three large doors.

'Angela, behind one of these doors is one million pounds. Pick the right one, and you're going home today a millionaire. Pick the wrong one and you're going home with...' The audience didn't hesitate to complete Bob's catchphrase for him:

'... just your bus fare!' Even Angela mouthed it, she knew it so well.

'That's right! And we don't want that, do we? So pick a door, Angela, and may luck be with you!'

Angela thought carefully before answering. 'The middle door please, Bob,' she said finally.

'The middle door!' repeated Bob. 'Okay! But before we have a look, I'm going to open a door that you were wise not to choose. He opened the door on the far left, revealing a picture of a bus ticket. The audience cheered. Angela's heart started beating faster.

'Now, Angela,' said Bob. 'We're going to be nice to you. You've got another choice to make. You can either stick with your original choice - the middle door - or you can change your decision and opt for the door on the right-hand side. What's it to be?'

As a mathematician, Angela had come across the very same problem at university. Now, here she was, facing it in real life. She couldn't believe her luck. She knew what not many people know, a fact that seemed to contradict all reason and common sense. She did the maths in her head one more time just to make sure she wasn't mistaken. She wasn't. When she'd picked the first door, she had a one in three chance of being right. Looking at it the other way round, she had a two in three chance of being wrong. Those were not good odds. But one of the wrong doors had now been eliminated, so if she changed her choice to the other possibility, she would double her chances of being right, of winning the million. It seemed impossible, but she knew it was true. 'What are you going to do Angela? Stick with your original choice or switch to the other door?' 'Bob, I'd like to switch, please.'

'Angela's going to switch! Let's get this right, Angela. You now believe - you now hope - the million pounds is behind the right-hand door. Is that correct?'

'The right-hand door, yes,' said Angela weakly.

'Not the middle door?'

'No, not the middle door.'

'What are you going to do if it is actually behind the middle door?' asked Bob.

'Cry, probably!' said Angela. The audience laughed.

'I'm going to open the door you chose, Angela - the right-hand door. Let's hope there isn't a bus ticket behind it. Here we go!'

Time seemed to stand still as Bob outstretched his arm and began to open the door. Angela had never known a feeling like this. Surrounded by so many people, she felt like the only person in the universe. Here was the moment of truth, and she was not sure she could face the consequences, whatever they were.

A1 When she got through to the final, Angela couldn't believe that

- 1) her heart was beating so loudly.
- 2) she'd never taken part in a game show before.
- 3) the audience were supporting her so much.
- 4) her life might be about to change completely.

A2 The presenter tells Angela that

- 1) she will need some luck to win the money.
- 2) he won't make an exception for her.
- 3) her skill will increase the chances of her winning.
- 4) there is a small chance her skills will be useful.

A3 When the presenter doesn't finish a sentence, it's clear that

- 1) the audience has already been told what to say.
- 2) the presenter is unsure exactly what to say.
- 3) the presenter is well known for saying something.
- 4) Angela had to complete a well-known saying.

A4 When the presenter opens the first door,

- 1) he knows that Angela has won the money.
- 2) he doesn't know which door the money is behind.
- 3) he knows which door the money is behind.
- 4) he thinks she has made a bad choice.

A5 Angela 'couldn't believe her luck' that

- 1) her education would help her with this decision.
- 2) the presenter was giving her an extra chance.
- 3) she'd been in the same situation at university.
- 4) she knew far more facts than most people.

A6 Angela was absolutely certain that

- 1) the money was behind the right-hand door.
- 2) she could increase her chances of winning.
- 3) she had an impossible decision to make.
- 4) she had to analyse the problem in a different way.

A7 As Bob began to open the right-hand door, Angela felt

- 1) there were too many people around her.
- 2) knowing the truth was the most important thing.
- 3) worried by what the future would bring.
- 4) annoyed by Bob being so slow.

II. Read the information and write whether the statements B1 –B6 after it are true or false. Write *True* – if the statement is right, and *False* – if the statement is wrong.

No visit to London is complete without a trip to Buckingham Palace, the official London residence of the British monarch (currently Queen Elizabeth II).

Buckingham Palace was built for the Duke of Buckingham in 1703 and, as such, was known simply as Buckingham House. Its first royal resident was King George III, who bought it in 1762, but it was not until 1837, when Victoria became queen, that it became the official royal palace of the British monarch.

Approximately 450 people work at Buckingham Palace, and each year more than 50,000 people enjoy some form of entertainment there - the Queen often holds garden parties and receptions for invited guests. In the 1990s, the palace became even more open, with members of the public being allowed to go on a tour of the 'state rooms'. These are the official reception rooms in the palace, rather than the rooms that the Queen and her husband live in.

In June 2003, a concert of classical music and a pop concert were held in the grounds of Buckingham Palace. This was to celebrate Elizabeth's 50th anniversary as queen.

No king or queen has lived in the Palace of Westminster, which is on the north bank of the River Thames in London, since the 1500s. Today, the Palace of Westminster is better known by its other name: the Houses of Parliament.

Although the oldest part of the palace in existence today is over 900 years old, most of the building is less than two hundred years old. In 1834, the palace was almost completely destroyed by fire and had to be rebuilt. Parts of the building were also damaged by bombs during the Second World War.

At one end of the palace is a famous tourist attraction: a tower, often mistakenly referred to as 'Big Ben'. In fact, its actual name is the Clock Tower, or St. Stephen's Tower, and Big Ben is the large bell hidden inside which rings every hour on the hour.

B1. Buckingham Palace has always been the official London residence of the British King or Queen.

B2. Queen Victoria torn the first British monarch to live there.

B3. Queen Elizabeth II and her husband live in the 'state rooms' in the palace.

B4. Elizabeth II has been queen for more than fifty years.

B5. Kings and queens once lived in the Palace of Westminster.

B6. If you stand outside the Palace of Westminster and look up, you can see Big Ben.

III. Choose the right variant in C1 – 8.

When Andrew Carter was offered the position of Senior European Sales Manager in a large, successful multinational corporation, he C1 at the chance. One of the main reasons for his immediate acceptance was the opportunity for a large amount of foreign travel. He could see himself relaxing in a cafe by the Seine after a hard day's business, before jetting C2 to an important meeting the next morning in Prague. How romantic it all seemed.

And yet now, only eight months after his first day in the job, how different his emotions were. For Andrew Carter was experiencing what many international business travellers had experienced before him, and will experience for years to come, that a life C3 on planes and in hotels is lonely, dull and exhausting.

He longed to be back at home, and dreamt of the simple pleasures of having someone to watch television with, of being asked how his day was. As he lay on the bed in his luxurious, yet strangely soulless hotel room, he C4 the empty evening ahead of him. 'What's the C5,' he asked himself, as he had done so many times, 'of going out this evening? I won't talk to anyone. I won't have anyone to enjoy it with. Every city's the same when you're alone.' Not wanting to sit alone at a table in the hotel restaurant, he decided to have his evening meal delivered to his room by room service. Leafing through the menu, Andrew was C6 by another desire - for some simple, home-cooked food. He sighed.

And then he thought the unthinkable. 'I don't have to C7 on like this,' he said out loud. 'I'm still young. My whole life's ahead of me. I could quit my job and do something I really enjoy. So what if I don't make so much money? Money isn't everything.'

It would take several years, and a number of C8 starts, but finally Andrew Carter did leave his highly-paid position. He was scared, but for the first time in his life he was truly content.

C1 1) took 2) jumped 3) seized 4) had

C2 1) by 2) forward 3) up 4) off

C3 1) spent 2) paid 3) passed 4) taken

C4 1) dreaded 2) distributed 3) depressed 4) disappointed

C5 1) theme 2) point 3) topic 4) subject

C6 1) attacked 2) smashed 3) knocked 4) struck

C7 1) live 2) go 3) move 4) continue

C8 1) false 2) fake 3) artificial 4) forged

IV. Comment on the following statement in written.

Some people believe that teenagers today are generally rude, lazy and badly behaved. Other people, however, think that teenagers have a bad reputation for no reason.

Do you agree that teenagers are often criticized unfairly? Write about it in **200-250 words**.

Use the following plan:

1. Introduction (State the problem).
2. Express your opinion and give reasons for it.
3. Give other people's arguments and explain why they are wrong.
4. Conclusion.

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VI семестр**

Choose the right variant.

1. A holiday or a tour in which everything is arranged by one company for a fixed place (way, hotel rooms, meals, excursions are included in the price) is ...

a) a journey	c) a package tour
b) a grand tour	d) an agency
2. British people take a two-week break in ...

a) July	c) August
b) June	d) July or August
3. Under abseiling we mean ...

a) the action of sailing in a ship or boat	c) rock climbing
b) going down a rock	d) canoeing
4. The most popular leisure activity in Britain is ...

a) watching sport	c) visiting historic buildings
b) going to a pub	d) going to the library
5. A person who conducts parties of tourists around places of interest, such as museums is ...

a) a guide	c) a toastmaster
b) a travel agent	d) a guard
6. Find the English equivalent of the word “художественный полнометражный фильм”

a) documentary	c) animated cartoon
b) feature film	d) adventure film
7. What is a film for Ingmar Bergman? (use the Text “Incountering Directors”)

a) a way to amuse the audience	c) both variants
b) a way to set thinking	d) a way to avoid problems of life
8. Find the Russian equivalent of the word “X-film”

a) фильм ужасов	c) фильм, снятый на определенной студии
b) фильм с возрастным ограничением	d) широкоэкранный фильм
9. Choose the right answer. His story _____ our happy childhood.

a) brought off	c) brought about
b) brought down	d) brought back
10. Choose the only correct answer. Modern methods of teaching are impossible to have _____.

a) an authoritarian basis	c) an authoritative base
b) an authoritative basis	d) an authoritarian base
11. Recall the novel “Pride and Prejudice”. Choose the characteristics of the personage that suits the situation. "You had much better dance," he asked. "You know how I detest it, unless I am acquainted with my partner. There is not another woman in the room whom it would not be a punishment to me to stand up with."

a) amiable	c) fastidious
b) forbidding	d) tolerable
12. Recall the novel “Pride and Prejudice”. Guess the personage that suits the situation. "An agreeable man, the man of fashion, so genteel, so easy. Always has something to say to everybody. Had been formally in trade in Meryton ".

a) Mr Gardiner	c) The late Mr Bingley
b) Mr Bennet	d) Mr Lucas
13. In the text “Parents Are Too Permissive with Their Children Nowadays” under the expression “stodgy pudding” the author means ...

a) unruly children	c) children with the surfeit of happiness
b) children unable to cope with difficulties	d) hardy offsprings
14. Choose the way which contributes to developing responsibility.

a) forbid using their own judgments	c) don't interfere in their allowances
b) criticizing	d) impose rules
15. Choose the word which is the synonym for the word “adulthood”.

a) maturity	c) adolescence
b) authority	d) confidence

16. Recall the video "Home Sweet Home". Choose the statement that was mentioned in it.
- the cosy nest phenomenon is an unacceptable idea among the young nowadays
 - as long as there is no tension and pressure in the family, youngsters would never cut the link**
 - to cut family ties is a taboo subject
 - the cosy nest phenomenon is a result of break with traditional values
17. Match the word with its definition. What do we call a teacher ...
- who has thorough knowledge of the subject he/she teaches?
 - who demands that the students should work and behave well?
 - who always does his/her work with a lot of care and concern?
 - who works well and is very experienced?
 - who feels sure about himself/herself and his/her abilities?
- confident
 - strict
 - conscientious
 - efficient
 - knowledgeable
- 1e, 2b, 3c, 4d, 5a**
18. Use the proper preposition. Look ..., my good fellow, I'll tell you an interesting story
- forward to
 - about
 - through
 - here**
19. Use the proper preposition A real teacher is devoted ... his or her job
- in
 - down
 - to**
 - on
20. Use the proper preposition. His questions were shouted ...
- down**
 - up
 - on
 - to
21. Use the proper preposition I can cope ... this problem myself.
- on
 - with**
 - up
 -
22. The meaning of the expression *to scrape a living* is ...
- to bring or come to an end
 - to get enough money and food to be alive**
 - to make smb do what ever you want
 - to succeed
23. Jazz just isn't my _____ - I prefer classical.
- cup of tea**
 - tea-pot
 - pocket knife
 - way
24. She just scraped ... the examination.
- in
 - through**
 - with
 - over
25. A bird _____ the hand is worth two _____ the bush.
- in; in**
 - at; at
 - on; in
 - at; in
26. _____ and water will never mix.
- Sugar
 - Butter
 - Oil**
 - Salt
27. The meaning of the expression *to wind up smth* is ...
- to succeed in a class by doing work of the lowest quality
 - to come off in thin layer or strips
 - to bring or come to an end**
 - to spread idle talks
28. The skin peels ... the nose or face when a person gets sunburnt.
- on
 - out
 - away
 - off**
29. _____ destroys a child's personality.
- corporal punishment**
 - responsibility
 - transference from one class to another
 - putting "on report"

30. Read the text and answer the question: *Dads Blessings*.

A young man was getting ready to graduate from college. For many months he had admired a beautiful sports car in a dealer's showroom, and knowing his father could well afford it, he told him that was all he wanted. As Graduation Day approached, the young man awaited signs that his father had purchased the car. Finally, on the morning of his graduation, his father called him into his private study. His father told him how proud he was to have such a fine son, and told him how much he loved him. He handed his son a beautifully wrapped gift box. Curious, but somewhat disappointed, the young man opened the box and found a lovely, leather-bound Bible, with the young man's name embossed in gold. Angry, he raised his voice to his father and said "With all your money, you give me a Bible?" and stormed out of the house, leaving the Bible. Many years passed and the young man was very successful in business. He had a beautiful home and wonderful family, but realized his father was very old, and thought perhaps he should go to him. He had not seen him since that graduation day. Before he could make arrangements, he received a telegram telling him his father had passed away, and willed all of his possessions to his son. He needed to come home immediately and take care of things. When he arrived at his father's house, sudden sadness and regret filled his heart. He began to search through his father's important papers and saw the still new Bible, just as he had left it years ago. With tears, he opened the Bible and began to turn the pages. And as he did, a car key dropped from the back of the Bible. It had a tag with the dealer's name, the same dealer who had the sports car he had desired. On the tag was the date of his graduation, and the words PAID IN FULL. *Question:* What was there on the tag with the dealer's name?

- a) beautifully wrapped gift box
- b) the words "paid in full" and the date of graduation**
- c) the words from the Bible
- d) the father's will

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Усеместр

1. Camping is the ideal way of spending a holiday.
2. Walking is the best way to enjoy nature.
3. Ten top leisure activities in Britain.
4. Movies are the powerful force in contemporary life.
5. Walt Disney and his short and longer films. Share your impression.
6. A remade movie doesn't have to be a bad movie.
7. General principles of the system of education in England and Wales.
8. A gapyear.
9. An outline of an extra-ordinary school.
10. Should Punishment be used in class?
11. Teaching is the only thing Calvin Coolidge School makes but impossible.
12. Sylvia Barrett is a born teacher.
13. Parents are too permissive with their children nowadays.
14. Responsibility cannot be imposed on children. How to teach responsibility?
15. The generation gap.

Mind the following skills when dwelling on the topics.

1. The ways of reporting the main points and controlling the narrative.
2. Clichés expressing agreement and disagreement.
3. The ways of instructing people how to do things.
4. The ways people complain.

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VI семестр**

1. The heyday of the Renaissance. Which great representatives of the period do you know? (Use the expressions of likes and dislikes).
2. Should popular arts be included in the art curriculum? Give your arguments for or against it. (Use the expressions of likes and dislikes).
3. You are an expert on English painters: Reynolds, Gainsborough, Constable and Turner. Describe, analyze and interpret some of their pictures. (Use the expressions of likes and dislikes).
4. Thomas Gainsborough. His style of painting and output. (Use the expressions of likes and dislikes).
5. Girlhood of Anna Brangwen. What do you think is an essential conflict in the girl's character? What made her so? (Use the expressions people talk about their feelings).
6. Every man is a bundle of possibilities. Consider the strong and the weak traits of characters. (Use the expressions of criticism and praise).
7. The four types of temperament. How do difficult people react to one and the same incident? (Use the expressions people talk about their feelings.).
8. The importance of feelings and emotions in our in life. (Use the expressions people talk about their feelings).
9. Stresses and phobias: how to manage them? (Use the expressions people talk about their feelings).
10. Why are some people shy? (Use the expressions people talk about their feelings).
11. Happiness is this shape. Is it more an attitude to life or the state of things? (Use the expressions of criticism and praise).
12. Anger is normal. Or is it? (Use the expressions people talk about their feelings).
13. Environmental protection – nationwide concern. (Use the expressions of checking understanding).
14. The after effects of water pollution.
15. The after-effects of air pollution.
16. The problem of Lake Baikal. Should it be used for industrial needs or left untapped.
17. The sad story of Nauru Island.
18. The story of Bikini.
19. Here today, gone tomorrow.

Mind the following skills when dwelling on the topics.

1. The ways of reporting the main points and controlling the narrative.
2. Clichés expressing agreement and disagreement.
3. The ways of instructing people how to do things.
4. The ways people complain.

