

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

**ФОНД
ОЦЕНОЧНЫХ СРЕДСТВ**

ПО УЧЕБНОЙ ДИСЦИПЛИНЕ

«Практический курс второго иностранного языка» (английского языка)

для направления

44.03.05 «Педагогическое образование»

Профиль подготовки

«Иностранный язык», дополнительный профиль «Иностранный язык»

Квалификация (степень) выпускника

Бакалавр


Форма обучения

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**Паспорт фонда оценочных средств по учебной дисциплине
«Практический курс второго иностранного языка»**

1. Модели контролируемых компетенций:

1.1. Компетенции, формируемые в процессе изучения дисциплины (9, 10 семестр):

Шифр компетенции	Формулировка компетенции
ОК-4	способность к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия;
ОК-5	способность работать в команде, толерантно воспринимать социальные, культурные и личностные различия;
ПК-4	способность использовать возможности образовательной среды для достижения личностных, метапредметных и предметных результатов обучения и обеспечение качества учебно-воспитательного процесса средствами преподаваемых учебных предметов;
ПК-6	готовность к взаимодействию с участниками образовательного процесса;
ПК-7	способен организовать сотрудничество обучающихся, поддерживать их активность, инициативность и самостоятельность, развивать творческие способности

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)
ОК-4	<p>Знать: лингвистические термины и понятия, необходимые для совершенствования языковой и коммуникативной компетентности (в объеме, определяемом рабочей программой дисциплины); о наиболее значимых источниках научной информации по вопросам изучаемой дисциплины.</p> <p>Уметь: проанализировать, воспроизвести и прокомментировать прочитанный или услышанный текст на изучаемом иностранном языке по теме, связанной с профилем подготовки; самостоятельно составить письменный и устный текст и использовать его для достижения коммуникативной цели.</p> <p>Владеть: фонетическими, лексическими, грамматическими, стилистическими средствами изучаемого языка; навыком поиска, оценивания и использования информации по вопросам изучаемой дисциплины.</p>
ОК-5	<p>Знать: термины и понятия дисциплин, формирующих данную компетенцию; специфику феномена культуры как исторически-социального опыта людей, предпосылки и условия существования культурного разнообразия современного мира; сущность и закономерности поведения и деятельности людей, обусловленные их личностными особенностями; закономерности и механизмы развития межличностных отношений в группе, причины возникновения, динамику и стратегии разрешения конфликтов, специфику барьеров в общении, обусловленных проявлением социальных, культурных и личностных особенностей.</p> <p>Уметь: в учебной ситуации применять методы изучения личности,</p>

	<p>позволяющие выявить ее социальные и индивидуальные особенности; проанализировать особенности межличностных отношений в группе; выявить наличие конфликта, установить его причины и предложить пути разрешения конфликта; выделить предконфликтную ситуацию, спрогнозировать ее развитие и предложить пути предупреждения и преодоления возможного конфликта; выполнять учебные задания, работая в команде.</p> <p>Владеть: навыком поиска, оценивания и использования информации по вопросам организации и осуществления сотрудничества в малых и больших группах; навыком выполнения задания в группе.</p>
ПК-4	<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 организации педагогического процесса.</p>
ПК-6,7	<p>Знать: основы речевой профессиональной культуры; лексический минимум по изучаемой дисциплине на иностранном языке; вербальные и невербальные коммуникативные стратегии; основные аспекты общения (коммуникация, интеракция, социальная перцепция);</p> <p>Уметь: применять полученные навыки в процессе осуществления образовательной деятельности на иностранном языке; работать с научной литературой по языку; совершенствовать собственные лингвистические умения и навыки; проектировать образовательный процесс с использованием современных технологий; устанавливать контакты и поддерживать взаимодействие с субъектами образовательного процесса в условиях поликультурной образовательной среды; совершенствовать свои профессиональные знания и умения, используя возможности информационной среды образовательного учреждения, региона, области, страны.</p> <p>Владеть: иностранным языком на уровне профессионального общения; способами установления контактов и поддержания взаимодействия с субъектами образовательного процесса в условиях поликультурной образовательной среды; средствами и приемами речевого влияния; умениями моделирования, конструирования профессионально-педагогической деятельности с использованием информационных и личностно ориентированных технологий.</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	Базовый модуль 1: Changing Patterns of Leisure	ОК-4, ОК-5, ПК-4, ПК-6, ПК-7	задания для самоподготовки, практические задания
2	Базовый модуль 2: Bringing Up Children	ОК-4, ОК-5, ПК-4, ПК-6, ПК-7	задания для самоподготовки, практические задания
3	Базовый модуль 3: Women Men Relationships	ОК-4, ОК-5, ПК-4, ПК-6, ПК-7	задания для самоподготовки, практические задания
4	Базовый модуль 4: Television and Its Impact	ОК-4, ОК-5, ПК-4, ПК-6, ПК-7	задания для самоподготовки, практические задания
5	Базовый модуль 5: Promotion in Career	ОК-4, ОК-5, ПК-4, ПК-6, ПК-7	задания для самоподготовки, практические задания
6	Базовый модуль 6: Feelings and Emotions	ОК-4, ОК-5, ПК-4, ПК-6, ПК-7	задания для самоподготовки, практические задания
7	Базовый модуль 7: Environmental Concerns	ОК-4, ОК-5, ПК-4, ПК-6, ПК-7	задания для самоподготовки, практические задания
Промежуточная аттестация			
1 – 3		ОК-4, ОК-5, ПК-4, ПК-6, ПК-7	вопросы к экзамену/ экзаменационные билеты
Модули 1-3		ОК-4, ОК-5, ПК-4, ПК-6, ПК-7	контрольная работа
Модули 4-7		ОК-4, ОК-5, ПК-4, ПК-6, ПК-7	Итоговая контрольная работа
Итоговая аттестация			
1 – 9		ОК-4, ОК-5, ПК-4, ПК-6, ПК-7	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 (9 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 экзамена в девятом семестре по графику учебного процесса.

В. Итоговая аттестация (10 семестр – экзамен).

Итоговая аттестация по дисциплине проводится в форме экзамена в десятом 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 выставляются 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 «Практический курс второго иностранного языка»
для студентов V курса
направления «Педагогическое образование»
профиля
«Иностранный язык» с дополнительным профилем «Иностранный язык»,
IX семестр**

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 (вообществе). 3. (Послушание) must come (изнутри), not be imposed (снаружи). 4. In adolescent children become more (независимыотродителей). 5. We should (воспитывать) the next generation with respect (кзаконуиправамдругихлюдей). 6. You can (закрывать) your children, (битьихпалками), (ограничиватькарманныеденьги), (читатьимлекции) to make them obey. 7. (Подорванныйавторитет) of parents leads to the violent adolescent rebellion. 8. No child rearing (руководство) would permit such (варварство) as corporal punishment. 9. (Проблемаотцовидетей) is more a myth than reality. 10. If you want your (отпрыск) to become (ответственным) you must allow him (решатьпроблемысамостоятельно).

III. Answer the questions.

- What makes a child unhappy?
- Giving a child everything spoils him and makes him ungrateful, doesn't it?
- 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?

Tema: The Politics of Housework

I. *Insert prepositions.*

1. He works ...five days ... a week.
2. I suggested ... him to share the household chores and he agreed ...it.
3. I made him angry ... saying that we were equals.
4. I gave ... him a list ... chores.
5. She would stop ... nothing to get what she wants.
6. Why should I work ... standards.
7. It is waste ... time to train him to do it.
8. I don't want to do it ... all.
9. I don't mind ... washing the floors once ... a year.
10. Men must deal ... matters ... significance and women ... matters ... insignificance.
11. Do you want to give ... your work.

II. *Fill in articles.*

1. It is not ... reasonable excuse that you have ...career. I have ... career too.
2. You'll wash up for ... couple weeks as ... punishment.
3. We've never had ... problems of ... housework in ... family.
4. ... essence of ... housework is it is ... garbage work.
5. How can you live in ... place which is ... sty?
6. ... problem of ... chores was solved by me many years ago.
7. Isn't it ... interesting thing: ... man is watching ... television while ... woman is waxing ... floors.
8. All ... chores about ... house must be shared: ... chores my husband does are: ... washing up, ... taking ... garbage away and ... buying ... groceries. ... biggest part of ... work is done by me.
9. My children would stop at nothing to avoid ... horrors of ... housework.
10. Everyone must do ... things he is best at.
11. I can wait ... little. But it seems to be ... waste of ... time.
12. It is ... stupid boring job for ... man.
13. She had ... quarrel with her husband yesterday. He called her ... lousy housekeeper.
14. ... housework issue has always existed.
15. My husband offered to get ... maid, who will do ... share of his work.
16. What do you consider to be ... woman's work?
17. Everything should be done according to ... schedule.
18. Why not do the laundry once ... month?
19. It is not ... man – woman problem.
20. Who is ... person of ... dominate in your family?
21. Men don't consider ... Women's Liberation to be ... political movement.

III. *Answer the questions expressing your point of view.*

1. Do you believe house chores should be distributed among the members of the family?
2. What would you take into consideration while distributing house chores in your family?
3. What do you like to do about the house and what do you dislike?
4. What would you do if your husband / wife comes home from work tired and irritated ? How would like to be treated being in his /her place?
5. If you feel ill-treated or hurt by your husband/wife will you have the matter out at once or would you wait till you cool down?

IV. *Read the quotations and agree or disagree with them.*

Man for the field and woman for the hearth;

Man for the sword and for the needle she;
Man with the head and woman with the heart;
Man to command and woman to obey;
All else confusion.

(Lord Tennyson).

V. Comment in written on the following assertion "Marriage is a field of battle, and not a bed of roses."

Тема: Make or Do

I. Insert the right verb.

1. It will ... you no harm to read these rules carefully. 2. How do you we ... a fire? 3. I ... my homework yesterday. 4. She ... many mistakes in her last test. 5. Do you ... friends easily? 6. He always keeps a promise he ...? 7. Her mother ... all the housework. 8. Jane likes to ... dresses. 9. They didn't ... much last week. 10. What is your blouse ... of? 11. Will you ... me a favour?

II. Translate into English.

1. Вы делаете утреннюю зарядку. 2. Что это ты мастеришь? – Бумажного змея. 3. Что ты делаешь? – Шью платье. – Когда ты собираешься надеть это платье? – На новый год. – Оно из шелка? – Да. 4. Мне нравится платье, которое было на тебе в прошлое воскресенье. – Ситцевое? Я сама его люблю. 5. Каждое утро я делаю зарядку, заправляю постель, одеваюсь, готовлю завтрак.

III. Choose the right verb.

1. During the doctor's visit Sam ... notes when to take the medicine. 2. Look, how well she has ... her hair? She looks so beautiful. 3. The congress is an important branch of the American Government. It ... laws. 4. Stop ... that terrible noise. Your little brother is sleeping. 5. Will you ... me a favour and take me sightseeing? I'd like to ... some museums. 6. Who ... all the cooking and shopping in your family? 7. We've got some newcomers. Will you ... a list of all the pupils in the class, please? 8. As you ... your bed so you must lie on it. 9. Smoking ... a lot of harm to people's health. 10. Will you ... this translation into French for me?

IV. Use *do* and *make* to complete the text.

It will ... a young person good if he or she ... a decision about his/her future career before leaving school. Choosing a career is not simple. While ... your choice you should think your talents, what subjects you like ..., in what field you have already ... progress, whether you like ... things with your hands or prefer to work your brains. In order not to ... a mistake you shouldn't think only of how to ... money in future. If you want to ... well in the chosen field you should be greatly interested in what you are You should ... some efforts to achieve success. ... you best to become a really good specialist and you will ... a fortune in the end, at least by ... a lot of friends. So ... yourself a favour.

V. Say what these people do.

Example: - What does a baker do? – He makes bread.

1. What does a dressmaker do? 2. What does a lawmaker do? 3. What does a shoemaker do? 4. What does a cook do? 5. What does a film director do? 6. What does a clown do? 7. What does a glove-maker do? 8. What does a clock-maker do?

VI. Choose either *do* or *make* to complete the sentences.

1. I like the way you've ... your hair. 2. A long night's sleep will ... you a lot of good. 3. From school reports parents can see what progress their children are ...ing at school. 4. I like Andrew and we ... friends very soon after we met. 5. It took us a whole week to ... the main sights of London. 6. Teaching is not the easiest way to ... money. 7. Could you ... me a great favour and ... the shopping today? 8. I heard nothing because of the noise the children were ...ing. 9. How many school subjects are you ...ing this year? 10. Don't forget to ... your bed before you leave. 11. It's my little brother's first year at school, but he's ...ing very well. 12. Dentists advise to ... your teeth at least two times a day. 13. Do you find it easy to ... decisions? 14. These are the books I recommend you ... your choice. 15. Why are you angry? Have I ... anything wrong?

Tema: Substantivized Adjectives

I. Point out all the substantivized adjectives and state whether they are wholly or partially substantivized.

1. He basked in the company of the young. 2. We must take the bitter along with the sweet. 3. She warned the domestics not to touch the child, as Mrs. Osborne might be offended. 4. It was a surprise to the optimistic; but it was even more of a surprise to the experienced. 5. Oh, I know he is a right good fellow, but it belongs to the rank of the impossible. 6. Imogen turning her luscious glance from one to the other of the 'old dears', only smiled. 7. How do I know what's gone on between you? The rights and the wrongs of it I don't want to know. 8. Willoughby was wearing greens, garrison hat, and all his ribbons. 9. They were like poor savages confronted with a beautiful white girl. 10. This year I covered half the world and saw people in such numbers – it seems to me I saw everybody but the dead. 11. But they had been such innocents then.

II. Fill in the, a or – instead of spaces.

1. ... wrong is the thing mother doesn't like.
2. I got acquainted to ... rich man.
3. ... rich are a limited society.
4. ... old are often displeased with ... young.
5. She has such ... dear you have never met.
6. The plague struck the city. ... dead were lying all over the city. ... ill overcrowded the hospitals.
7. She is ... innocent person. Don't arrest her. ... innocent can't be taken to jail. Whether he is ... innocent or not we will see.
8. ... poor always rebel against the authorities and ... rich.
9. ... optimistic are men who believe in happy end everywhere.
10. I can't give advice to ... experienced.
11. He is so unhappy, he has never tried ... sweet.
12. I ... like ... sweets. ... sweets we tried yesterday were delicious.
13. ... yellow is the best paint for this wall.
14. "God save us always," I said, "from ... innocent and ... good".

III. Complete these sentences using **the** + one of these adjectives:

Injured poor rich sick unemployed young

1. Have the future in their hands.
2. Ambulances arrived at the scene of the accident and took to hospital.
3. Life is all right if you have a job, but things are not so easy for
4. Julia has been a nurse all her life. She has spent her life caring for
5. In England there is an old story about a man called Robin Hood. It is said that he robbed and gave the money to

IV. What do you call the people of these countries?

	one person (a/an ...)	the people in general
1. Canada?	a Canadian	the Canadians
2. Germany?
3. France?
4. Russia?
5. China?
6. Brazil?
7. England?
8. and your country?

Tema: Modal Verbs

I. Choose the right answer.

1. It was the principle of the tiling. People to keep their words.

- a) should;
- b) have;
- c) ought;
- d) are able.

2. I haven't decided yet where to go for my holiday. I go to Greece.

- a) can;
- b) may;
- c) should;
- d) would.

3. You have left your purse in the shop.

- a) should;
- b) ought to;
- c) shall;
- d) could.

4. I have one of these cakes?

- a) could;
- b) must;
- c) have to;
- d) may.

5. you like a cup of coffee?

- a) will
- b) could
- c) would
- d) should

6. What shall we do this evening? We go out.

- a) should
- b) could
- c) would
- d) ought to

7. Sue be able to help them.

- a) might
- b) could
- c) should
- d) shall

8. We've got plenty of time. We to hurry.

- a) mustn't
- b) don't need
- c) shouldn't
- d) couldn't

9. I am so angry with them. I kill them!

- a) can
- b) must
- c) could
- d) should

10. I rather stay at home than go out.

- a) could
- b) would
- c) must

d) shall

11. It's strange that they be late.

- a) must
- b) should
- c) could
- d) would

12. This price is wrong. It be \$3.50, not \$4.00.

- a) must
- b) could
- c) should
- d) would

13. Are you going to read the report? No, I I already know what it says.

- a) mustn't
- b) shouldn't
- c) needn't
- d) can't

14. My grandfather speak six languages many years ago.

- a) should
- b) shall
- c) could
- d) need

15. you wait a moment, please?

- a) can
- b) should
- c) must
- d) need

Tema: Gerund

I. Insert correct preposition, if necessary.

1. I am looking forward ... sending my children to the South to have a real recreation. 2. I am surprised ... your choosing this camping site. 3. I am fond ... having picnics in the open air. 3. Thank you ... booking my tickets. 4. You discussed everything but he keeps ... filling his rucksack. 5. I wonder why he left ... paying the tip. 6. We learn a lot ... travelling. 7. ... reading many advertisements in the newspapers we decided to go on a tour. 8. You'd better fry the chops instead ... looking at me. 9. The idea ... taking my rucksack came to him when we got to the place. 10. He is busy ... putting up the tent. 11. You will have no difficulty ... finding a room in this hotel. 12. I see no other way ... persuading him to go with us. 13. He was guilty ... hiring an uncomfortable insulated tent for a not-so-modest outlay. 14. They accused him ... leading a cosseted life while travelling. 15. Fancy ... wandering off on your own in that country ... knowing the language.

II. Insert the appropriate form of the gerund.

1. Stark sat down without ___ (to speak). 2. He did not go without ___ by Amy. (to congratulate) 3. After ___ more closely than usual and ___ his hair, he [Herzog] took the bus uptown. (to shave, to brush) 4. At South Square, on ___ that Michael and Fleur were out, he did not dress for dinner, but went to the nursery. (to discover) 5. I had to sound as if I didn't mind ___, as though I had no temper of my own. (to insult) 6. She kept on ___, her voice low and controlled (to talk) 7. In the morning light, she was ashamed of herself for ___ so ___ the night before. (to be elated) 8. The house wanted ___. (to do up) 9. Even a criminal must be told the nature of his crime before ___. (to convict) 10. She showed none of the usual feminine pleasure at ___ hard to understand, inscrutable, mysterious (to be).

III. Point out the Gerundial Construction and comment on the way the nominal element is expressed.

1. You must excuse my being so breathless, I'm not really breathless, it's just the excitement. 2. These happy events occurred without any recommendation having been officially informed. 3. The maid said something about the American lady's having come back to Rodnik.. 4. It easy to imagine Cave sitting silent. 5. She was interrupted by her father's voice and by her father's hat being heavily flung from his hand and striking her face. 6. He brought in a portmanteau with him, which he doubted its being worth while to unpack..7 Besides, there's no danger of it happening again..

IV. State which of the -ing forms are gerunds and which verbal nouns.

1. Avoid large *packings* in order not to wear too much on your shoulders. 2. *Making* a list of everything is necessary before *starting* on a travel. 3. After the *reading* of good travel books find out the most interesting place. 4. The strained world of hotels seems remote on *camping*. 5. I don't feel like *being* bitten to death by mosquitoes. 6. *Sizzling* chops in the open air is a sheer fun for a wife. 7. I am tired of your *fomalgreetings*. 8. Start *getting* a meal ready. 9. The camping has so much to offer. 10. Lonely *moping* round a stuffy hotel room is a tedious business.

V. Translate into English using gerund.

1. Я помню, что потеряла равновесие и упала лицом в грязь. 2. Мой друг настоял на том, чтобы заплатить чаевые всему персоналу. 3. Я отказываюсь, чтобы вы провожали меня на вокзал. 4. У меня нет причин быть недовольной удобствами этого отеля. 5. Представьте, вы отдыхаете в одноэтажном летнем домике с двумя спальнями, гостиной, кухней и крыльцом. 6. Ты не возражаешь, если наше путешествие будет подготовлено туристической фирмой? 7. Он не мог не рассказать о впечатлениях, полученных от пикника. 8. В эту компанию и не стоит обращаться. 9. Не полагайтесь, что вы достанете билеты перед отправлением поезда, закажите их заранее. 10. Мы с нетерпением ждём вашего приезда.

**Задания для проведения промежуточного контроля
по дисциплине «Практический курс второго иностранного языка»
для студентов V курса
направления «Педагогическое образование»
профиля
«Иностранный язык» с дополнительным профилем «Иностранный язык»,
IX семестр**

Part I: English Grammar

Select the best answer.

1. Juan _____ in the library this morning.
A. is study
B. studying
C. is studying
D. are studying
2. Alicia, _____ the windows please. It's too hot in here.
A. opens
B. open
C. opened
D. will opened
3. The movie was _____ the book.
A. as
B. as good
C. good as
D. as good as
4. Eli's hobbies include jogging, swimming, and _____.
A. to climb mountains
B. climb mountains
C. to climb
D. climbing mountains
5. Mr. Hawkins asks me _____ the data by fax immediately.
A. sent
B. sends
C. send
D. to send
6. Who is _____, Marina or Sachiko?
A. tallest
B. tall
C. taller
D. the tallest
7. The concert will begin _____ fifteen minutes.
A. in
B. on
C. with
D. about
8. I have only a _____ Christmas cards left to write.
A. few
B. fewer

- C. less
- D. little

9. Each of the Olympic athletes _____ for months, even years.

- A. have been training
- B. were training
- C. has been training
- D. been training

10. Maria _____ never late for work.

- A. am
- B. are
- C. were
- D. is

11. The company will upgrade _____ computer information systems next month.

- A. there
- B. their
- C. it's
- D. its

12. Cheryl likes apples, _____ she does not like oranges.

- A. so
- B. for
- C. but
- D. or

13. You were _____ the New York office before 2 p.m.

- A. suppose call
- B. supposed to call
- C. supposed calling
- D. supposed call

14. When I graduate from college next June, I _____ a student here for five years.

- A. will have been
- B. have been
- C. has been
- D. will have

15. Ms. Guth _____ rather not invest that money in the stock market.

- A. has to
- B. could
- C. would
- D. must

Part II: English Grammar

Select the one underlined word or phrase that is incorrect.

1. The majority to the news is about violence or scandal.

- A. The
- B. to
- C. news
- D. violence

2. Takeshi swimmmed one hundred laps in the pool yesterday.

- A. swimmmed
- B. hundred

- C. in
- D. yesterday

3. When our vacation, we plan to spend three days scuba diving.

- A. When
- B. plan
- C. days
- D. diving

4. Mr. Feinauer does not take critical of his work very well.

- A. does
- B. critical
- C. his
- D. well

5. Yvette and Rinaldo send e-mail messages to other often.

- A. and
- B. send
- C. other
- D. often

6. Mr. Olsen is telephoning a American Red Cross for help.

- A. is
- B. a
- C. Red
- D. for

7. I had a enjoyable time at the party last night.

- A. a
- B. time
- C. at
- D. last

8. The doctor him visited the patient's parents.

- A. The
- B. him
- C. visited
- D. patient's

9. Petra intends to starting her own software business in a few years.

- A. intends
- B. starting
- C. software
- D. few

10. Each day after school, Jerome run five miles.

- A. Each
- B. after
- C. run
- D. miles

11. He goes never to the company softball games.

- A. never
- B. the
- C. softball

D. games

12. Do you know the student whose books were stolen?

- A. Do
- B. know
- C. who
- D. were

13. Jean-Pierre will spend his vacation either in Singapore or the Bahamas.

- A. will
- B. his
- C. or
- D. Bahamas

14. I told the salesman that I was not interested in buying the latest model.

- A. told
- B. that
- C. interesting
- D. buying

15. Frederick used to work for a multinational corporation when he lived in Malaysia.

- A. used to work
- B. multinational
- C. when
- D. lived in

Part III. English Vocabulary

Select the best answer.

1. The rate of _____ has been fluctuating wildly this week.

- A. money
- B. bills
- C. coins
- D. exchange

2. The bus _____ arrives late during bad weather.

- A. every week
- B. later
- C. yesterday
- D. always

3. Do you _____ where the nearest grocery store is?

- A. know
- B. no
- C. now
- D. not

4. The chairperson will _____ members to the subcommittee.

- A. appoint
- B. disappoint
- C. appointment
- D. disappointed

5. The critics had to admit that the ballet _____ was superb.

- A. procrastinate
- B. performance
- C. pathology

D. psychosomatic

6. Peter says he can't _____ our invitation to dinner tonight.

- A. angel
- B. across
- C. accept
- D. almost

7. We were _____ friends in that strange but magical country.

- A. upon
- B. among
- C. toward
- D. in addition to

8. The hurricane caused _____ damage to the city.

- A. extend
- B. extended
- C. extensive
- D. extension

9. Many cultures have special ceremonies to celebrate a person's _____ of passage into adulthood.

- A. right
- B. rite
- C. writ
- D. write

Part IV. English Reading Comprehension

Select the best answer.

Directions to Erik's house

Leave Interstate 25 at exit 7S. Follow that road (Elm Street) for two miles. After one mile, you will pass a small shopping center on your left. At the next set of traffic lights, turn right onto Maple Drive. Erik's house is the third house on your left. It's number 33, and it's white with green trim.

1. What is Erik's address?

- A. Interstate 25
- B. 2 Elm Street
- C. 13 Erika Street
- D. 33 Maple Drive

2. Which is closest to Erik's house?

- A. the traffic lights
- B. the shopping center
- C. exit 7S
- D. a greenhouse

Date: May 16, 1998

To: Megan Fallerman

From: Steven Roberts

Subject: Staff Meeting

Please be prepared to give your presentation on the monthly sales figures at our upcoming staff meeting. In addition to the accurate accounting of expenditures for the monthly sales, be ready to discuss possible reasons for fluctuations as well as possible trends in future customer spending. Thank you.

3. The main focus of the presentation will be _____.

- A. monthly expenditures
 - B. monthly salary figures
 - C. monthly sales figures
 - D. staff meeting presentations
4. Who will give the presentation?
- A. the company president
 - B. Megan Fallerman
 - C. Steven Roberts
 - D. future customers

The B&B Tour

Spend ten romantic days enjoying the lush countryside of southern England. The counties of Devon, Dorset, Hampshire, and Essex invite you to enjoy their castles and coastline, their charming bed and breakfast inns, their museums and their cathedrals. Spend lazy days watching the clouds drift by or spend active days hiking the glorious hills. These fields were home to Thomas Hardy, and the ports launched ships that shaped world history. Bed and breakfasts abound, ranging from quiet farmhouses to lofty castles. Our tour begins August 15. Call or fax us today for more information 1-800-222-XXXX. Enrollment is limited, so please call soon.

5. Which of the following counties is not included in the tour?
- A. Devon
 - B. Cornwall
 - C. Essex
 - D. Hampshire
6. How many people can go on this tour?
- A. 10
 - B. an unlimited number
 - C. 2-8
 - D. a limited number
7. What can we infer about this area of southern England?
- A. The region has lots of vegetation.
 - B. The coast often has harsh weather.
 - C. The sun is hot and the air is dry.
 - D. The land is flat.

Anna Szewczyk, perhaps the most popular broadcaster in the news media today, won the 1998 Broadcasting Award. She got her start in journalism as an editor at the Hollsville County Times in Missouri. When the newspaper went out of business, a colleague persuaded her to enter the field of broadcasting. She moved to Oregon to begin a master's degree in broadcast journalism at Atlas University. Following graduation, she was able to begin her career as a local newscaster with WPSU-TV in Seattle, Washington, and rapidly advanced to national television. Noted for her quick wit and trenchant commentary, her name has since become synonymous with Good Day, America! Accepting the award at the National Convention of Broadcast Journalism held in Chicago, Ms. Szewczyk remarked, "I am so honored by this award that I'm at a total loss for words!" Who would ever have believed it?

8. What is the purpose of this announcement?
- A. to invite people to the National Convention of Broadcast Journalism
 - B. to encourage college students to study broadcasting
 - C. to recognize Ms. Szewczyk's accomplishments
 - D. to advertise a job opening at the Hollsville County Times
9. The expression "to become synonymous with" means
- A. to be the same as.

- B. to be the opposite of.
- C. to be in sympathy with.
- D. to be discharged from.

10. What was Ms. Szewczyk's first job in journalism?

- A. She was a T.V. announcer in Washington.
- B. She was a newscaster in Oregon.
- C. She was an editor for a newspaper in Missouri.
- D. She was a talk show host in Chicago.

**Вопросы к экзамену
по дисциплине «Практический курс второго иностранного языка»
для студентов V курса
направления «Педагогическое образование»
профиля
«Иностранный язык» с дополнительным профилем «Иностранный язык»,
IX семестр**

1. Tourist trade.
2. Camping is the ideal way to spend a holiday.
3. Ten top leisure activities in Britain.
4. A walking tour.
5. Parents are too permissive with their children nowadays.
6. The difficult child.
7. Teaching responsibility.
8. Teenagers and their problems.
9. How to talk to parents so parents will listen.
10. Home sweet home.
11. The younger generation knows best.

**Задания для проведения промежуточного контроля
по дисциплине «Практический курс второго иностранного языка»
для студентов V курса
направления «Педагогическое образование»
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«Иностранный язык» с дополнительным профилем «Иностранный язык»,
X семестр**

Lexical Test

I. Choose the right answer.

1. Nick has a good for physics. They say he is so at it that, he will win a Nobel prize some day.
a) mind, keen
b) brain, hopeful
c) head, brilliant
d) thought, proud
2. The driver denied that the accident was his own He to say anything unless he was permitted to speak to his lawyer.
a) mistake, denied
b) blame, resisted
c) fault, refused
d) guilt, gave up
3. Indian cuisine relies heavily on spices.
a) severe
b) hot
c) acute
d) cold
4. I to announce a break in the negotiations.
a) look forward
b) regret
c) apologize
d) conclude
5. She is doing into the early Renaissance architecture.
a) a study
b) work
c) research
d) a survey
6. your hand and ask to go there.
a) Arise, permit
b) Rise, agreement
c) Raise, permission
d) Lift, allowance
7. I am a manager and I have to with any complaint.
a) Make
b) Deal
c) Consider
d) examine
8. She did not understand what they were about, so she gave them a look.

- a) speaking, clear
- b) telling, certain
- c) talking, blank
- d) saying, plain

9. All these colleges together the university of Cambridge.

- a) take up
- b) set up
- c) make up
- d) bring up

10. The teacher couldn't my handwriting. He said it was

- a) take out, illicit
- b) make out, illegible
- c) make up, illogical
- d) give in, illusive

11. I will buy the house if it in good

- a) shape
- b) colour
- c) form
- d) condition

12. A of birds often fly in a "V"

- a) herd, size
- b) pack, figure
- c) flock, shape
- d) collection, view

13. Great emphasis is at Oxford and Cambridge on what are called "tutorials".

- a) given
- b) laid
- c) brought
- d) made

14. I shopping yesterday.

- a) made
- b) managed
- c) came
- d) did

15. Miss Keen has been teaching English for ages, though she hasn't got any

- a) experience
- b) knowledges
- c) diploma
- d) know-how

16. He collided with another car and had multiple

- a) injuries
- b) damages
- c) stabs
- d) strike

17. She was to the University and granted a scholarship.

- a) received
- b) admitted
- c) adopted

d) entered

18. The statue in Trafalgar Square Admiral Nelson who defeated the combined fleet of Spain and France at the of his life.

- a) remembers, price
- b) commemorates, cost
- c) celebrates, value
- d) reminds, worth

19. He knew that Mary did not love him and never would; this thought made him

- a) unfortunate
- b) unlucky
- c) unhappy
- d) depressing

20. He hoped to be for years of hard work by getting his promotion.

- a) awarded
- b) rewarded
- c) granted
- d) prized

II. Rewrite these sentences so they mean the same as the first. DO NOT CHANGE THE FORM OF THE GIVEN WORD.

Example: There is no point in seeing that film

WORTH

That film isn't worth seeing

1. He doesn't like cricket

APPEAL

Cricket him

2. The last time she went to the cinema was ages ago

BEEN

She ages

3. It's good thing you brought your cheque book or we wouldn't have been able to buy the car
YOU

We wouldn't have been able to buy the car
your cheque book

4. The president should lower taxes

I

If lower taxes

5. My parents didn't allow me to stay up late when I
was young

LET

My parents stay up late when
I was young

6. A motor bike is cheaper than a car

AS

A motor bike doesn't cost a car

7. First we had dinner at home and then we went to the theatre

HAD

We went to the theatre, but before that we

dinner

8. It was a bad idea to buy that second hand car. it has given me nothing but trouble

WISH

I that second hand
car, it has given me nothing but trouble

Grammar test

III. Choose the correct option: A, B, C or D:

1.

- A. What's like the weather?
- B. How's the weather?
- C. What's the weather like?
- D. How the weather is?

2.

- A. She especially likes her garden very much in the summer
- B. She especially likes very much her garden in the summer
- C. She likes her garden very much especially in the summer
- D. In the summer she especially likes her garden very much

3. He's looking forward that film

- A. to see
- B. seeing
- C. see
- D. to seeing

4. is it from London to Manchester?

- A. How far
- B. How long
- C. How much
- D. How many

5. I it doesn't rain tomorrow, I'm going for a picnic.

- A. expect
- B. hope
- C. wait
- D. await

6. I getting up at 08.00. It's not as difficult as I thought.

- A. used to
- B. used
- C. am used to
- D. would

7. I wouldn't mind tonight

- A. to go out
- B. go out
- C. going out
- D. to going out

8. Don't forget those letters

- A. to post
- B. posting
- C. to posting
- D. post

9. They last night, but I'm not sure

- A. may arrive
- B. might arrive
- C. should arrive
- D. may have arrived

10. I couldn't mend the TV myself, so I at a shop

- A. had it mended
- B. had it mend
- C. did it mend
- D. had mended

11. If I ... you, I would go there.

- A. was
- B. were
- C. am

12. I would be very glad If you ... to my place.

- A. came
- B. come
- C. had come

13. If he ... me I would tell him a secret.

- A. call
- B. called
- C. will call

14. If he did not live in St. Petersburg, we ... meet so often.

- A. won't
- B. wouldn't
- C. didn't

15. If I had heard about it yesterday, I ...pleased.

- A. would have been
- B. was
- C. would

16. If I ... a ticket yesterday, I would have gone to the theatre with you.

- A. had
- B. had had
- C. have had

17. If you ... buy coffee we will drink tea.

- A. didn't
- B. won't
- C. don't

Reading

IV. 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.

V. 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.

VI. 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) distrusted | 3) depressed | 4) disappointed |
| C5 | 1) theme | 2) topic | 3) point | 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 |

VII. 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.

**Вопросы к экзамену
по дисциплине «Практический курс второго иностранного языка»
для студентов V курса
направления «Педагогическое образование»
профиля
«Иностранный язык» с дополнительным профилем «Иностранный язык»,
X семестр**

1. Promotion in career.
2. Job and payment.
3. Finding the ideal work.
4. Television: a curse or a blessing or a national disease.
5. Television and children.
6. The role of feelings and emotions.
7. Anger management.
8. The importance of self-esteem.
9. Stresses, phobias and ways to cope with them.
10. Happiness: the state of things or attitude to life.
11. Environmental concerns.