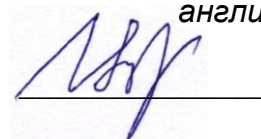


МИНОБРНАУКИ РОССИИ  
ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ  
ВЫСШЕГО ОБРАЗОВАНИЯ  
«ВОРОНЕЖСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ»  
(ФГБОУ ВО «ВГУ»)

**УТВЕРЖДАЮ**

Заведующий кафедрой  
английской филологии



Цурикова Л.В.  
04.07.2018 г.

**РАБОЧАЯ ПРОГРАММА УЧЕБНОЙ ДИСЦИПЛИНЫ**  
Б1.Б.09 Практический курс второго иностранного языка

**1. Код и наименование направления подготовки/специальности:**

45.03.02 Лингвистика

**2. Профиль подготовки/специализация:**

Теория и методика преподавания иностранных языков и культур

**3. Квалификация (степень) выпускника: бакалавр**

**4. Форма обучения: очная**

**5. Кафедра, отвечающая за реализацию дисциплины: английской филологии**

**6. Составители программы: Сычева А.А., Фурса Е.А.**

**7. Рекомендована: НМС факультета РГФ, протокол № 10 от 19 июня 2018 г.**

---

**8. Учебный год: 2019-2020/ 2020-21/ 2021-22      Семестр(ы): 3 - 8**

## 9. Цели и задачи учебной дисциплины:

Целью изучения дисциплины является достижение уровня иноязычной коммуникативной компетенции в диапазоне от B1+ до B2.

Реализация поставленной цели осуществляется благодаря решению следующих задач:

- 1) формирование умения аудирования, соответствующего уровню иноязычной коммуникативной компетенции в диапазоне от B1+ до B2 (понимать на слух монологическую и диалогическую речь носителя языка (телефонные послания, инструкции, лекции, новости, объявления, рассказы, речи, доклады, анекдоты, интервью, дискуссии) как с визуальной опорой, так и без нее; извлекать из воспринимаемых на слух аутентичных текстов соответствующей трудности фактическую информацию; выполнять различные задания, используя извлеченные из аудио /видео текста факты; уметь адекватно воспроизводить фрагменты прослушанных аудиоматериалов);
- 2) формирование умения чтения, соответствующего уровню иноязычной коммуникативной компетенции в диапазоне от B1+ до B2 (понимать оригинальный текст художественного и публицистического жанров; кратко излагать содержание текста с последующей формулировкой отношения к основной идее текста; понять общую идею текста, выявить конкретные факты в заданный промежуток времени; выполнить проблемные задания по содержанию текста; обсудить прочитанное с партнером и группой; дальнейшее развитие основных стратегий чтения /умения читать с общим пониманием содержания; с детальным пониманием; выделять из текста искомую информацию;/; развитие умений поискового чтения /на материале текстов учебника, газетных статей, художественных текстов;/; развитие умений читать разножанровые тексты /справочную литературу, переписку, художественную и публицистическую литературу, отчеты, доклады/);
- 3) формирование умения письменной речи и навыков письма, соответствующих уровню иноязычной коммуникативной компетенции в диапазоне от B1+ до B2 (развитие орфографических навыков письма; формирование навыков редактирования письменных текстов; формирование умений продуцировать письменные тексты с учетом потенциального читателя; формирование умений писать сочинения различного типа /абзацы-повествования, абзацы-инструкции, абзацы-описания, управляемые официальные письма (заявления о приеме на работу и заявления жалобы), управляемые и творческие письма неформального плана, письменные сообщения устных выступлений; писать абзацы разных типов (описательные, повествовательные, инструктивные); используя нужный стиль, лексику и грамматические структуры, соответствующие заявленному уровню ИКК, писать письмо личного и полуофициального характера, адекватное условиям общения и функции (заявление о приеме на работу, жалобу, запрос информации) на базе заданной ситуации и указанных ремарок);

- 4) формирование умения говорения, соответствующего уровню иноязычной коммуникативной компетенции в диапазоне от B1+ до B2 (развитие умений диалогической речи/ диалог-беседа на бытовые темы, диалог-рассуждение, диалог-интервью, ситуативный диалог, различные типы диалогических единств, связанные с основными речевыми актами/ и монологической речи /монолог-описание, монолог-повествование, монолог-рассуждение/; формирование умений полилогической речи /дискуссии, тематические беседы/; развитие умений публичной речи /презентация текстов, докладов, сообщений с использованием риторических приемов/; развитие умений соблюдать культурно-специфические этикетные нормы оформления речи; формирование умений инициировать общение, адекватно вступать в общение, поддерживать разговор, завершать общение; высказывать суждения, оценки, отношение к высказываемому, обмениваться мнениями и информацией познавательно-информационного характера; развитие умений устно-речевого взаимодействия по всему спектру проблем; уметь вести подготовленную и спонтанную беседу социокультурного характера, на базе аудио-видео-текстового материала, демонстрируя грамматическую правильность, лексическую и идиоматическую насыщенность и ситуативную приемлемость речи; делать небольшие монологические сообщения на базе прочитанного, увиденного, услышанного материала с использованием соответствующего словаря, грамматического материала и стиля; уметь использовать некоторые коммуникативные функции в процессе общения (мнение, согласие/несогласие, просьба, совет, отказ, реплики, поддерживающие разговор)).
- 5) формирование фонетических навыков, соответствующих уровню иноязычной коммуникативной компетенции в диапазоне от B1+ до B2 (развитие навыков фонетического и ритмико-интонационного оформления речи; развитие навыков фонетического чтения / стихи, диалоги-образцы, пословицы);
- 6) формирование лексических навыков, соответствующих уровню иноязычной коммуникативной компетенции в диапазоне от B1+ до B2 (знать синонимы, антонимы к словам и/или их дефиниции; отличать лексику формального и неформального общения; лексику региональных вариантов изучаемого языка в пределах уровня; знать идиоматику и фразеологию изучаемого языка; использовать лексику в адекватной ситуации при обсуждении текстов, описании картинок, при монологическом и диалогическом высказывании, в дискуссиях и т.п.);
- 7) формирование грамматических навыков, соответствующих уровню иноязычной коммуникативной компетенции в диапазоне от B1+ до B2 (развитие грамматических навыков корректного и коммуникативно мотивированного использования условных предложений, сослагательного наклонения, основных видов модальных глаголов и оборотов, личных и безличных форм глагола и т.д.)

**10. Место учебной дисциплины в структуре ООП: (блок Б1, базовая или вариативная часть, к которой относится дисциплина; требования к входным знаниям, умениям и навыкам; дисциплины, для которых данная дисциплина является предшествующей))**

Дисциплина включена в базовую (обязательную) часть профессионального цикла. Данная дисциплина частично опирается на знания, умения и навыки, сформированные в ходе изучения дисциплины «Основы языкознания».

**11. Планируемые результаты обучения по дисциплине/модулю (знания, умения, навыки), соотнесенные с планируемыми результатами освоения образовательной программы (компетенциями выпускников):**

| Компетенция |  | Планируемые результаты обучения   |
|-------------|--|---|
| Код         | Название   |   |
| ОК-2        | способность руководствоваться принципами культурного релятивизма и этическими нормами, предполагающими отказ от этноцентризма и уважение своеобразия иноязычной культуры и ценностных ориентаций иноязычного социума | <p>знать: формы социальных взаимодействий; этические и нравственные нормы поведения, принятые в инокультурном социуме; специфику культуры стран изучаемых языков</p> <p>уметь: руководствоваться принципами толерантности и этнокультурной этики, предполагающими уважительное отношение к иноязычной культуре и сохранение приверженности ценностям родной культуры</p> <p>владеть: навыками выявления ценностных ориентаций иноязычной лингвокультурной общности; навыками осуществления межкультурного диалога в общей и профессиональной сферах общения с учетом культуры стран изучаемых языков</p>  |
| ОК-3        | владение навыками социокультурной и межкультурной коммуникации, обеспечивающими адекватность социальных и профессиональных контактов   | <p>знать: типы, виды и формы межкультурной коммуникации; наиболее значимые модели межкультурной коммуникации и ее важнейшие содержательные и структурные компоненты;</p> <p>уметь: оперировать основными понятиями и терминологией теории межкультурной коммуникации; анализировать социокультурные различия коммуникантов</p> <p>владеть: навыками социокультурной и межкультурной коммуникации</p>  |
| ОК-11       | готовность к постоянному саморазвитию, повышению своей квалификации и мастерства; способностью критически оценить свои достоинства и недостатки, наметить пути и выбрать средства саморазвития                       | <p>знать: способы повышения квалификации и мастерства, способы организации рабочего времени, содержание процессов самоорганизации и самообразования; основные учебные стратегии, приемы аудиторной и самостоятельной работы с учебным материалом; критерии оценки профессионального мастерства</p> <p>уметь: использовать творческий потенциал, применять основные учебные стратегии, критически оценивать свои достоинства и недостатки, организовывать свою самостоятельную учебную деятельность;</p> <p>владеть: приемами самостоятельной работы с учебным материалом, навыком профессиональной рефлексии с целью повышения профессионального мастерства</p> |
| ОК-12       | способность к пониманию социальной значимости своей будущей профессии, владением высокой мотивацией к выполнению профессиональной деятельности   | <p>знать: роль будущей профессии в жизни общества; нормы профессиональной этики</p> <p>уметь: обеспечивать общение в рамках межкультурной коммуникации, обосновать социальную значимость своей будущей профессии;</p>   |

|       |  |   |
|-------|--|---|
|       |  | <p>владеть: способами поддержания и повышения собственной мотивации к выполнению профессиональной деятельности; навыками посредника в межкультурной коммуникации</p>  |
| ОПК-3 | <p>владение системой лингвистических знаний, включающей в себя знание основных фонетических, лексических, грамматических, словообразовательных явлений и закономерностей функционирования изучаемого иностранного языка, его функциональных разновидностей</p> | <p>знать: орфографическую, орфоэпическую, лексическую и грамматическую нормы изучаемых языков; фонетическую систему, грамматический строй, необходимый объем лексико-фразеологических единиц и функционально-стилистические характеристики иностранных языков; содержание основных разделов науки о языке, основные законы строения, развития и функционирования естественного языка;</p> <p>уметь: выбирать и адекватно употреблять лексические единицы в зависимости от контекста/регистра; строить высказывания по синтаксическим моделям; анализировать языковые особенности высказываний и учитывать их при решении профессиональных задач; использовать полученные знания в ходе изучения дисциплин лингвистического цикла; применять на практике полученные знания в различных ситуациях межкультурного взаимодействия;</p> <p>владеть: всеми видами речевой деятельности на изучаемых иностранных языках в объеме, необходимом для обеспечения основной профессиональной деятельности в соответствии с основной фундаментальной, профессиональной и специальной подготовкой; навыками использования общих методов лингвистики для описания конкретных форм и конструкций языка. невербальными средствами общения;</p> |
| ОПК-4 | <p>владение этическими и нравственными нормами поведения, принятыми в инокультурном социуме; готовностью использовать модели социальных ситуаций, типичные сценарии взаимодействия участников межкультурной коммуникации</p>                                   | <p>знать: этические и нравственные нормы поведения; типичные сценарии взаимодействия участников межкультурной коммуникации</p> <p>уметь: применять на практике полученные знания в различных ситуациях межкультурного взаимодействия;</p> <p>владеть: невербальными средствами общения;</p>   |
| ОПК-5 | <p>владение основными дискурсивными способами реализации коммуникативных целей высказывания применительно к особенностям текущего коммуникативного контекста (время, место, цели и условия взаимодействия)</p>   | <p>знать: дискурсивные способы реализации коммуникативных целей высказывания применительно к особенностям текущего коммуникативного контекста</p> <p>уметь: применять соответствующие дискурсивные стратегии в зависимости от коммуникативного контекста</p> <p>владеть: приемами эффективного речевого общения в процессе выступления, ведения беседы в различных коммуникативных сферах: социально-бытовой, научно-практической, официально-деловой, профессиональной.</p>  |
| ОПК-6 | <p>владение основными способами выражения семантической, коммуникативной и структурной преемственности между частями высказывания - композиционными элементами текста (введение, основная часть, заключение), сверхфразовыми единствами, предложениями</p>     | <p>знать: способы выражения семантической, коммуникативной и структурной преемственности между частями высказывания - композиционными элементами текста, сверхфразовыми единствами, предложениями; правила построения текстов на иностранном языке</p> <p>уметь: адекватно применять правила построения текстов на рабочих языках для достижения их последовательности, на основе композиционно-речевых форм; логически верно выстраивать устную и письменную речь;</p> <p>владеть: правилами употребления композиционных моделей, соединительных слов и приемов, обеспечивающих когезию и</p>  |

|        |  |  |
|--------|--|--|
|        |  | когерентность текста   |
| ОПК-7  | способность свободно выражать свои мысли, адекватно используя разнообразные языковые средства с целью выделения релевантной информации | <p>знать: нормы родного и изучаемых иностранных языков</p> <p>уметь: свободно и правильно говорить на родном и изучаемых иностранных языках на общественно-политические, специальные и бытовые темы в различных ситуациях общения, идентифицировать и продуцировать различные типы письменных текстов на родном и иностранных языках с учетом их коммуникативных функций, функциональных стилей, с соблюдением грамматических и синтаксических норм;</p> <p>владеть: говорением, аудированием и письмом как видами речевой деятельности</p>            |
| ОПК-8  | владение особенностями официального, нейтрального и неофициального регистров общения   | <p>знать: особенности регистров речи;</p> <p>уметь: распознавать регистры общения; использовать регистры общения сообразно коммуникативной ситуации</p> <p>владеть: всеми регистрами общения: официальным, неофициальным, нейтральным</p>  |
| ОПК-9  | готовность преодолевать влияние стереотипов и осуществлять межкультурный диалог в общей и профессиональной сферах общения              | <p>знать: различные приемы коммуникативного поведения, его особенности в различных сферах общественной жизни;</p> <p>уметь: применять на практике полученные знания в различных ситуациях межкультурного взаимодействия;</p> <p>владеть: методикой интерпретации различных видов коммуникативного поведения, использования полученных знаний в профессиональной деятельности</p>   |
| ОПК-10 | способность использовать этикетные формулы в устной и письменной коммуникации  | <p>знать: правила речевого этикета; типичные сценарии взаимодействия участников межкультурной коммуникации</p> <p>уметь: вести дискуссию по проблемной ситуации, выражать согласие (несогласие) в знак поддержки разговора, проводить свою стратегическую линию в общении в согласии с речевыми интенциями собеседников или вопреки их интенциям, владеть навыками компромисса; соблюдать нормы вежливости в своем речевом поведении</p> <p>владеть: навыками адекватного использования формул речевого этикета в устной и письменной коммуникации</p> |

**12. Объем дисциплины в зачетных единицах/час. — 25 / 900.**

**Форма промежуточной аттестации (зачет/экзамен)**

зачет (3, 5, 7 семестры) / экзамен (4, 6, 8 семестры).

**13. Виды учебной работы**

| Вид учебной работы     | Трудоемкость |              |     |     |     |     |     |
|------------------------|--------------|--------------|-----|-----|-----|-----|-----|
|                        | Всего        | По семестрам |     |     |     |     |     |
|                        |              | №3.          | №4. | №5. | №6. | №7. | №8. |
| Аудиторные занятия     | 534          | 108          | 102 | 84  | 84  | 90  | 66  |
| в том числе: лекции    |              |              |     |     |     |     |     |
| практические           | 534          | 108          | 102 | 84  | 84  | 90  | 66  |
| лабораторные           |              |              |     |     |     |     |     |
| Самостоятельная работа | 258          | 36           | 24  | 87  | 69  | 18  | 24  |

|   |     |     |     |     |     |     |     |
|---|-----|-----|-----|-----|-----|-----|-----|
| Форма промежуточной аттестации<br>(зачет – 0 час. / экзамен – ___ час.) | 108 |     | 36  |     | 36  |     | 36  |
| Итого:  | 900 | 144 | 162 | 171 | 189 | 108 | 126 |

### 13.1. Содержание дисциплины

#### 1 год

| п/п                            | Наименование раздела дисциплины  | Содержание раздела дисциплины   |
|--------------------------------|--|---|
| <b>1. Практические занятия</b> |  |   |
| 2.1                            | Фонетика, Вводно-коррективный курс английского произношения            | Органы речи, английский алфавит, правила чтения букв и буквенных сочетаний, фонемы и аллофоны, транскрипция и орфография. Гласные и согласные звуки. Артикуляция изолированного звука речи, соединение звуков в потоке речи. Ассимиляция; слог и слоговоеделение. Словесное ударение, фразовое ударение, интонация. |
| 2.2                            | Грамматика   | Артикль, имя существительное, имя прилагательное, наречие, система английского глагола, времена в действительном залоге.  |
| 2.3                            | Говорение. Диалогическая и монологическая формы. Бытовая сфера общения | Я, моя семья и мои друзья. Дом, жилищные условия. Досуг, развлечения, спорт и хобби. Здоровье, пища, работа. Покупки. Путешествия.  |
| 2.4                            | Чтение   | Ознакомительное, просмотровое, поисковое. Домашнее чтение, (адаптированная литература – рассказы английских и американских авторов)   |
| 2.5                            | Аудирование  | Прослушивание диалогических и монологических высказываний, вычленение информации фактологического характера из прослушанного текста. Восприятие на слух диалогической речи, в которой обсуждается какая-либо проблема. Прослушивание коротких фабульных текстов и передача их содержания в устной форме             |
| 2.6                            | Письменная практика  | Орфография: 4 типа слога, удваивание согласных в конце слова, «у» в конце слова. Омофоны. Немые согласные. Заполнение формуляров и бланков и написание личных писем.  |

#### 2 год

| п/п                            | Наименование раздела дисциплины  | Содержание раздела дисциплины  |
|--------------------------------|--|--|
| <b>1. Практические занятия</b> |  |  |
| 2.1                            | Фонетика, Вводно-коррективный курс английского произношения  | Орфография. Словесное ударение, фразовое ударение, интонация. Основные тоны английской речи, шкала и ее составные части.   |
| 2.2                            | Грамматика   | Времена в страдательном залоге. Нулевой, первый и второй типы сослагательного наклонения. Прямая/Косвенная речь.   |
| 2.3                            | Говорение. Диалогическая и монологическая формы.<br>1. Бытовая сфера общения<br>2. Учебно-познавательная сфера<br>3. Социокультурная сфера | Описание внешности. Досуг, развлечения, спорт и хобби. Здоровье, работа. Покупки. Животные.<br>Учеба, работа, путешествия, туризм.<br>Мир. Толерантность к представителям других культур, наций, национальностей. Образ жизни современного человека. Мировые достижения науки и техники. |
| 2.4                            | Чтение   | Ознакомительное, просмотровое, поисковое. Домашнее чтение, интенсивное и экстенсивное (адаптированная литература – рассказы английских и американских авторов).  |
| 2.5                            | Аудирование  | Прослушивание диалогических, монологических высказываний,  |

|     |                     |   |
|-----|---------------------|---|
|     |                     | вычленение информации фактологического характера из прослушанного текста. Восприятие на слух диалогической речи, в которой обсуждается какая-либо проблема. Прослушивание коротких фабульных текстов и передача их содержания в устной или письменной форме.  |
| 2.6 | Письменная практика | Написание абзацев (повествовательные), используя нужный стиль, лексику и грамматические структуры, соответствующие уровню 3 курса;<br>Написание письма личного и полуофициального характера, адекватного условиям общения и функции (заявление о приеме на работу, жалобу, запрос информации) на базе заданной ситуации и указанных ремарок (transactional letter – informal letter, letter of application and complaint).<br>Умение редактировать абзацы с орфографическими ошибками |

### 3 год

| п/п                            | Наименование раздела дисциплины   | Содержание раздела дисциплины  |
|--------------------------------|---|--|
| <b>1. Практические занятия</b> |   |  |
| 2.1                            | Грамматика  | Модальные глаголы, третий и четвертый типы сослагательного наклонения, герундий и инфинитив.   |
| 2.2                            | Говорение. Диалогическая и монологическая формы.<br>1.Бытовая сфера общения<br>2.Учебно-познавательная сфера<br>3. Профессиональная сфера<br>4. Социокультурная сфера | Я, моя семья и мои друзья. Дом, жилищные условия. Досуг, развлечения, спорт и хобби. Здоровье, пища, Покупки.<br>Работа, учеба.<br>Путешествия.<br>Кумиры молодежи.  |
| 2.3                            | Чтение  | Умение интерпретировать адаптированные публицистические тексты, и демонстрировать имеющиеся фоновые знания в ходе беседы по тексту; навыки анализа текста в отношении его логической структуры и последующего восстановления нарушенного порядка параграфов.<br>Домашнее чтение,<br>(адаптированная литература – рассказы английских и американских авторов)   |
| 2.4                            | Аудирование   | Прослушивание диалогических и монологических высказываний, с целью извлечения из воспринимаемых на слух аутентичных текстов соответствующей трудности различных видов информации, в том числе:<br>- о мнениях коммуникантов,<br>- о психологическом состоянии коммуникантов и их социальных характеристиках,<br>- о причинно-следственных связях между описываемыми событиями,<br>- фактическую информацию |
| 2.5                            | Письменная практика   | -написать служебную официальную записку (report) на основе опроса общественного мнения;<br>-написать статью (article) по заданной теме в рамках пройденного лексического материала;<br>-уметь редактировать абзацы с орфографическими ошибками   |

## 13.2. Темы (разделы) дисциплины и виды занятий

### 1 год

| № п/п | Наименование темы (раздела) дисциплины | Виды занятий (часов) |              |              |                        |       |
|-------|--|----------------------|--------------|--------------|------------------------|-------|
|       |  | Лекции               | Практические | Лабораторные | Самостоятельная работа | Всего |
| 1.    | Фонетика, вводно-коррективный курс     |                      | 40           |              | 7                      | 47    |



|               |                     |  |     |  |    |     |
|---------------|---------------------|--|-----|--|----|-----|
| 2.            | Грамматика          |  | 38  |  | 12 | 50  |
| 3.            | Говорение           |  | 38  |  | 6  | 44  |
| 4.            | Чтение              |  | 30  |  | 16 | 46  |
| 5.            | Аудирование         |  | 34  |  | 8  | 42  |
| 6.            | Письменная практика |  | 30  |  | 11 | 41  |
| Итого:        |                     |  | 210 |  | 60 | 270 |
| Контроль - 36 |                     |  |     |  |    | 306 |

## 2 год

| № п/п         | Наименование раздела дисциплины    | Виды занятий (часов) |              |              |                        |       |
|---------------|------------------------------------|----------------------|--------------|--------------|------------------------|-------|
|               |                                    | Лекции               | Практические | Лабораторные | Самостоятельная работа | Всего |
| 1.            | Фонетика, вводно-коррективный курс |                      | 30           |              | 21                     | 51    |
| 2.            | Грамматика                         |                      | 30           |              | 33                     | 63    |
| 3.            | Говорение                          |                      | 32           |              | 17                     | 49    |
| 4.            | Чтение                             |                      | 24           |              | 31                     | 55    |
| 5.            | Аудирование                        |                      | 32           |              | 18                     | 50    |
| 6.            | Письменная практика                |                      | 20           |              | 36                     | 56    |
| Итого:        |                                    |                      | 168          |              | 156                    | 324   |
| Контроль - 36 |                                    |                      |              |              |                        | 360   |

## 3 год

| № п/п         | Наименование раздела дисциплины | Виды занятий (часов) |              |              |                        |       |
|---------------|---------------------------------|----------------------|--------------|--------------|------------------------|-------|
|               |                                 | Лекции               | Практические | Лабораторные | Самостоятельная работа | Всего |
| 1.            | Грамматика                      |                      | 31           |              | 10                     | 41    |
| 2.            | Говорение                       |                      | 33           |              | 7                      | 40    |
| 3.            | Чтение                          |                      | 31           |              | 11                     | 42    |
| 4.            | Аудирование                     |                      | 33           |              | 7                      | 40    |
| 5.            | Письменная практика             |                      | 28           |              | 7                      | 35    |
| Итого:        |                                 |                      | 156          |              | 42                     | 198   |
| Контроль - 36 |                                 |                      |              |              |                        | 234   |

### 14. Методические указания для обучающихся по освоению дисциплины

*(рекомендации обучающимся по освоению дисциплины: работа с конспектами лекций, презентационным материалом, выполнение практических заданий, тестов, заданий текущей аттестации и т.д.)*

Дисциплина считается освоенной, если обучающимся в полном объеме была выполнена трудоемкость учебной нагрузки, включающая в себя все виды учебной деятельности, предусмотренные учебным планом (аудиторную и самостоятельную работу).

Аудиторная работа предполагает посещение занятий и выполнение заданий, данных преподавателем. В случае пропуска практического занятия по каким-либо причинам обучающийся обязан самостоятельно выполнить соответствующее задание под контролем преподавателя во время индивидуальных консультаций преподавателя.

Задания для самостоятельной работы выполняются обучающимся в письменном виде и предоставляются преподавателю для проверки в начале занятия. В случае невыполнения задания для самостоятельной работы обучающийся обязан отчитаться о выполнении учебной нагрузки для самостоятельной работы в срок, указанный преподавателем.

**15. Перечень основной и дополнительной литературы, ресурсов интернет, необходимых для освоения дисциплины** (список литературы оформляется в соответствии с требованиями ГОСТ и используется общая сквозная нумерация для всех видов источников)

**1 год**

а) основная литература:

| № п/п | Источник   |
|-------|--|
| 1.    | Oxenden, Clive. New English File. Elementary : student's book / Clive Oxenden, Christina Latham-Koenig, Paul Seligson .— Oxford : Oxford University Press, 2004 .— 159 p.  |
| 2.    | Oxenden, Clive. New English file. Elementary : workbook / Clive Oxenden, Christina Latham-Koenig, Paul Seligson ; with Jane Hudson .— Oxford : Oxford University Press, 2005 .— 79 p.  |
| 3.    | Ерофеева Л. А. Modern English in Conversation: учебное пособие / Л. А. Ерофеева. – М. : Флинта, 2016. – 341 с. – <URL: <a href="http://biblioclub.ru/index.php?page=book_red&amp;id=83205&amp;sr=1">http://biblioclub.ru/index.php?page=book_red&amp;id=83205&amp;sr=1</a> > |

б) дополнительная литература:

| № п/п | Источник  |
|-------|---|
| 4.    | Dooley, Jenny. Grammarway 2 : English grammar book / Jenny Dooley, Virginia Evans .— Newbury : Express Publ., 2001 .— 152 p.  |
| 5.    | Thomson A.J. A practical English grammar : exercises 1 / A.J. Thomson, A.V. Martinet .— 3rd ed. — Oxford : Oxford University Press, 2000 .— 181 p.  |
| 6.    | Лебединская Б.Я. Практикум по английскому языку: английское произношение : учебное пособие для вузов / Б.Я. Лебединская .— 2-е изд., испр. — М. : Астрель : АСТ, 2005 .— 175 с.                                     |
| 7.    | Akinyemi, R. Remember Miranda / R. Akinyemi .— Oxford : Oxford University Press, 2000 .— 56 p.  |
| 8.    | Paterson, Ken. Grammar spectrum 1 : elementary with answers / Ken Paterson .— Oxford : Oxford University Press, 1999 .— 119 p.  |
| 9.    | Murphy, R. Essential Grammar in Use : A self-study reference and practice book for elementary students of English : With answers / Raymond Murphy .— 2 ed. — Cambridge : Cambridge University Press, 2002 .— 300 p. |
| 10.   | Короткие рассказы и шутки / сост. Г.А. Дудкина [и др.] .— М. : Изд-во ин-та общ. сред. образования РАО, 2001 .— 254, [1] с. — (English) .   |
| 11.   | Bronte, Ch. Jane Eyre / Charlotte Bronte ; ed. by Margaret Smith.— Oxford : Oxford University Press, 2000 .— 488 p.   |

в) информационные электронно-образовательные ресурсы (официальные ресурсы интернет)\*:

| № п/п | Ресурс   |
|-------|--|
| 12.   | Российская государственная библиотека. – <a href="https://dvs.rsl.ru/inet/Vrr/SelectedDocs?docid=%2Frs101006000000%2Frs101006531000%2Frs101006531824%2Frs101006531824.pdf">https://dvs.rsl.ru/inet/Vrr/SelectedDocs?docid=%2Frs101006000000%2Frs101006531000%2Frs101006531824%2Frs101006531824.pdf</a> |

**2 год**

а) основная литература:

| № п/п | Источник   |
|-------|--|
| 1.    | Oxenden, C. New English File. Pre-intermediate : student's book / Clive Oxenden, Christina Latham-Koenig, Paul Seligson .— Oxford : Oxford University Press, 2009 .— 159 p.  |
| 2.    | Oxenden, C. New English file. Pre-intermediate : workbook / Clive Oxenden, Christina Latham-Koenig, Paul Seligson .— Oxford : Oxford University Press, 2009 .— 79 p.   |
| 3.    | Христорощественская Л. П. Фразовые глаголы в разговорном английском: пособие / Л. П. Христорощественская. – Минск : ТетраСистемс, 2012. – 272 с. – <URL: <a href="http://biblioclub.ru/index.php?page=book_red&amp;id=111918&amp;sr=1">http://biblioclub.ru/index.php?page=book_red&amp;id=111918&amp;sr=1</a> > |

б) дополнительная литература:

| № п/п | Источник  |
|-------|---|
| 4.    | Dooley, Jenny. Grammarway 3 / Jenny Dooley, Virginia Evans .— Newbury : Express Publ., 2000 .— 216 p.   |
| 5.    | Thomson, A.J. A practical English grammar : Exercises 1 / A.J. Thomson, A.V. Martinet .— 3rd ed. — Oxford : Oxford University Press, 2000 .— 181 p. |

|    |  |
|----|--|
| 6. | Thomson, A.J. A practical English grammar : exercises 2 / A.J. Thomson, A.V. Martinet .— 3rd ed. — Oxford : Oxford University Press, 2001 .— 199 p.  |
| 7. | Murphy, Raymond. English grammar in use : a self-study reference and practice book for intermediate students of English : with answers / Raymond Murphy .— 3rd ed .— Cambridge : Cambridge University Press, 2005 .— X, 379 p. |
| 8. | Tyler, Anne. The accidental tourist / Anne Tyler ; retold by Jennifer Bassett .— Oxford : Oxford University Press, 2004 .— 104 p.  |
| 9. | Nesbit, E. The railway children / E. Nesbit.— London [etc.] : Puffin, 2003 .— 267 p.   |

в) информационные электронно-образовательные ресурсы (официальные ресурсы интернет)\*:

| № п/п | Ресурс   |
|-------|--|
| 10.   | Российская государственная библиотека. — <a href="https://dvs.rsl.ru/inet/Vrr/SelectedDocs?docid=%2Frsl0100800000%2Frsl01008289000%2Frsl01008289615%2Frsl01008289615.pdf">https://dvs.rsl.ru/inet/Vrr/SelectedDocs?docid=%2Frsl0100800000%2Frsl01008289000%2Frsl01008289615%2Frsl01008289615.pdf</a> |

### 3 год

а) основная литература:

| № п/п | Источник   |
|-------|--|
| 1.    | Oxenden, Clive. New English file. Intermediate : student's book / Clive Oxenden, Christina Latham-Koenig .— Oxford : Oxford University Press, 2008 .— 159 p.             |
| 2.    | Oxenden, Clive. New English file. Intermediate : workbook / Clive Oxenden, Christina Latham-Koenig ; with Tracy Byrne .— Oxford : Oxford University Press, 2008 .— 79 p. |

б) дополнительная литература:

| № п/п | Источник  |
|-------|---|
| 3.    | Dooley, Jenny. Grammarway 3 / Jenny Dooley, Virginia Evans .— Newbury : Express Publ., 2000 .— 216 p.   |
| 4.    | Thomson, A.J. A practical English grammar : Exercises 1 / A.J. Thomson, A.V. Martinet .— 3rd ed. — Oxford : Oxford University Press, 2000 .— 181 p.   |
| 5.    | Short stories to read and discuss = Короткие рассказы для чтения и обсуждения : [учебное пособие для учащихся высших и средних учебных заведений] / [сост. Э. Л. Хавина; ред. Н. А. Самуэльян] .— М. : Менеджер, 2008 .— 203 с. |
| 6.    | Hope, Annette. A Caledonian feast / Annette Hope ; introd. by Clarissa Dickson Wright; with woodcut engravings by Alyson MacNeill .— Edinburgh : Canongate , 2002 .— 318 p.   |
| 7.    | Gairns, Ruth. Natural English : Intermediate student's book / Ruth Gairns and Stuart Redman .— Oxford : Oxford University Press, 2003 .— 175 p.   |
| 8.    | Coe, Norman. Grammar spectrum 3 : intermediate with answers / Norman Coe .— Oxford : Oxford University Press, 2005 .— 120 p.  |

в) информационные электронно-образовательные ресурсы (официальные ресурсы интернет)\*:

| № п/п | Ресурс  |
|-------|---|
| 9.    | <a href="https://edu.vsu.ru/course/view.php?id=2225">https://edu.vsu.ru/course/view.php?id=2225</a>   |
| 10.   | <a href="http://www.bbc.co.uk/learningenglish/english/features/6-minute-english">http://www.bbc.co.uk/learningenglish/english/features/6-minute-english</a> |
| 11.   |   |

\* Вначале указываются ЭБС, с которыми имеются договора у ВГУ, затем открытые электронно-образовательные ресурсы

**16. Перечень учебно-методического обеспечения для самостоятельной работы** (учебно-методические рекомендации, пособия, задачки, методические указания по выполнению практических (контрольных) работ и др.)

| № п/п | Источник |
|-------|----------|
|       |          |
|       |          |

**17. Информационные технологии, используемые для реализации учебной дисциплины, включая программное обеспечение и информационно-справочные системы (при необходимости)**

## 18. Материально-техническое обеспечение дисциплины:

(при использовании лабораторного оборудования указывать полный перечень, при большом количестве оборудования можно вынести данный раздел в приложение к рабочей программе)

Ноутбук / компьютер, аудиокolonки.

## 19. Фонд оценочных средств:

### 19.1. Перечень компетенций с указанием этапов формирования и планируемых результатов обучения

| Код и содержание компетенции (или ее части)   | Планируемые результаты обучения (показатели достижения заданного уровня освоения компетенции посредством формирования знаний, умений, навыков)   | Этапы формирования компетенции (разделы (темы) дисциплины или модуля и их наименование) | ФОС* (средства оценивания) |
|---|--|---|----------------------------|
| ОК-2: способностью руководствоваться принципами культурного релятивизма и этическими нормами, предполагающими отказ от этноцентризма и уважение своеобразия иноязычной культуры и ценностных ориентаций иноязычного социума | Знать: формы социальных взаимодействий; этические и нравственные нормы поведения, принятые в инокультурном социуме; специфику культуры стран изучаемых языков  | Говорение. Социокультурная Сфера  | КИМ № 4, 5, 6              |
|   | Уметь: руководствоваться принципами толерантности и этнокультурной этики, предполагающими уважительное отношение к иноязычной культуре и сохранение приверженности ценностям родной культуры                             | Говорение. Социокультурная Сфера  | КИМ № 4, 5, 6              |
|   | Владеть: навыками выявления ценностных ориентаций иноязычной лингвокультурной общности; навыками осуществления межкультурного диалога в общей и профессиональной сферах общения с учетом культуры стран изучаемых языков | Говорение. Социокультурная Сфера  | КИМ № 4, 5, 6              |
| ОК-3: владением навыками социокультурной и межкультурной коммуникации, обеспечивающими адекватность социальных и профессиональных контактов   | Знать: типы, виды и формы межкультурной коммуникации; наиболее значимые модели межкультурной коммуникации и ее важнейшие содержательные и структурные компоненты   |   |                            |
|   | Уметь: оперировать основными понятиями и терминологией теории межкультурной коммуникации; анализировать социокультурные различия коммуникантов   |   |                            |
|   | Владеть: навыками социокультурной и межкультурной коммуникации   |   |                            |
| ОК-11: готовностью к постоянному саморазвитию, повышению своей квалификации и   | Знать: способы повышения квалификации и мастерства, способы организации рабочего времени, содержание процессов самоорганизации и   | Фонетика. Вводно-корректирующий курс английского языка<br>Грамматика                    |                            |

|  |   |   |  |
|--|---|---|--|
| <p>мастерства;<br/>способностью критически оценить свои достоинства и недостатки, наметить пути и выбрать средства саморазвития</p>  | <p>самообразования; основные учебные стратегии, приемы аудиторной и самостоятельной работы с учебным материалом; критерии оценки профессионального мастерства</p>   | <p>Аудирование</p> <p>Письменная практика</p>   |  |
|  | <p>Уметь: использовать творческий потенциал, применять основные учебные стратегии, критически оценивать свои достоинства и недостатки, организовывать свою самостоятельную учебную деятельность;</p>  | <p>Фонетика. Вводно-коррективный курс английского языка</p> <p>Грамматика</p> <p>Аудирование</p> <p>Письменная практика</p> |  |
|  | <p>Владеть: приемами самостоятельной работы с учебным материалом, навыком профессиональной рефлексии с целью повышения профессионального мастерства</p>   | <p>Фонетика. Вводно-коррективный курс английского языка</p> <p>Грамматика</p> <p>Аудирование</p> <p>Письменная практика</p> | <p>Контрольная работа №1,2,3,4,5,6</p>       |
| <p>ОК-12: способностью к пониманию социальной значимости своей будущей профессии, владением высокой мотивацией к выполнению профессиональной деятельности</p>  | <p>Знать: роль будущей профессии в жизни общества; нормы профессиональной этики</p>   | <p>Говорение:<br/>Профессиональная сфера<br/>Социокультурная сфера</p>  |  |
|  | <p>Уметь: обеспечивать общение в рамках межкультурной коммуникации, обосновать социальную значимость своей будущей профессии;</p>   | <p>Говорение:<br/>Профессиональная сфера<br/>Социокультурная сфера</p>  |  |
|  | <p>Владеть: способами поддержания и повышения собственной мотивации к выполнению профессиональной деятельности; навыками посредника в межкультурной коммуникации</p>  | <p>Говорение:<br/>Профессиональная сфера<br/>Социокультурная сфера</p>  | <p>КИМ № 5, 6</p>                            |
| <p>ОПК-3: владением системой лингвистических знаний, включающей в себя знание основных фонетических, лексических, грамматических, словообразовательных явлений и закономерностей функционирования изучаемого иностранного языка, его функциональных разновидностей</p> | <p>Знать: орфографическую, орфоэпическую, лексическую и грамматическую нормы изучаемых языков; фонетическую систему, грамматический строй, необходимый объем лексико- фразеологических единиц и функционально-стилистические характеристики иностранных языков; содержание основных разделов науки о языке, основные законы строения, развития и функционирования естественного языка</p> | <p>Фонетика</p> <p>Грамматика</p> <p>Говорение</p> <p>Письменная практика</p>   |  |
|  | <p>Уметь: выбирать и адекватно употреблять лексические единицы в зависимости от контекста/регистра; строить высказывания по синтаксическим моделям; анализировать языковые особенности высказываний и</p>   | <p>Фонетика</p> <p>Грамматика</p> <p>Говорение</p> <p>Письменная</p>  | <p>Контрольная работа № 1, 2, 3, 4, 5, 6</p> |

|   |  |  |                        |
|---|--|--|------------------------|
|   | <p>учитывать их при решении профессиональных задач;<br/>использовать полученные знания в ходе изучения дисциплин лингвистического цикла;<br/>применять на практике полученные знания в различных ситуациях межкультурного взаимодействия</p>   | практика   |                        |
|   | <p>Владеть: всеми видами речевой деятельности на изучаемых иностранных языках в объеме, необходимом для обеспечения основной профессиональной деятельности в соответствии с основной фундаментальной, профессиональной и специальной подготовкой;<br/>навыками использования общих методов лингвистики для описания конкретных форм и конструкций языка.</p> | <p>Говорение<br/>Письменная практика</p>                                 | КИМ № 1, 2, 3, 4, 5, 6 |
| ОПК-4: владением этическими и нравственными нормами поведения, принятыми в инокультурном социуме; готовностью использовать модели социальных ситуаций, типичные сценарии взаимодействия участников межкультурной коммуникации | <p>Знать: этические и нравственные нормы поведения; типичные сценарии взаимодействия участников межкультурной коммуникации</p>   | <p>Говорение:<br/>Профессиональная сфера<br/>Социокультурная сфера</p>   |                        |
|   | <p>Уметь: применять на практике полученные знания в различных ситуациях межкультурного взаимодействия;</p>   | <p>Говорение:<br/>Профессиональная сфера<br/>Социокультурная сфера</p>   | КИМ № 5,6              |
|   | <p>Владеть: невербальными средствами общения;</p>  |  |                        |
| ОПК-5: владением основными дискурсивными способами реализации коммуникативных целей высказывания применительно к особенностям текущего коммуникативного контекста (время, место, цели и условия взаимодействия)               | <p>Знать: дискурсивные способы реализации коммуникативных целей высказывания применительно к особенностям текущего коммуникативного контекста</p>  |  |                        |
|   | <p>Уметь: применять соответствующие дискурсивные стратегии в зависимости от коммуникативного контекста</p>   | <p>Говорение:<br/>Бытовая сфера общения.<br/>Профессиональная сфера.</p> | КИМ № 1, 2, 3, 4, 5, 6 |
|   | <p>Владеть: приемами эффективного речевого общения в процессе выступления, ведения беседы в различных коммуникативных сферах: социально-бытовой, научно-практической, официально-деловой, профессиональной.</p>  |  |                        |
| ОПК-6: владением основными способами выражения семантической, коммуникативной и структурной преемственности между частями высказывания -  | <p>Знать: способы выражения семантической, коммуникативной и структурной преемственности между частями высказывания - композиционными элементами текста, сверхфразовыми единствами, предложениями; правила построения текстов на иностранном языке</p>   | <p>Письменная практика.<br/>Чтение.</p>                                  |                        |

|  |   |   |                   |
|--|---|---|-------------------|
| композиционными элементами текста (введение, основная часть, заключение), сверхфразовыми единицами, предложениями                              | Уметь: адекватно применять правила построения текстов на рабочих языках для достижения их последовательности, на основе композиционно-речевых форм; логически верно выстраивать устную и письменную речь;   | Письменная практика   |                   |
|  | Владеть: правилами употребления композиционных моделей, соединительных слов и приемов, обеспечивающих когезию и когерентность текста  | Письменная практика.<br>Говорение   | КИМ № 1,2,3,4,5,6 |
| ОПК-7: способностью свободно выражать свои мысли, адекватно используя разнообразные языковые средства с целью выделения релевантной информации | Знать: нормы родного и изучаемых иностранных языков   | Фонетика: Вводно-коррективный курс английского языка<br>Грамматика<br>Говорение<br>Аудирование<br>Письменная практика |                   |
|  | Уметь: свободно и правильно говорить на родном и изучаемых иностранных языках на общественно-политические, специальные и бытовые темы в различных ситуациях общения, идентифицировать и продуцировать различные типы письменных текстов на родном и иностранных языках с учетом их коммуникативных функций, функциональных стилей, с соблюдением грамматических и синтаксических норм | Говорение:<br>Бытовая сфера.<br>Учебно-познавательная сфера.<br>Профессиональная сфера.<br>Социокультурная сфера.     |                   |
|  | Владеть: говорением, аудированием и письмом как видами речевой деятельности   | Говорение<br>Аудирование<br>Письменная практика   | КИМ № 1,2,3,4,5,6 |
| ОПК-8: владением особенностями официального, нейтрального и неофициального регистров общения   | Знать: особенности регистров речи   | Фонетика<br>Грамматика<br>Говорение<br>Аудирование<br>Письменная практика   |                   |
|  | Уметь: распознавать регистры общения; использовать регистры общения сообразно коммуникативной ситуации  | Говорение<br>Аудирование<br>Письменная практика   |                   |
|  | Владеть: всеми регистрами общения: официальным, неофициальным, нейтральным  | Говорение<br>Письменная практика  | КИМ № 1,2,3,4,5,6 |
| ОПК-9: готовностью преодолевать влияние стереотипов и осуществлять межкультурный диалог в общей и профессиональной сферах общения              | Знать: различные приемы коммуникативного поведения, его особенности в различных сферах общественной жизни   | Говорение:<br>Бытовая сфера.<br>Учебно-познавательная сфера.<br>Профессиональная сфера.<br>Социокультурная сфера      |                   |
|  | Уметь: применять на практике полученные знания в различных ситуациях межкультурного   | Говорение:<br>Бытовая сфера.<br>Учебно-   | КИМ № 1,2,3,4,5,6 |

|  |  |   |                    |
|--|--|---|--------------------|
|  | взаимодействия;  | познавательная сфера.<br>Профессиональная сфера.<br>Социокультурная сфера   |                    |
|  | Владеть: методикой интерпретации различных видов коммуникативного поведения, использования полученных знаний в профессиональной деятельности   |   |                    |
| ОПК-10: способностью использовать этикетные формулы в устной и письменной коммуникации | Знать: правила речевого этикета; типичные сценарии взаимодействия участников межкультурной коммуникации  | Говорение:<br>Бытовая сфера.<br>Учебно-познавательная сфера.<br>Профессиональная сфера.<br>Социокультурная сфера<br><br>Письменная практика |                    |
|  | Уметь: вести дискуссию по проблемной ситуации, выражать согласие (несогласие) в знак поддержки разговора, проводить свою стратегическую линию в общении в согласии с речевыми интенциями собеседников или вопреки их интенциям, владеть навыками компромисса; соблюдать нормы вежливости в своем речевом поведении | Говорение:<br>Бытовая сфера.<br>Учебно-познавательная сфера.<br>Профессиональная сфера.<br>Социокультурная сфера<br><br>Письменная практика |                    |
|  | Владеть: навыками адекватного использования формул речевого этикета в устной и письменной коммуникации   | Говорение:<br>Бытовая сфера.<br>Учебно-познавательная сфера.<br>Профессиональная сфера.<br>Социокультурная сфера<br><br>Письменная практика | КИМ № 1,2,3,4,5, 6 |

## 19.2 Описание критериев и шкалы оценивания компетенций (результатов обучения) при промежуточной аттестации

Для оценивания результатов обучения на экзамене/зачете с оценкой используются следующие показатели:

- 1) знание орфографических, орфоэпических, лексических и грамматических норм изучаемого языка;
- 2) знание фонетической системы, грамматического строя, необходимого объема лексико-фразеологических единиц и функционально-стилистических характеристик иностранного языка;
- 3) умение применять на практике полученные знания в различных ситуациях межкультурного взаимодействия;



- 4) умение распознавать регистры общения; использовать регистры общения соответственно коммуникативной ситуации;
- 5) умение вести дискуссию по проблемной ситуации, выражать согласие (несогласие) в знак поддержки разговора, проводить свою стратегическую линию в общении в согласии с речевыми интенциями собеседников или вопреки их интенциям;
- 6) владение говорением, аудированием и письмом как видами речевой деятельности;
- 7) владение приемами эффективного речевого общения в процессе выступления, ведения беседы в различных коммуникативных сферах: социально-бытовой, научно-практической, официально-деловой, профессиональной.

Для оценивания результатов обучения на экзамене (зачете с оценкой) используется 4-балльная шкала: «отлично», «хорошо», «удовлетворительно», «неудовлетворительно».

Соотношение показателей, критериев и шкалы оценивания результатов обучения.

| Критерии оценивания компетенций  | Уровень сформированности компетенций | Шкала оценок          |
|--|--------------------------------------|-----------------------|
| <p>Полное соответствие ответа обучающегося всем перечисленным критериям. Обучающийся демонстрирует:</p> <ul style="list-style-type: none"> <li>- знание форм социальных взаимодействий; этические и нравственные нормы поведения, принятые в инокультурном социуме; специфики культуры стран изучаемых языков; типы, виды и формы межкультурной коммуникации; наиболее значимые модели межкультурной коммуникации и ее важнейшие содержательные и структурные компоненты; способов повышения квалификации и мастерства, способов организации рабочего времени, содержание процессов самоорганизации и самообразования; основных учебных стратегий, приемов аудиторной и самостоятельной работы с учебным материалом; критерии оценки профессионального мастерства; роли будущей профессии в жизни общества; нормы профессиональной этики; орфографическую, орфоэпическую, лексическую и грамматическую нормы изучаемых языков; фонетическую систему, грамматический строй, необходимый объем лексико-фразеологических единиц и функционально-стилистические характеристики иностранных языков; содержание основных разделов науки о языке, основные законы строения, развития и функционирования естественного языка; этические и нравственные нормы поведения; типичные сценарии взаимодействия участников межкультурной коммуникации; дискурсивные способы реализации коммуникативных целей высказывания применительно к особенностям текущего коммуникативного контекста; способы выражения семантической, коммуникативной и структурной преемственности между частями высказывания - композиционными элементами текста, сверхфразовыми единствами, предложениями; правила построения текстов на иностранном языке; нормы родного и изучаемых иностранных языков; особенности регистров речи; различные приемы коммуникативного поведения, его особенности в различных сферах общественной жизни; правила речевого этикета; типичные сценарии взаимодействия участников межкультурной коммуникации</li> <li>- умение руководствоваться принципами толерантности и этнокультурной этики, предполагающими уважительное отношение к иноязычной культуре и сохранение приверженности ценностям родной культуры; оперировать основными понятиями и терминологией теории межкультурной коммуникации; анализировать социокультурные различия коммуникантов;</li> </ul> | <p><i>Повышенный уровень</i></p>     | <p><i>Отлично</i></p> |

|   |  |  |
|---|--|--|
| <p>использовать творческий потенциал, применять основные учебные стратегии, критически оценивать свои достоинства и недостатки, организовывать свою самостоятельную учебную деятельность; обеспечивать общение в рамках межкультурной коммуникации, обосновать социальную значимость своей будущей профессии; выбирать и адекватно употреблять лексические единицы в зависимости от контекста/регистра; строить высказывания по синтаксическим моделям; анализировать языковые особенности высказываний и учитывать их при решении профессиональных задач; использовать полученные знания в ходе изучения дисциплин лингвистического цикла; применять на практике полученные знания в различных ситуациях межкультурного взаимодействия; применять на практике полученные знания в различных ситуациях межкультурного взаимодействия; применять соответствующие дискурсивные стратегии в зависимости от коммуникативного контекста; адекватно применять правила построения текстов на рабочих языках для достижения их последовательности, на основе композиционно-речевых форм; логически верно выстраивать устную и письменную речь; свободно и правильно говорить на родном и изучаемых иностранных языках на общественно-политические, специальные и бытовые темы в различных ситуациях общения, идентифицировать и продуцировать различные типы письменных текстов на родном и иностранных языках с учетом их коммуникативных функций, функциональных стилей, с соблюдением грамматических и синтаксических норм; распознавать регистры общения; использовать регистры общения сообразно коммуникативной ситуации; применять на практике полученные знания в различных ситуациях межкультурного взаимодействия; вести дискуссию по проблемной ситуации, выражать согласие (несогласие) в знак поддержки разговора, проводить свою стратегическую линию в общении в согласии с речевыми интенциями собеседников или вопреки их интенциям, владеть навыками компромисса; соблюдать нормы вежливости в своем речевом поведении</p> <p>- владение навыками выявления ценностных ориентаций иноязычной лингвокультурной общности; навыками осуществления межкультурного диалога в общей и профессиональной сферах общения с учетом культуры стран изучаемых языков; навыками социокультурной и межкультурной коммуникации; приемами самостоятельной работы с учебным материалом, навыком профессиональной рефлексии с целью повышения профессионального мастерства; способами поддержания и повышения собственной мотивации к выполнению профессиональной деятельности; навыками посредника в межкультурной коммуникации; всеми видами речевой деятельности на изучаемых иностранных языках в объеме, необходимом для обеспечения основной профессиональной деятельности в соответствии с основной фундаментальной, профессиональной и специальной подготовкой; навыками использования общих методов лингвистики для описания конкретных форм и конструкций языка, невербальными средствами общения; приемами эффективного речевого общения в процессе выступления, ведения беседы в различных коммуникативных сферах: социально-бытовой, научно-практической, официально-деловой, профессиональной; правилами употребления композиционных моделей, соединительных слов и приемов, обеспечивающих когезию и когерентность текста; говорением, аудированием и письмом как видами речевой деятельности; всеми регистрами общения: официальным, неофициальным, нейтральным; методикой интерпретации различных видов коммуникативного поведения, использования полученных знаний в профессиональной</p> |  |  |
|---|--|--|

|   |                               |                      |
|---|-------------------------------|----------------------|
| <p>деятельности; навыками адекватного использование формул речевого этикета в устной и письменной коммуникации</p>  |                               |                      |
| <p>Обучающийся демонстрирует частичное:</p> <ul style="list-style-type: none"> <li>- знание форм социальных взаимодействий; этические и нравственные нормы поведения, принятые в инокультурном социуме; специфики культуры стран изучаемых языков; типы, виды и формы межкультурной коммуникации; наиболее значимые модели межкультурной коммуникации и ее важнейшие содержательные и структурные компоненты; способов повышения квалификации и мастерства, способов организации рабочего времени, содержание процессов самоорганизации и самообразования; основных учебных стратегий, приемов аудиторной и самостоятельной работы с учебным материалом; критерии оценки профессионального мастерства; роли будущей профессии в жизни общества; нормы профессиональной этики; орфографическую, орфоэпическую, лексическую и грамматическую нормы изучаемых языков; фонетическую систему, грамматический строй, необходимый объем лексико-фразеологических единиц и функционально-стилистические характеристики иностранных языков; содержание основных разделов науки о языке, основные законы строения, развития и функционирования естественного языка; этические и нравственные нормы поведения; типичные сценарии взаимодействия участников межкультурной коммуникации; дискурсивные способы реализации коммуникативных целей высказывания применительно к особенностям текущего коммуникативного контекста; способы выражения семантической, коммуникативной и структурной преемственности между частями высказывания - композиционными элементами текста, сверхфразовыми единствами, предложениями; правила построения текстов на иностранном языке; нормы родного и изучаемых иностранных языков; особенности регистров речи; различные приемы коммуникативного поведения, его особенности в различных сферах общественной жизни; правила речевого этикета; типичные сценарии взаимодействия участников межкультурной коммуникации</li> <li>- умение руководствоваться принципами толерантности и этнокультурной этики, предполагающими уважительное отношение к иноязычной культуре и сохранение приверженности ценностям родной культуры; оперировать основными понятиями и терминологией теории межкультурной коммуникации; анализировать социокультурные различия коммуникантов; использовать творческий потенциал, применять основные учебные стратегии, критически оценивать свои достоинства и недостатки, организовывать свою самостоятельную учебную деятельность; обеспечивать общение в рамках межкультурной коммуникации, обосновать социальную значимость своей будущей профессии; выбирать и адекватно употреблять лексические единицы в зависимости от контекста/регистра; строить высказывания по синтаксическим моделям; анализировать языковые особенности высказываний и учитывать их при решении профессиональных задач; использовать полученные знания в ходе изучения дисциплин лингвистического цикла; применять на практике полученные знания в различных ситуациях межкультурного взаимодействия; применять на практике полученные знания в различных ситуациях межкультурного взаимодействия; применять соответствующие дискурсивные стратегии в зависимости от коммуникативного контекста; адекватно применять правила построения текстов на рабочих языках для достижения их последовательности, на основе композиционно-речевых форм; логически верно выстраивать устную и письменную речь; свободно и правильно говорить на родном и изучаемых иностранных языках на общественно-</li> </ul> | <p><i>Базовый уровень</i></p> | <p><i>Хорошо</i></p> |

|   |                                 |                                   |
|---|---------------------------------|-----------------------------------|
| <p>политические, специальные и бытовые темы в различных ситуациях общения, идентифицировать и продуцировать различные типы письменных текстов на родном и иностранных языках с учетом их коммуникативных функций, функциональных стилей, с соблюдением грамматических и синтаксических норм; распознавать регистры общения; использовать регистры общения сообразно коммуникативной ситуации; применять на практике полученные знания в различных ситуациях межкультурного взаимодействия; вести дискуссию по проблемной ситуации, выражать согласие (несогласие) в знак поддержки разговора, проводить свою стратегическую линию в общении в согласии с речевыми интенциями собеседников или вопреки их интенциям, владеть навыками компромисса; соблюдать нормы вежливости в своем речевом поведении</p> <p>- владение навыками выявления ценностных ориентаций иноязычной лингвокультурной общности; навыками осуществления межкультурного диалога в общей и профессиональной сферах общения с учетом культуры стран изучаемых языков; навыками социокультурной и межкультурной коммуникации; приемами самостоятельной работы с учебным материалом, навыком профессиональной рефлексии с целью повышения профессионального мастерства; способами поддержания и повышения собственной мотивации к выполнению профессиональной деятельности; навыками посредника в межкультурной коммуникации; всеми видами речевой деятельности на изучаемых иностранных языках в объеме, необходимом для обеспечения основной профессиональной деятельности в соответствии с основной фундаментальной, профессиональной и специальной подготовкой; навыками использования общих методов лингвистики для описания конкретных форм и конструкций языка, невербальными средствами общения; приемами эффективного речевого общения в процессе выступления, ведения беседы в различных коммуникативных сферах: социально-бытовой, научно-практической, официально-деловой, профессиональной; правилами употребления композиционных моделей, соединительных слов и приемов, обеспечивающих когезию и когерентность текста; говорением, аудированием и письмом как видами речевой деятельности; всеми регистрами общения: официальным, неофициальным, нейтральным; методикой интерпретации различных видов коммуникативного поведения, использования полученных знаний в профессиональной деятельности; навыками адекватного использования формул речевого этикета в устной и письменной коммуникации</p> |                                 |                                   |
| <p>Ответ на контрольно-измерительный материал не соответствует 35-45% перечисленных показателей. Обучающийся дает неполные ответы на дополнительные вопросы, демонстрирует частичные знания норм изучаемого языка в соответствии с уровнем (A2 – B2), допускает ошибки, затрудняющие понимание, испытывает значительные трудности при применении полученных умений на практике</p>  | <p><i>Пороговый уровень</i></p> | <p><i>Удовлетворительно</i></p>   |
| <p>Ответ на контрольно-измерительный материал не соответствует 46% (и более) перечисленных показателей. Обучающийся демонстрирует отрывочные, фрагментарные знания, допускает грубые ошибки при построении текста, используемый лексико-грамматический запас не соответствует изучаемому уровню (A2 – B2).</p>  | <p>–</p>                        | <p><i>Неудовлетворительно</i></p> |

Критерии оценки письменных контрольных работ

|                     |             |
|---------------------|-------------|
| Отлично             | 80%-100%    |
| Хорошо              | 66%-79%     |
| Удовлетворительно   | 55%-65%     |
| Неудовлетворительно | 54% и менее |

Общая оценка представляет собой среднее арифметическое устной части экзамена/зачёта и письменной контрольной работы. В спорных случаях принимается во внимание процент посещаемости (не ниже 65% для оценки «удовлетворительно») и готовность к занятиям и участие в работе.

**19.3 Типовые контрольные задания или иные материалы, необходимые для оценки знаний, умений, навыков и (или) опыта деятельности, характеризующие этапы формирования компетенций в процессе освоения образовательной программы**

**19.3.1 Перечень вопросов к экзамену / зачету с оценкой:**

**Форма контрольно-измерительного материала**

**Комплект КИМ №1**

УТВЕРЖДАЮ  
Заведующий кафедрой английской филологии  
факультета РГФ ВГУ

\_\_\_\_\_ Цурикова Л.В.  
*подпись, расшифровка подписи*  
\_\_\_\_\_.\_\_\_\_.20\_\_

Направление подготовки / специальность \_\_\_\_\_ 45.03.02 Лингвистика / Теория и методика преподавания иностранных языков и культур \_\_\_\_\_

*шифр, наименование*

Дисциплина \_\_\_\_\_ Практический курс второго иностранного языка

Форма обучения \_\_\_\_\_ очная \_\_\_\_\_

*очная, очно-заочная, заочная*

Вид контроля \_\_\_\_\_ зачет \_\_\_\_\_

*экзамен, зачет*

Вид аттестации \_\_\_\_\_ промежуточная \_\_\_\_\_

*текущая, промежуточная*

**Контрольно-измерительный материал № 1**

1. Read the story and put some questions to the story.

Bob Ellis, 29, is a dolphin trainer. "I like my job a lot because I love working with animals. It is tiring though as I work long hours", he says.

Bob is an early bird. His day starts at 5 o'clock in the morning. He gets up, has shower, and then he gets dressed, After breakfast, as about 6 o'clock, he catches the bus to work. He arrives at the aquarium at half past six and feeds the dolphins. After that they practice for the show until lunch-time. Bob has a break for lunch from half past twelve till half past one, then the show starts. At 5 o'clock in the afternoon he feeds the dolphins again and then he goes home. In the evening Bob usually watches TV. He doesn't go out very often during the week because he gets to bed early.

2. Act out the situation.

Two students meet, greet each other, pay compliments, talk about the weather and discuss future job prospects.

Преподаватель \_\_\_\_\_  
*подпись расшифровка подписи*

УТВЕРЖДАЮ  
Заведующий кафедрой английской филологии  
факультета РГФ ВГУ

\_\_\_\_\_ Цурикова Л.В.  
*подпись, расшифровка подписи*  
\_\_\_\_\_.\_\_\_\_.20\_\_

Направление подготовки / специальность \_\_\_\_\_ 45.03.02 Лингвистика / Теория и методика преподавания иностранных языков и культур  
*шифр, наименование*

Дисциплина \_\_\_\_\_ Практический курс второго иностранного языка  
Форма обучения \_\_\_\_\_ очная  
*очная, очно-заочная, заочная*

Вид контроля \_\_\_\_\_ зачет  
*экзамен, зачет*

Вид аттестации \_\_\_\_\_ промежуточная  
*текущая, промежуточная*

### Контрольно-измерительный материал №2

1. Read the story and put some questions to the story.

Jean's Routine

Jean is 16 years old and lives in Cardiff with her family. Her mother works as a nurse. Her father teaches Maths. She has got any brothers or sisters.

Jean goes to school from 9.00 to 3.30. She doesn't go on the bus because the school is near her house. After school she returns home and doe her homework. In the evenings, she plays the violin. She wants to become a violinist. Sometimes she watches TV or reads a book. She isn' t keen on playing computer games.

Jean is a night owl, so goes to bed at midnight.

2. Act out the situation.

Two students meet greet each other, pay compliments, talk about the weather and free time activities.

Преподаватель \_\_\_\_\_  
*подпись расшифровка подписи*

УТВЕРЖДАЮ  
Заведующий кафедрой английской филологии  
факультета РГФ ВГУ

\_\_\_\_\_ Цурикова Л.В.  
*подпись, расшифровка подписи*

Направление подготовки / специальность 45.03.02 Лингвистика / Теория и методика преподавания иностранных языков и культур

*шифр, наименование*

Дисциплина Практический курс второго иностранного языка

Форма обучения очная

*очная, очно-заочная, заочная*

Вид контроля зачет

*экзамен, зачет*

Вид аттестации промежуточная

*текущая, промежуточная*

### Контрольно-измерительный материал №3

1. Read the story and put some questions to the story.

My best friend

Sally Jenkins is my best friend. She is 16 years old and her birthday is on 3<sup>rd</sup> of June. She is English. She is from York, in the North-East of England. Sally is a student at Castle Road School in York. There are twenty-five students in her class and her teacher is Mr. Taylor. Her favourite subjects are Science and French.

Sally's favourite sports are tennis and swimming and her best days of the week are Saturday and Sunday.

Sally is a great friend. I like her because she is fun to be with.

2. Act out the situation.

Two students meet greet each other, pay compliments, talk about the weather and their pets.

Преподаватель \_\_\_\_\_

*подпись расшифровка подписи*

УТВЕРЖДАЮ

Заведующий кафедрой английской филологии  
факультета РГФ ВГУ

\_\_\_\_\_ Цурикова Л.В.

*подпись, расшифровка подписи*

\_\_\_\_.\_\_\_\_.20\_\_

Направление подготовки / специальность 45.03.02 Лингвистика / Теория и методика преподавания иностранных языков и культур

*шифр, наименование*

Дисциплина Практический курс второго иностранного языка

Форма обучения очная

*очная, очно-заочная, заочная*

Вид контроля зачет

*экзамен, зачет*

Вид аттестации промежуточная

*текущая, промежуточная*

### Контрольно-измерительный материал №4

1. Read the story and put some questions to the story.

The world is full of people. Some people are short and thin and some are tall and fat. Our eyes can be blue, green and brown.

Our families can be quite different as well. Some are big, some are small. But all of them are special.

Dana is 17 years old and she is from Israel. She lives in kibbutz. A kibbutz is a place where many families live and work together. She has a very small family. She's got mum and dad, but she hasn't got any brothers or sisters. She is an only child, but she has lots of cousins she can have fun with. They are on friendly terms and always help each other.

2. Act out the situation.

Two students meet greet each other, pay compliments, talk about the weather and their daily routine.

Преподаватель \_\_\_\_\_  
*подпись расшифровка подписи*

УТВЕРЖДАЮ  
Заведующий кафедрой английской филологии  
факультета РГФ ВГУ

\_\_\_\_\_ Цурикова Л.В.  
*подпись, расшифровка подписи*  
\_\_\_\_\_.\_\_\_\_.20\_\_

Направление подготовки / специальность \_\_\_\_\_ 45.03.02 Лингвистика / Теория и методика преподавания иностранных языков и культур \_\_\_\_\_

*шифр, наименование*

Дисциплина \_\_\_\_\_ Практический курс второго иностранного языка

Форма обучения \_\_\_\_\_ очная \_\_\_\_\_

*очная, очно-заочная, заочная*

Вид контроля \_\_\_\_\_ зачет \_\_\_\_\_

*экзамен, зачет*

Вид аттестации \_\_\_\_\_ промежуточная \_\_\_\_\_

*текущая, промежуточная*

### Контрольно-измерительный материал №5

1. Read the story and put some questions to the story.

A day with a cook.

Sarah Miles, 25, is a cook. "I like my job a lot because I love cooking. It is tiring, though, as I work from ten o'clock until eight every day," she says

Sarah is not an early bird. Her day starts at nine o'clock. She gets up, has a shower and then drives to work. She arrives at the restaurant at ten o'clock, then she starts making the salads and desserts. At half past eleven, she has a break for lunch, then from twelve o'clock until five, she cooks for the customers. After that, she cleans the kitchen. She finishes work at eight o'clock, then she meets her friends. They usually go to the cinema or a Chinese restaurant in the evening.

In her free time, Sarah visits her parents or goes fishing with her brother. She also loves swimming.

"I've got a great job and I feel very happy with the way I live," says Sarah.



2. Act out the situation.

Two students meet greet each other, pay compliments, talk about the weather and their hobbies.

Преподаватель \_\_\_\_\_  
*подпись расшифровка подписи*

УТВЕРЖДАЮ  
Заведующий кафедрой английской филологии  
факультета РГФ ВГУ

\_\_\_\_\_ Цурикова Л.В.  
*подпись, расшифровка подписи*  
\_\_\_\_\_.\_\_\_\_.20\_\_

Направление подготовки / специальность \_\_\_\_\_ 45.03.02 Лингвистика / Теория и методика  
преподавания иностранных языков и культур \_\_\_\_\_

*шифр, наименование*

Дисциплина \_\_\_\_\_ Практический курс второго иностранного языка

Форма обучения \_\_\_\_\_ очная \_\_\_\_\_  
*очная, очно-заочная, заочная*

Вид контроля \_\_\_\_\_ зачет \_\_\_\_\_  
*экзамен, зачет*

Вид аттестации \_\_\_\_\_ промежуточная \_\_\_\_\_  
*текущая, промежуточная*

### Контрольно-измерительный материал №6

1. Read the story and put some questions to the story.

A day with Lucy

Lucy Morgan, the star of the TV show Down Town, has a very busy daily routine.

She gets up at 6.30, puts on her jeans and takes her two dogs for a walk. Then she goes to the gym for an hour. She has breakfast at 8.30 and after that she goes to the studio. Sometimes there is a lot of traffic, but she always gets there on time.

She works on the show until 1:00, then she has a half-hour lunch break in the café.

Lucy meets her friends at about 7.00. They spend some time together she usually comes home at 9.30 and goes to bed at 10 o'clock.

Lucy's lifestyle is really busy but she enjoys every minute of it.

2. Act out the situation.

Two students meet greet each other, pay compliments, talk about the weather and their plans for weekend.

Преподаватель \_\_\_\_\_  
*подпись расшифровка подписи*

УТВЕРЖДАЮ  
Заведующий кафедрой английской филологии  
факультета РГФ ВГУ

\_\_\_\_\_ Цурикова Л.В.  
*подпись, расшифровка подписи*

Направление подготовки / специальность 45.03.02 Лингвистика / Теория и методика преподавания иностранных языков и культур

*шифр, наименование*

Дисциплина Практический курс второго иностранного языка

Форма обучения очная

*очная, очно-заочная, заочная*

Вид контроля зачет

*экзамен, зачет*

Вид аттестации промежуточная

*текущая, промежуточная*

### Контрольно-измерительный материал №7

1. Read the story and put some questions to the story.

A special neighbour

Cassie Baker is my next-door neighbour and my best friend. She is from Bristol. Her father, Josh, is a doctor and her mum, Lisa, is a teacher. Cassie is not the only child, she's got a brother and two sisters.

Cassie is very pretty with wavy red hair and blue eyes. She's got freckles, too.

Cassie is a wonderful girl. She is clever and kind. Her friends call her "Smiler" because she is always happy. Her favourite sport is swimming. She is good at it.

Cassie is a special neighbour to me. She is friendly and funny and we have lots of fun together. She is a lovely girl and I am lucky that she is my next-door neighbour.

2. Act out the situation.

Two students meet greet each other, pay compliments, talk about the weather and everyday activities.

Преподаватель \_\_\_\_\_  
*подпись расшифровка подписи*

УТВЕРЖДАЮ  
Заведующий кафедрой английской филологии  
факультета РГФ ВГУ

\_\_\_\_\_ Цурикова Л.В.  
*подпись, расшифровка подписи*

Направление подготовки / специальность 45.03.02 Лингвистика / Теория и методика преподавания иностранных языков и культур

*шифр, наименование*

Дисциплина Практический курс второго иностранного языка

Форма обучения очная

*очная, очно-заочная, заочная*

Вид контроля зачет

*экзамен, зачет*

Вид аттестации промежуточная

*текущая, промежуточная*

## Контрольно-измерительный материал №8

1. Read the story and put some questions to the story.

Sally lives in Central London. She is 15 and she goes to school.

Sally is short and slim with long blonde hair and blue eyes. She is very pretty. Sally's parents are very nice people. They are both tall and slim. Sally's mother, Laura, is a teacher, and her father, Tom, is a programmer. She's got a brother, Sam, and a sister, Ann. Sally's brother is 10 years old. He is tall with short fair hair and green eyes. Sam is a noisy boy. His favourite sport is football. Sally's sister has got straight brown hair and dark eyes. She is smart. Ann is keen on tennis and she is good at it.

Sally has got two hamsters. She spends a lot of time playing with them.

2. Act out the situation.

Two students meet greet each other, pay compliments, talk about the weather and their pets.

Преподаватель \_\_\_\_\_  
*подпись расшифровка подписи*

УТВЕРЖДАЮ  
Заведующий кафедрой английской филологии  
факультета РГФ ВГУ

\_\_\_\_\_ Цурикова Л.В.  
*подпись, расшифровка подписи*  
\_\_\_.\_\_\_.20\_\_

Направление подготовки / специальность \_\_\_\_\_ 45.03.02 Лингвистика / Теория и методика  
преподавания иностранных языков и культур

*шифр, наименование*

Дисциплина \_\_\_\_\_ Практический курс второго иностранного языка

Форма обучения \_\_\_\_\_ очная

*очная, очно-заочная, заочная*

Вид контроля \_\_\_\_\_ зачет

*экзамен, зачет*

Вид аттестации \_\_\_\_\_ промежуточная

*текущая, промежуточная*

## Контрольно-измерительный материал №9

1. Read the story and put some questions to the story.

My best friend

Sally Jenkins is my best friend. She is 16 years old and her birthday is on 3<sup>rd</sup> June. She is English. She is from York, in the north-east of England.

Sally is a student at Castle Road School in York. There are twenty-five students in her class and her teacher is Mr. Taylor. Her favourite subjects are Science and French.

Sally's favourite sports are tennis and swimming and her best days of the week are Saturday and Sunday. Sally is a great friend. I like her because she is fun to be with.

2. Act out the situation.

Two students meet greet each other, pay compliments, talk about the weather and their pets.

Преподаватель \_\_\_\_\_  
*подпись расшифровка подписи*

## Комплект КИМ №2

УТВЕРЖДАЮ  
Заведующий кафедрой английской филологии  
факультета РГФ ВГУ

\_\_\_\_\_ Цурикова Л.В.  
*подпись, расшифровка подписи*  
\_\_\_\_\_.\_\_\_\_.20\_\_

Направление подготовки / специальность \_\_\_\_\_ 45.03.02 Лингвистика / Теория и методика  
преподавания иностранных языков и культур

*шифр, наименование*

Дисциплина \_\_\_\_\_ Практический курс второго иностранного языка

Форма обучения \_\_\_\_\_ очная \_\_\_\_\_

*очная, очно-заочная, заочная*

Вид контроля \_\_\_\_\_ экзамен \_\_\_\_\_

*экзамен, зачет*

Вид аттестации \_\_\_\_\_ промежуточная \_\_\_\_\_

*текущая, промежуточная*

## Контрольно-измерительный материал №1

1. Read the story and put some questions to the story.

Mr Jones had a few days' holiday, so he said, 'I'm going to go to the mountains by train.' He put on his best clothes, took a small bag, went to the station and got into the train. He had a beautiful hat, and he often put his head out of the window during the trip and looked at the mountains. But the wind pulled his hat off.

Mr Jones quickly took his old bag and threw that out of the window too.

The other people in the carriage laughed. 'Is your bag going to bring your beautiful hat back?' they asked.

'No,' Mr Jones answered, 'but there's no name and no address in my hat, and there's a name and an address on the bag. Someone's going to find both of them near each other, and he's going to send me the bag *and* the hat.'

2. Act out the situation.

Two students meet greet each other, pay compliments, talk about the weather and means of travelling.

Преподаватель \_\_\_\_\_  
*подпись расшифровка подписи*

УТВЕРЖДАЮ  
Заведующий кафедрой английской филологии

Цурикова Л.В.

*подпись, расшифровка подписи*

\_\_\_.\_\_\_.20\_\_

Направление подготовки / специальность 45.03.02 Лингвистика / Теория и методика преподавания иностранных языков и культур*шифр, наименование*Дисциплина Практический курс второго иностранного языкаФорма обучения очная*очная, очно-заочная, заочная*Вид контроля экзамен*экзамен, зачет*Вид аттестации промежуточная*текущая, промежуточная***Контрольно-измерительный материал №2**

1. Read the story and put some questions to the story and retell it.

An old lady went out shopping last Tuesday. She came to a bank and saw a car near the door. A man got out of it and went into the bank. She looked into the car. The keys were in the lock.

The old lady took the keys and followed the man into the bank.

The man took a gun out of his pocket and said to the clerk, 'Give me all the money!'

But the old lady did not see this. She went to the man, put the keys in his hand and said, 'Young man, you're stupid! Never leave your keys in your car: someone's going to steal it!'

The man looked at the old woman for a few seconds. Then he looked at the clerk—and then he took his keys, ran out of the bank, got into his car and drove away quickly, without any money.

2. Act out the situation.

Two students meet greet each other, pay compliments, talk about the weather and rules and regulations in your family.

Преподаватель \_\_\_\_\_

*подпись расшифровка подписи*

УТВЕРЖДАЮ

Заведующий кафедрой английской филологии  
факультета РГФ ВГУ

Цурикова Л.В.

*подпись, расшифровка подписи*

\_\_\_.\_\_\_.20\_\_

Направление подготовки / специальность 45.03.02 Лингвистика / Теория и методика преподавания иностранных языков и культур*шифр, наименование*Дисциплина Практический курс второго иностранного языкаФорма обучения очная

Вид контроля экзамен

экзамен, зачет

Вид аттестации промежуточная

текущая, промежуточная

### Контрольно-измерительный материал №3

1. Read the story and put some questions to the story and retell it.

Mary was an English girl, but she lived in Rome. She was six years old. Last year her mother said to her, 'You're six years old now, Mary, and you're going to begin going to a school here. You're going to like it very much, because it's a nice school.'

'Is it an English school?' Mary asked.

'Yes, it is,' her mother said.

Mary went to the school, and enjoyed her lessons. Her mother always took her to school in the morning and brought her home in the afternoon. Last Monday her mother went to the school at 4 o'clock, and Mary ran out of her class.

'We've got a new girl in our class today, Mummy,' she said. 'She's six years old too, and she's very nice, but she isn't English. She's German.'

'Does she speak English?' Mary's mother asked.

'No, but she laughs in English,' Mary said happily.

2. Act out the situation.

Two students meet greet each other, pay compliments, talk about the weather and shopping.

Преподаватель \_\_\_\_\_  
подпись расшифровка подписи

УТВЕРЖДАЮ  
Заведующий кафедрой английской филологии  
факультета РГФ ВГУ

\_\_\_\_\_ Цурикова Л.В.  
подпись, расшифровка подписи

\_\_\_\_\_.20\_\_

Направление подготовки / специальность 45.03.02 Лингвистика / Теория и методика преподавания иностранных языков и культур

шифр, наименование

Дисциплина Практический курс второго иностранного языка

Форма обучения очная

очная, очно-заочная, заочная

Вид контроля экзамен

экзамен, зачет

Вид аттестации промежуточная

текущая, промежуточная

### Контрольно-измерительный материал №4

1. Read the story and put some questions to the story and retell it.

Mrs Jones did not have a husband, but she had two sons. They were big, strong boys, but they were lazy. On Saturdays they did not go to school, and then their mother always said, 'Please cut the grass in the garden this afternoon, boys.' The boys did not like it, but they always did it.

Then somebody gave one of the boys a magazine, and he saw a picture of a beautiful lawn-mower in it. There was a seat on it, and there was a woman on the seat.

The boy took the picture to his mother and brother and said to them, 'Look, that woman's sitting on the lawn-mower and driving it and cutting the grass. We want one of those.'

'One of those lawn-mowers?' his mother asked.

'No,' the boy said. 'We want one of those women. Then she can cut the grass every week.'

## 2. Act out the situation.

Two students meet greet each other, pay compliments, talk about the weather and health problems.

Преподаватель \_\_\_\_\_  
*подпись расшифровка подписи*

УТВЕРЖДАЮ  
Заведующий кафедрой английской филологии  
факультета РГФ ВГУ

\_\_\_\_\_ Цурикова Л.В.  
*подпись, расшифровка подписи*  
\_\_\_.\_\_\_.20\_\_

Направление подготовки / специальность \_\_\_\_\_ 45.03.02 Лингвистика / Теория и методика преподавания иностранных языков и культур

*шифр, наименование*

Дисциплина \_\_\_\_\_ Практический курс второго иностранного языка

Форма обучения \_\_\_\_\_ очная

*очная, очно-заочная, заочная*

Вид контроля \_\_\_\_\_ экзамен

*экзамен, зачет*

Вид аттестации \_\_\_\_\_ промежуточная

*текущая, промежуточная*

## Контрольно-измерительный материал №5

### 1. Read the story and put some questions to the story and retell it.

One of Harry's feet was bigger than the other. 'I can never find boots and shoes for my feet,' he said to his friend Dick.

'Why don't you go to a shoemaker?' Dick said. 'A good one can make you the right shoes.'

'I've never been to a shoemaker,' Harry said. 'Aren't they very expensive?'

'No,' Dick said, 'some of them aren't. There's a good one in our village, and he's quite cheap. Here's his address.' He wrote something on a piece of paper and gave it to Harry.

Harry went to the shoemaker in Dick's village a few days later, and the shoemaker made him some shoes.

Harry went to the shop again a week later and looked at the shoes. Then he said to the

shoemaker angrily, 'You're a silly man! I said, "Make one shoe *bigger* than the other," but you've made one *smaller* than the other!'

2. Act out the situation.

Two students meet greet each other, pay compliments, talk about the weather and renting accommodation.

Преподаватель \_\_\_\_\_  
*подпись расшифровка подписи*

УТВЕРЖДАЮ  
Заведующий кафедрой английской филологии  
факультета РГФ ВГУ

\_\_\_\_\_ Цурикова Л.В.  
*подпись, расшифровка подписи*  
\_\_\_\_\_.\_\_\_\_.20\_\_

Направление подготовки / специальность \_\_\_\_\_ 45.03.02 Лингвистика / Теория и методика  
преподавания иностранных языков и культур \_\_\_\_\_

*шифр, наименование*

Дисциплина \_\_\_\_\_ Практический курс второго иностранного языка

Форма обучения \_\_\_\_\_ очная \_\_\_\_\_

*очная, очно-заочная, заочная*

Вид контроля \_\_\_\_\_ экзамен \_\_\_\_\_

*экзамен, зачет*

Вид аттестации \_\_\_\_\_ промежуточная \_\_\_\_\_

*текущая, промежуточная*

### Контрольно-измерительный материал №6

1. Read the story and put some questions to the story and retell it.

Joe Richards finished school when he was 18, and then his father said to him, 'You've passed your examinations now, Joe, and you got good marks in them. Now go and get some good work. They're looking for clever people at the bank in the town. The clerks there get quite a lot of money now.'

The man looked at them for a few minutes, and then he took a pen and said to Joe, 'Your birthday was on the 12th of June, Mr Richards?'

'Yes, sir,' Joe said.

'What year?' the man asked.

'Oh, every year, sir,' Joe said.

2. Act out the situation.

Two students meet greet each other, pay compliments, talk about the weather and dating.

Преподаватель \_\_\_\_\_  
*подпись расшифровка подписи*

УТВЕРЖДАЮ



Заведующий кафедрой английской филологии  
факультета РГФ ВГУ

\_\_\_\_\_ Цурикова Л.В.  
*подпись, расшифровка подписи*  
\_\_\_\_\_.\_\_\_\_.20\_\_

Направление подготовки / специальность \_\_\_\_\_ 45.03.02 Лингвистика / Теория и методика  
преподавания иностранных языков и культур

*шифр, наименование*

Дисциплина \_\_\_\_\_ Практический курс второго иностранного языка

Форма обучения \_\_\_\_\_ очная

*очная, очно-заочная, заочная*

Вид контроля \_\_\_\_\_ экзамен

*экзамен, зачет*

Вид аттестации \_\_\_\_\_ промежуточная

*текущая, промежуточная*

### Контрольно-измерительный материал №7

1. Read the story and put some questions to the story and retell it.

Fred works in a factory. He does not have a wife, and he gets quite a lot of money every week. He loves ears, and has a new one every year. He likes driving very fast, and he always buys small, fast, red ears. He sometimes takes his mother out in them, and then she always says, "But, Fred, why do you drive these ears? We're almost sitting on the road!"

Then Fred laughs and is happy. He likes being very near the road.

Fred is very tall and very fat.

Last week he came out of a shop and went to his ear. There was a small boy near it. He was looking at the beautiful red ear. Then he looked up and saw Fred.

'How do you get into that small ear?' he asked him.

Fred laughed and said, 'I don't get into it. I put it on.'

2. Act out the situation.

Two students meet greet each other, pay compliments, talk about the weather and

Преподаватель \_\_\_\_\_  
*подпись расшифровка подписи*

УТВЕРЖДАЮ  
Заведующий кафедрой английской филологии  
факультета РГФ ВГУ

\_\_\_\_\_ Цурикова Л.В.  
*подпись, расшифровка подписи*  
\_\_\_\_\_.\_\_\_\_.20\_\_

Направление подготовки / специальность \_\_\_\_\_ 45.03.02 Лингвистика / Теория и методика  
преподавания иностранных языков и культур

*шифр, наименование*

Дисциплина \_\_\_\_\_ Практический курс второго иностранного языка

Форма обучения \_\_\_\_\_ очная

Вид контроля экзамен

экзамен, зачет

Вид аттестации промежуточная

текущая, промежуточная

### Контрольно-измерительный материал №8

1. Read the story and put some questions to the story and retell it.

Mr and Mrs Yates had one daughter. Her name was Carol, and she was nineteen years old. Carol lived with her parents and worked in an office. She had some friends, but she did not like any of the boys very much.

Then she met a very nice young man. His name was George Watts, and he worked in a bank near her office. They went out together quite a lot, and he came to Carol's parents' house twice, and then last week Carol went to her father and said, 'I'm going to marry George Watts, Daddy. He was here Yesterday.'

'Oh, yes,' her father said. 'He's a nice boy—but has he got any money?'

'Oh, men! All of you are the same,' the daughter answered angrily. 'I met George on the first of June and on the second he said to me, "Has your father got any money?"'

2. Act out the situation.

Two students meet greet each other, pay compliments, talk about the weather and plan your ideal summer holiday.

Преподаватель \_\_\_\_\_  
подпись расшифровка подписи

УТВЕРЖДАЮ  
Заведующий кафедрой английской филологии  
факультета РГФ ВГУ

\_\_\_\_\_ Цурикова Л.В.  
подпись, расшифровка подписи  
\_\_\_.\_\_\_.20\_\_

Направление подготовки / специальность 45.03.02 Лингвистика / Теория и методика преподавания иностранных языков и культур

шифр, наименование

Дисциплина Практический курс второго иностранного языка

Форма обучения очная

очная, очно-заочная, заочная

Вид контроля экзамен

экзамен, зачет

Вид аттестации промежуточная

текущая, промежуточная

### Контрольно-измерительный материал №9

1. Read the story and put some questions to the story and retell it.

Miss Williams was a teacher, and there were thirty small children in her class. They were nice children, and Miss Williams liked all of them, but they often lost

clothes. It was winter, and the weather was very cold. 'The children's mothers always sent them to school with warm coats and hats and gloves. The children came into the classroom in the morning and took off their coats and hats and gloves. They put their coats and hats on hooks on the wall, and they put their gloves in the pockets of their coats.

Last Tuesday Miss Williams found two small blue gloves on the floor in the evening, and in the morning she said to the children, "Whose gloves are these?", but no one answered.

Then she looked at Dick. "Haven't you got blue gloves, Dick?" she asked him.

"Yes, miss," he answered, "But those can't be mine. I've lost mine."

2. Act out the situation.

Two students meet greet each other, pay compliments, talk about the weather and eating habits in Britain and in Russia.

Преподаватель \_\_\_\_\_  
*подпись расшифровка подписи*

УТВЕРЖДАЮ  
Заведующий кафедрой английской филологии  
факультета РГФ ВГУ

\_\_\_\_\_ Цурикова Л.В.  
*подпись, расшифровка подписи*  
\_\_\_\_\_.\_\_\_\_.20\_\_

Направление подготовки / специальность \_\_\_\_\_ 45.03.02 Лингвистика / Теория и методика преподавания иностранных языков и культур \_\_\_\_\_

*шифр, наименование*

Дисциплина \_\_\_\_\_ Практический курс второго иностранного языка

Форма обучения \_\_\_\_\_ очная \_\_\_\_\_

*очная, очно-заочная, заочная*

Вид контроля \_\_\_\_\_ экзамен \_\_\_\_\_

*экзамен, зачет*

Вид аттестации \_\_\_\_\_ промежуточная \_\_\_\_\_

*текущая, промежуточная*

### Контрольно-измерительный материал №10

1. Read the story and put some questions to the story and retell it.

Whitebridge was a small village, and old people often came and lived there. Some of them had a lot of old furniture, and they often did not want some of it, because they were in a smaller house now, so every Saturday morning they put it out, and other people came and looked at it, and sometimes they took it away because they wanted it.

Every Saturday, Mr and Mrs Morton put a very ugly old bear's head out at the side of their gate, but nobody wanted it. Then last Saturday, they wrote, 'I'm very lonely here. Please take me,' on a piece of paper and put it near the bear's head.

They went to the town, and came home in the evening. There were now two bears' heads in front of their house, and there was another piece of paper. It said, 'I was lonely too.'

2. Act out the situation.

Two students meet greet each other, pay compliments, talk about the weather and pros and cons of mobile phones.

Преподаватель \_\_\_\_\_  
*подпись расшифровка подписи*

### Комплект КИМ №3

УТВЕРЖДАЮ  
Заведующий кафедрой английской филологии  
факультета РГФ ВГУ

\_\_\_\_\_ Цурикова Л.В.  
*подпись, расшифровка подписи*  
\_\_\_\_\_.\_\_\_\_.20\_\_

Направление подготовки / специальность \_\_\_\_\_ 45.03.02 Лингвистика / Теория и методика преподавания иностранных языков и культур

*шифр, наименование*

Дисциплина \_\_\_\_\_ Практический курс второго иностранного языка

Форма обучения \_\_\_\_\_ очная \_\_\_\_\_

*очная, очно-заочная, заочная*

Вид контроля \_\_\_\_\_ зачет \_\_\_\_\_

*экзамен, зачет*

Вид аттестации \_\_\_\_\_ промежуточная \_\_\_\_\_

*текущая, промежуточная*

### Контрольно-измерительный материал №1

1. Read the story and put some questions to the story and retell it.

Mrs. Jones wanted a picture for her living-room. She took the bus and went to town. She looked for a picture shop, and after a few minutes she found one. There were some pictures in the window, but she did not like them very much.

She went into the shop and looked at some other pictures. She liked some of those more. There was a picture of a young girl, and Mrs. Jones liked it very much. She went to the shopkeeper and said, 'How much do you want for this picture?'

The shopkeeper turned the picture round. He looked at the back of it and then said, 'Thirteen pounds.'

'Thirty pounds?' Mrs. Jones said. 'That's very expensive. I'm going to offer you twenty pounds for it.'

'I said, "Thirteen pounds", not "Thirty pounds",' the man answered.

'Thirteen?' Mrs. Jones said. 'Then I'm going to offer you nine pounds for it.'

2. Act out the situation.

Two students meet greet each other, pay compliments, talk about the weather and pros and cons of computers.

Преподаватель \_\_\_\_\_  
*подпись расшифровка подписи*

УТВЕРЖДАЮ  
Заведующий кафедрой английской филологии

Цурикова Л.В.

*подпись, расшифровка подписи*

\_\_\_.\_\_\_.20\_\_

Направление подготовки / специальность 45.03.02 Лингвистика / Теория и методика преподавания иностранных языков и культур*шифр, наименование*Дисциплина Практический курс второго иностранного языкаФорма обучения очная*очная, очно-заочная, заочная*Вид контроля зачет*экзамен, зачет*Вид аттестации промежуточная*текущая, промежуточная***Контрольно-измерительный материал №2**

1. Read the story and put some questions to the story and retell it.

Mary worked in an office in London, and she usually went out and had lunch in a restaurant. She liked foreign food and often looked in the newspaper for the names of new restaurants, because she enjoyed going to them and eating new things. Sometimes she said, 'I don't like this restaurant. I'm not going to come here again'; but often she said, 'I like this one. I'm going to have my lunch here often.'

One day she saw the name of a new Greek restaurant in her newspaper, and she went there for lunch. It was very small, but it was clean and nice, and the food was good.

But then Mary found something hard in her mouth. She took it out. It was a button.

'Look here, waiter!' she said. 'I've found this button in my food.'

'Thank you, thank you!' the waiter answered happily. 'I looked everywhere for it.'

2. Act out the situation.

Two students meet greet each other, pay compliments, talk about the weather and how to perform well at a job interview.

Преподаватель \_\_\_\_\_

*подпись расшифровка подписи*

УТВЕРЖДАЮ

Заведующий кафедрой английской филологии  
факультета РГФ ВГУ

Цурикова Л.В.

*подпись, расшифровка подписи*

\_\_\_.\_\_\_.20\_\_

Направление подготовки / специальность 45.03.02 Лингвистика / Теория и методика преподавания иностранных языков и культур*шифр, наименование*Дисциплина Практический курс второго иностранного языкаФорма обучения очная*очная, очно-заочная, заочная*

Вид контроля зачет \_\_\_\_\_  
*экзамен, зачет*

Вид аттестации промежуточная \_\_\_\_\_  
*текущая, промежуточная*

### Контрольно-измерительный материал №3

1. Read the story and put some questions to the story and retell it.

Peter was ten, and his sister Jane was eight. They lived in the country ten kilometers from Cardiff.

One day they saw a picture of a circus in the newspaper, and Jane said to her mother, 'There's going to be a circus in Cardiff next week. Please take us there.'

The children's mother bought tickets, and on Saturday evening Peter and Jane and their parents went to the circus.

The tent was full of people, and after a quarter of an hour, the circus began.

A beautiful young girl came in. She put a cake in her mouth, and then a big lion came and took the cake out of her mouth.

A man in a red coat shouted to the people, 'Who's going to do the same for \$100'

Nobody answered. But then a funny man stood up and said, 'All right... but first take the lion away!'

2. Act out the situation.

Two students meet greet each other, pay compliments, talk about the weather and environmental problems.

Преподаватель \_\_\_\_\_  
*подпись расшифровка подписи*

УТВЕРЖДАЮ  
Заведующий кафедрой английской филологии  
факультета РГФ ВГУ

\_\_\_\_\_ Цурикова Л.В.  
*подпись, расшифровка подписи*  
\_\_\_. \_\_. 20\_\_

Направление подготовки / специальность 45.03.02 Лингвистика / Теория и методика преподавания иностранных языков и культур  
*шифр, наименование*

Дисциплина Практический курс второго иностранного языка

Форма обучения очная  
*очная, очно-заочная, заочная*

Вид контроля зачет \_\_\_\_\_  
*экзамен, зачет*

Вид аттестации промежуточная \_\_\_\_\_  
*текущая, промежуточная*

### Контрольно-измерительный материал №4

1. Read the story and put some questions to the story and retell it.

Ann Grimes had a small car, and she drove a lot in town, because she went to work by car every morning and came home by car too, and she did her shopping with her car on Saturdays.

But she very seldom went out into the country in it, because she did not have much time.

Then one Sunday morning last August she said to herself, 'It's a beautiful day, and it's hot in town. I'm going to drive out into the country and have a picnic in a quiet field there.'

She drove twenty kilometres, and then she came to a small country road. She looked at it and said to herself, 'This road's very steep, isn't it?' She stopped in front of a house and asked a man, 'Is this road dangerous?'

'No,' the man answered, 'it isn't dangerous up here. They always crash down at the bottom.'

2. Act out the situation.

Two students meet greet each other, pay compliments, talk about the weather and holidays in Britain, the USA and Russia.

Преподаватель \_\_\_\_\_  
*подпись расшифровка подписи*

УТВЕРЖДАЮ  
Заведующий кафедрой английской филологии  
факультета РГФ ВГУ

\_\_\_\_\_ Цурикова Л.В.  
*подпись, расшифровка подписи*  
\_\_\_\_\_.\_\_\_\_.20\_\_

Направление подготовки / специальность \_\_\_\_\_ 45.03.02 Лингвистика / Теория и методика преподавания иностранных языков и культур  
*шифр, наименование*

Дисциплина \_\_\_\_\_ Практический курс второго иностранного языка

Форма обучения \_\_\_\_\_ очная \_\_\_\_\_  
*очная, очно-заочная, заочная*

Вид контроля \_\_\_\_\_ зачет \_\_\_\_\_  
*экзамен, зачет*

Вид аттестации \_\_\_\_\_ промежуточная \_\_\_\_\_  
*текущая, промежуточная*

### Контрольно-измерительный материал №5

1. Read the story and put some questions to the story and retell it.

Paul Robinson liked fishing very much. In the summer he went out fishing every evening, and in the winter he fished on Saturdays and Sundays. His wife Joan did not see him very much.

Then one day last summer Paul said to her, 'I'm going to have two weeks' holiday this year, and we're going to go to Scotland and fish there.'

'And what am I going to do?' said Joan.

'You are going to fish with me,' Paul answered.

They went to Scotland and fished there for two weeks. Then they came home, and Joan talked to her neighbour, Mrs. Andrews, about her fishing trip with her husband.

'I did everything wrong on the trip,' she said to her. 'I talked loudly in the boat and the fish were afraid. I put the wrong things on my hook, I pulled my line in very quickly ... and I caught a lot more fish than Paul did'.

2. Act out the situation.

Two students meet greet each other, pay compliments, talk about the weather and means of travelling.

Преподаватель \_\_\_\_\_  
*подпись расшифровка подписи*

УТВЕРЖДАЮ  
Заведующий кафедрой английской филологии  
факультета РГФ ВГУ

\_\_\_\_\_ Цурикова Л.В.  
*подпись, расшифровка подписи*  
\_\_\_\_\_.\_\_\_\_.20\_\_

Направление подготовки / специальность \_\_\_\_\_ 45.03.02 Лингвистика / Теория и методика преподавания иностранных языков и культур

*шифр, наименование*

Дисциплина \_\_\_\_\_ Практический курс второго иностранного языка

Форма обучения \_\_\_\_\_ очная \_\_\_\_\_

*очная, очно-заочная, заочная*

Вид контроля \_\_\_\_\_ зачет \_\_\_\_\_

*экзамен, зачет*

Вид аттестации \_\_\_\_\_ промежуточная \_\_\_\_\_

*текущая, промежуточная*

### Контрольно-измерительный материал №6

1. Read the story and put some questions to the story and retell it.

Mrs. Davis lived near the sea, in Yarmouth, and went to the same fish shop there for twenty-five years. She always bought beautiful, fresh fish from that shop, but then she and her husband went to London and lived there. She wrote to her friends, 'I'm not going to find nice, fresh fish in the London shops. They lie there for days and weeks.' There was a fish shop near her house, and she went and bought her fish there for two or three weeks, but she did not like them very much. Then last Wednesday, she went into the shop and looked at all the fish there.

'These ones aren't fresh,' she said to the shopkeeper. 'Look at them!'

The shopkeeper came and looked. Then he said angrily, 'That's your fault, not mine. These same fish were here in this shop last Friday, but you didn't buy them then, did you?'

2. Act out the situation.

Two students meet greet each other, pay compliments, talk about the weather and rules and regulations in your family.

Преподаватель \_\_\_\_\_  
*подпись расшифровка подписи*

УТВЕРЖДАЮ  
Заведующий кафедрой английской филологии



Направление подготовки / специальность 45.03.02 Лингвистика / Теория и методика преподавания иностранных языков и культур

*шифр, наименование*

Дисциплина Практический курс второго иностранного языка

Форма обучения очная

*очная, очно-заочная, заочная*

Вид контроля зачет

*экзамен, зачет*

Вид аттестации промежуточная

*текущая, промежуточная*

### Контрольно-измерительный материал №7

1. Read the story and put some questions to the story and retell it.

Helen was eight years old, and one day one of her teeth began hurting. She cried in her class at school, and her teacher said kindly, 'Why are you crying, Helen?'

'Because one of my teeth hurts,' answered Helen.

'Speak to your mother about it,' said the teacher, 'and then go and see the dentist.'

That afternoon Helen spoke to her mother about her tooth, and her mother took her to the dentist a few days later. The dentist looked at the tooth and then he said to Helen, 'It's very bad. I'm going to take it out, and then you're going to get a nice, new tooth next year.' He pulled the tooth out.

The next day Helen's teacher asked her about the tooth. She said to her, 'Does it still hurt, Helen?'

'I don't know,' Helen answered.

'Why don't you know?' the teacher said.

'Because the dentist's got it,' Helen answered.

2. Act out the situation.

Two students meet greet each other, pay compliments, talk about the weather and shopping.

Преподаватель \_\_\_\_\_

*подпись расшифровка подписи*

УТВЕРЖДАЮ

Заведующий кафедрой английской филологии  
факультета РГФ ВГУ

Цурикова Л.В.

*подпись, расшифровка подписи*

\_\_\_.\_\_\_.20\_\_

Направление подготовки / специальность 45.03.02 Лингвистика / Теория и методика преподавания иностранных языков и культур

*шифр, наименование*

Дисциплина Практический курс второго иностранного языка  
Форма обучения очная  
*очная, очно-заочная, заочная*  
Вид контроля зачет  
*экзамен, зачет*  
Вид аттестации промежуточная  
*текущая, промежуточная*

### Контрольно-измерительный материал №8

1. Read the story and put some questions to the story and retell it.

Mrs. Stephens lived in a small village, and she had five children. She always had a lot of work. The children went to different schools, and Mrs. Stephens took them there in the morning in her car. Then she bought food at the village shop, and then she went home and cleaned the house, washed the clothes and made cakes or other things.

In the afternoon she drove back to the children's schools and brought them home, and then she cooked their evening meal. Every evening she was very tired.

One morning she was in the village shop, and she saw a small notice there. It said, 'I do cleaning for £1.50 an hour. Telephone Miss Joan Brown, 7508.'

Mrs. Stephens looked around the shop. 'Nobody's looking,' she said. 'That's good.'

Then she took her pen out of her bag and wrote under the notice, 'I do cleaning for nothing. Don't telephone me!'

2. Act out the situation.

Two students meet greet each other, pay compliments, talk about the weather and health problems.

Преподаватель \_\_\_\_\_  
*подпись расшифровка подписи*

УТВЕРЖДАЮ  
Заведующий кафедрой английской филологии  
факультета РГФ ВГУ

\_\_\_\_\_ Цурикова Л.В.  
*подпись, расшифровка подписи*

\_\_\_.\_\_\_.20\_\_

Направление подготовки / специальность 45.03.02 Лингвистика / Теория и методика преподавания иностранных языков и культур  
*шифр, наименование*

Дисциплина Практический курс второго иностранного языка  
Форма обучения очная  
*очная, очно-заочная, заочная*

Вид контроля зачет  
*экзамен, зачет*

Вид аттестации промежуточная  
*текущая, промежуточная*

### Контрольно-измерительный материал №9

1. Read the story and put some questions to the story and retell it.

In hot, sunny countries, a lot of people like eating their meals in the fresh air. During the day, they eat under trees or big umbrellas, because the sun is usually very strong, but in the evening they eat under the moon and the stars.

People do this a lot in Italy. The restaurants put tables in a garden or in the street, and most people eat there and not in the restaurants.

Renato was an Italian. He came to London and bought a restaurant there. Then he said, 'I'm going to put some of my tables in the street here too.' But it rains a lot in England.

Mr. Jenkins went to Renato's restaurant one day, and in the evening he said to his wife, 'I had lunch at that new Italian restaurant today, and it rained all the time. Drinking my soup took twenty-five minutes.'

2. Act out the situation.

Two students meet greet each other, pay compliments, talk about the weather and renting accommodation.

Преподаватель \_\_\_\_\_  
*подпись расшифровка подписи*

УТВЕРЖДАЮ  
Заведующий кафедрой английской филологии  
факультета РГФ ВГУ

\_\_\_\_\_ Цурикова Л.В.  
*подпись, расшифровка подписи*  
\_\_\_\_\_.\_\_\_\_.20\_\_

Направление подготовки / специальность \_\_\_\_\_ 45.03.02 Лингвистика / Теория и методика  
преподавания иностранных языков и культур \_\_\_\_\_

*шифр, наименование*

Дисциплина \_\_\_\_\_ Практический курс второго иностранного языка

Форма обучения \_\_\_\_\_ очная \_\_\_\_\_

*очная, очно-заочная, заочная*

Вид контроля \_\_\_\_\_ зачет \_\_\_\_\_

*экзамен, зачет*

Вид аттестации \_\_\_\_\_ промежуточная \_\_\_\_\_

*текущая, промежуточная*

### Контрольно-измерительный материал №10

1. Read the story and put some questions to the story and retell it.

Mac had a very old car. It was rusty and dirty, but its engine worked most of the time. One day he took his old car out of the garage and said to his wife, 'I'm going to drive to Bournemouth and do some shopping.'

He came to a quiet road after a few kilometres, but then his car stopped. Mac got out, opened the bonnet of the car and looked at the engine, but he did not find anything wrong with it.

His head was under the bonnet for quite a long time. Then a young man ran to the car and began pulling one of the red lights off the back of it.

Mac put his head up, looked at the young man and shouted, 'What are you doing there?'

The young man answered, 'You can steal the pieces at the front. I'm going to take the ones at the back.'

2. Act out the situation.

Two students meet greet each other, pay compliments, talk about the weather and dating.

Преподаватель \_\_\_\_\_  
*подпись    расшифровка подписи*

### Комплект КИМ №4

УТВЕРЖДАЮ  
Заведующий кафедрой английской филологии  
факультета РГФ ВГУ

\_\_\_\_\_ Цурикова Л.В.  
*подпись, расшифровка подписи*  
\_\_\_\_\_.\_\_\_\_.20\_\_

Направление подготовки / специальность \_\_\_\_\_ 45.03.02 Лингвистика / Теория и методика  
преподавания иностранных языков и культур \_\_\_\_\_  
*шифр, наименование*

Дисциплина \_\_\_\_\_ Практический курс второго иностранного языка

Форма обучения \_\_\_\_\_ очная \_\_\_\_\_  
*очная, очно-заочная, заочная*

Вид контроля \_\_\_\_\_ экзамен \_\_\_\_\_  
*экзамен, зачет*

Вид аттестации \_\_\_\_\_ промежуточная \_\_\_\_\_  
*текущая, промежуточная*

### Контрольно-измерительный материал №1

1. Read the story and put some questions to the story and retell it.

Mary was seven years old. Her parents had recently moved to a new town, and so Mary was going to a different school from the one she had been at for some years. It was a few kilometres from the house which she now lived in with her parents, but there was a school bus that went around picking up pupils every morning and bringing them back to their homes every afternoon, and as both of Mary's parents had to go to work every morning, she always went on this bus. She had to be at a corner twenty metres from her front door by half past eight every day and the bus was usually on time, and never more than a minute or two late.

Mary's parents always set their alarm clock every evening so that none of them would be late, but one morning the alarm failed to go off, and it was not till a quarter past eight that Mary's mother suddenly woke up, looked at the clock, said, 'What ever's happened to that clock?' and then hurried into Mary's room. Mary was fast asleep, but her mother woke her up and told her to get ready for school.

'I'm sorry, dear,' she said, 'but you'll have to wash and dress very quickly, have an even quicker breakfast, and then I'll drive you to school on my way to the office. I'll get your breakfast ready now.'

'But how ever will you find the way, Mum?' Mary said. 'You've only been to school once.'

'Yes,' her mother answered, 'but you've done the trip several times now in the bus, so you can be my guide to get there, can't you?'

'Oh, yes,' said Mary, 'I suppose so.' She washed, dressed and had a quick breakfast, and then she and her mother went to the garage and got into the car.

They set off, and Mary told her mother to turn each time that they came to a place she recognised. In this way she made her mother drive round most of the town before they got to her school. When they arrived, her mother saw that it was not really very far from their house.

'Why ever did you make me go such a long way round, Mary, instead of the most direct way?' her mother asked her.

'Well, Mum,' answered Mary, 'it was because I didn't know how else to get here. That's the way our bus always goes to pick up the other children on the way to school.'

2. Act out the situation.

Two students meet greet each other, pay compliments, talk about the weather and plan your ideal summer holiday.

Преподаватель \_\_\_\_\_  
*подпись расшифровка подписи*

УТВЕРЖДАЮ  
Заведующий кафедрой английской филологии  
факультета РГФ ВГУ

\_\_\_\_\_ Цурикова Л.В.  
*подпись, расшифровка подписи*  
\_\_\_\_\_.\_\_\_\_.20\_\_

Направление подготовки / специальность \_\_\_\_\_ 45.03.02 Лингвистика / Теория и методика преподавания иностранных языков и культур \_\_\_\_\_

*шифр, наименование*

Дисциплина \_\_\_\_\_ Практический курс второго иностранного языка

Форма обучения \_\_\_\_\_ очная \_\_\_\_\_

*очная, очно-заочная, заочная*

Вид контроля \_\_\_\_\_ экзамен \_\_\_\_\_

*экзамен, зачет*

Вид аттестации \_\_\_\_\_ промежуточная \_\_\_\_\_

*текущая, промежуточная*

## Контрольно-измерительный материал №2

1. Read the story and put some questions to the story and retell it.

Sally had been studying at an art college for a year and, like most students, she did not have much money. It was going to be her mother's birthday soon, and she wondered what she could buy her as a present that would be nice and useful but not too expensive.

Sally's college was in London, but she had been living in the country for many years, so every day she had an hour's journey by train in the morning, and the same in the evening.

At lunch time one day, a week before her mother's birthday, she decided to have a quick sandwich and a cup of coffee instead of her usual meal in the college hall, and then go shopping near her college to try to find her mother a nice present. When she had been looking for half an

hour, she came across a shop that was selling umbrellas cheap, and decided that one of those would solve her problem, since her mother had lost hers the month before.

'Now which colour shall I choose?' she thought. 'Well, I think a black one would be the most useful really. You can carry that when you are wearing clothes of any colour, can't you?' So having made up her mind, she bought a lovely black umbrella and took it back to the college with her until her classes had finished.

On her way back home in the train that evening she felt hungry because she had had such a small lunch, so she went along to the buffet car for another sandwich and cup of coffee. She had left the black umbrella above her seat in the compartment, but when she got back, it had gone! When she had left the compartment, there had been no other passengers in it, but now there were three.

Sally burst into tears when she saw that the umbrella was no longer there. The other passengers felt very sorry for her and asked what the matter was. When she explained that the black umbrella she had bought for her mother had disappeared, and that she had to get out at the next station, the three other passengers asked her for her mother's address, in order to be able to send the umbrella on to her in case someone had removed it by mistake and not on purpose, and brought it back after Sally had got out of the train.

The next week, Sally heard from her mother. Her letter said, 'Thank you very much for your lovely presents, but why did you send me three black umbrellas?'

2. Act out the situation.

Two students meet greet each other, pay compliments, talk about the weather and eating habits in Britain and Russia.

Преподаватель \_\_\_\_\_  
*подпись расшифровка подписи*

УТВЕРЖДАЮ  
Заведующий кафедрой английской филологии  
факультета РГФ ВГУ

\_\_\_\_\_ Цурикова Л.В.  
*подпись, расшифровка подписи*  
\_\_\_\_\_.\_\_\_\_.20\_\_

Направление подготовки / специальность \_\_\_\_\_ 45.03.02 Лингвистика / Теория и методика  
преподавания иностранных языков и культур \_\_\_\_\_

*шифр, наименование*

Дисциплина \_\_\_\_\_ Практический курс второго иностранного языка

Форма обучения \_\_\_\_\_ очная \_\_\_\_\_

*очная, очно-заочная, заочная*

Вид контроля \_\_\_\_\_ экзамен \_\_\_\_\_

*экзамен, зачет*

Вид аттестации \_\_\_\_\_ промежуточная \_\_\_\_\_

*текущая, промежуточная*

### Контрольно-измерительный материал №3

1. Read the story and put some questions to the story and retell it.

Mrs Grey lived in the country, but she worked in London, the capital of jynkland. She always drove to the railway

station in her car every morning, and left it in the station car park until she arrived back in the train in the evening. She was a careful driver, but one morning she was rather late, so she was going rather faster than usual when she had an accident in a narrow road not far from her home.

What happened was that another car was coming in the opposite direction, and either that one or Mrs Grey's car was too far in the middle of the road, or perhaps both of them were. They ran into each other and were both damaged, although not enough to stop them being driven.

Both Mrs Grey and the other driver, who was a young man whom she had seen in the district but had not met, got out of their cars, and Mrs Grey said, 'I'm afraid I haven't got time to waste on an accident this morning, as I have a very important appointment in town at nine, and I suppose you're a busy man too.'

'Yes, I am,' the young man said, 'but we'll have to call the police for insurance purposes, won't we? They won't pay for the damage unless we have reported the accident to the police and they have come and seen what happened.'

'Yes, certainly,' Mrs Grey answered, 'but I have something to suggest. We won't be committing a crime if we go away now in our cars, and then come back to the scene of the accident, say, at six this evening, and put them in exactly the same positions as they are in now. Then we can call the police. They won't know what time the accident happened, and the insurance companies won't care either as long as we can send them a police report of the accident.'

'What a good idea!' the young man said happily. 'So I'll be waiting here at six o'clock this evening. I won't be late!'

'Nor will I,' Mrs Grey answered. She and the young man exchanged visiting cards, and then each drove off to carry on with their work.

When Mrs Grey arrived at the station from London at a quarter to six that evening, she got into her car, drove to the place where the accident had happened, and found the young man waiting there in his car. They put both cars in exactly the same positions as they had been in after the accident, and then Mrs Grey called the police, using the telephone in her car, as if the accident had just happened.

## 2. Act out the situation.

Two students meet greet each other, pay compliments, talk about the weather and pros and cons of mobile phones.

Преподаватель \_\_\_\_\_  
*подпись расшифровка подписи*

УТВЕРЖДАЮ  
Заведующий кафедрой английской филологии  
факультета РГФ ВГУ

\_\_\_\_\_ Цурикова Л.В.  
*подпись, расшифровка подписи*  
\_\_\_\_\_.\_\_\_\_.20\_\_

Направление подготовки / специальность \_\_\_\_\_ 45.03.02 Лингвистика / Теория и методика преподавания иностранных языков и культур

*шифр, наименование*

Дисциплина \_\_\_\_\_ Практический курс второго иностранного языка

Форма обучения \_\_\_\_\_ очная

*очная, очно-заочная, заочная*

Вид контроля \_\_\_\_\_ экзамен

*экзамен, зачет*

### Контрольно-измерительный материал №4

1. Read the story and put some questions to the story and retell it.

In many countries now seat belts are compulsory for the driver and front seat passenger at least.

Most doctors believe that seat belts save people from being seriously hurt in a crash, but there are some people who still think that it is more dangerous to wear a seat belt than not to wear one.

They say that a seat belt may trap one in a car that is burning, or that has fallen into a river or the sea and is sinking, so that one is burnt to death or drowned.

But less than half of one per cent of car accidents lead to fire or sinking, and in any case, a seat belt may easily save a person from being knocked unconscious in an accident, so that he or she is able to undo the seat belt immediately and get out of a car that is on fire or sinking.

People who object to seat belts also sometimes say that without one, one may be thrown right out of a car in a crash, but doctors will tell you that that is the last thing one wants to happen: if one is thrown out of a car, one hits something, usually the road, and usually hard and at speed. It is better to remain inside a car in the case of a crash.

There is also the question of personal freedom; some people say that it is an attack on their freedom to force them to wear a seat belt, whether they want to or not. But even in a democracy there are a lot of things a person is denied the right to do though he or she wants to do them. I may, for example, want to play music loudly all night; it interferes with my freedom if I am not allowed to do this. But my neighbours have their own rights to freedom, just as I have. They want to be free to sleep quietly at night, and if I stop them doing so, I am interfering with their freedom.

How does this affect seat belts? In what way does it interfere with the rights of others if someone refuses to wear a seat belt? Well, first of all because common sense tells us that a driver without a seat belt has less control of a car if there is an accident, so that he or she is more likely to be a danger to others, who after all also have the right to be protected as much as possible from accident.

But also there is the question of the cost of being hurt. A driver expects to be taken to hospital free of charge by ambulance if he or she is hurt in a crash. He or she also expects to be looked after properly in hospital, again free of charge. Who pays for this? In most countries the people who pay the taxes do so. And they have a right to demand that the amount they pay should be kept as low as possible by making sure that people do not hurt themselves unnecessarily by not taking proper care such as wearing a seat belt.

2. Act out the situation.

Two students meet greet each other, pay compliments, talk about the weather and pros and cons of computers.

Преподаватель \_\_\_\_\_

*подпись расшифровка подписи*

УТВЕРЖДАЮ  
Заведующий кафедрой английской филологии  
факультета РГФ ВГУ

\_\_\_\_\_ Цурикова Л.В.



Направление подготовки / специальность 45.03.02 Лингвистика / Теория и методика преподавания иностранных языков и культур

*шифр, наименование*

Дисциплина Практический курс второго иностранного языка

Форма обучения очная

*очная, очно-заочная, заочная*

Вид контроля экзамен

*экзамен, зачет*

Вид аттестации промежуточная

*текущая, промежуточная*

### Контрольно-измерительный материал №5

1. Read the story and put some questions to the story and retell it.

Sarah had a son of ten, who was called Jack. He did not like studying, but loved watching television. Sarah used to drive to school at half past four in the afternoon, bring Jack back home and give him his tea, but as soon as he got into the house, he always rushed to the television set and turned it on.

'Haven't you got any homework, Jack?' his mother always asked him as she began to make the tea.

'Eh? Oh, yes, I've got a little,' he used to answer. 'I'll do it later when there's nothing interesting on television.'

At first Sarah had allowed Jack to watch television instead of starting on his homework first, but she soon discovered that he never had a *little* homework - it was always a great deal - and that there was never a time when there was nothing interesting on television, so that after putting off doing his homework for a couple of hours, Jack was too tired to do his homework properly, if at all.

Sarah then decided to make him do it first. This was always a battle, and often when Jack obeyed his mother, he did the work quickly and carelessly in order to finish it and get back to his beloved television.

The result was the same as when he left his homework until last; bad work, which he was punished for the next day at school by getting low marks, either because his homework was full of mistakes, or because he did not know the work he was supposed to have prepared the night before.

One evening Jack's science homework was about famous inventors like Thomas Edison, who made important discoveries and inventions in the field of electricity. When he had homework that consisted of learning facts, his mother had begun to test him when he finished, to try to make sure that he had really done the work properly and not left anything out, and this is what she did this time. She did not let him stop until she was sure that he knew what was in his book.

But this time, it was less of a battle than usual to make Jack sit down and go over what he had to learn carefully, because it had a strong connection with television.

In class the next day, the teacher said to Jack, 'What are some of the things that Thomas Edison did for science?'

'Well,' Jack answered happily, 'first of all, if it weren't for Edison, we'd all be watching television by candlelight!'

2. Act out the situation.

Two students meet greet each other, pay compliments, talk about the weather and how to perform well at a job interview.

Преподаватель \_\_\_\_\_  
*подпись расшифровка подписи*

УТВЕРЖДАЮ  
Заведующий кафедрой английской филологии  
факультета РГФ ВГУ

\_\_\_\_\_ Цурикова Л.В.  
*подпись, расшифровка подписи*  
\_\_\_\_\_.\_\_\_\_.20\_\_

Направление подготовки / специальность \_\_\_\_\_ 45.03.02 Лингвистика / Теория и методика  
преподавания иностранных языков и культур \_\_\_\_\_

*шифр, наименование*

Дисциплина \_\_\_\_\_ Практический курс второго иностранного языка

Форма обучения \_\_\_\_\_ очная \_\_\_\_\_

*очная, очно-заочная, заочная*

Вид контроля \_\_\_\_\_ экзамен \_\_\_\_\_

*экзамен, зачет*

Вид аттестации \_\_\_\_\_ промежуточная \_\_\_\_\_

*текущая, промежуточная*

### Контрольно-измерительный материал №6

1. Read the story and put some questions to the story and retell it.

Alan Brown liked the novels of a writer whose name was Fraser Lambourn very much, and as Alan's wife Violet was the manager of a big bookshop, she always brought Alan back the a. latest work by his favourite writer.

Then one day Violet said to her husband, 'Guess what, Alan! Fraser Lambourn's coming to our bookshop next week to sign copies of his new book for people who buy it! Isn't that good news?'

'Yes, it's wonderful!' said Alan happily. Then he stopped and thought for a few seconds, 'but you've already brought me a copy of his new book!' he said disappointedly. 'I don't suppose he'll sign that, will he?'

'Oh, yes, he will,' said Violet cheerfully. 'You just wait and see.' She told Alan that her bookshop was giving Fraser Lambourn a party at the Grand Hotel before he started signing, and that he would owe her something for that. 'You've been invited as my husband, by the way,' Violet added, 'so you can have a word with him there.' Alan became happy again, and (P he eagerly looked forward to the Saturday on which he would meet Fraser Lambourn.

The day came at last, and at the time Violet had told him, Alan was at the door of the hotel room where the party was going to be, looking inside to see if he could recognise his favourite writer, whose photograph he had had for a long time. He had a small black beard.

'Yes, there he is!' he said to himself excitedly. 'And he's having a conversation with Violet! Hurrah! What luck!' He went in, and said, 'Hullo, dear' to his wife. She introduced him to the great man.

'Mr Lambourn . . . Violet began.

'Oh, do please call me Fraser,' the writer interrupted with a smile.

'Thank you, Fraser,' Violet said. Then she turned to Alan and said, 'Fraser was telling me about his early days as a ,writer. It was most interesting. Could you repeat what you were saying for Alan, Fraser?'

Certainly,' Fraser answered. 'I was telling your charming wife that my real name was Larry

Lamb, but that my agent had advised me to change it if wanted to find a publisher. How right he was!

'And you were telling me something else too, Fraser,' said Violet with a smile.

'Oh, yes,' the writer continued, 'I was telling Violet that it wasn't till I'd been writing for twelve years that I discovered I had no talent at all as a writer.'

Alan was very surprised and asked Fraser why he hadn't given up writing then.

I couldn't,' declared Fraser. 'By that time I was too famous to stop.'

2. Act out the situation.

Two students meet greet each other, pay compliments, talk about the weather and how to perform well at a job interview

Преподаватель \_\_\_\_\_  
*подпись расшифровка подписи*

УТВЕРЖДАЮ  
Заведующий кафедрой английской филологии  
факультета РГФ ВГУ

\_\_\_\_\_ Цурикова Л.В.  
*подпись, расшифровка подписи*  
\_\_\_.\_\_\_.20\_\_

Направление подготовки / специальность \_\_\_\_\_ 45.03.02 Лингвистика / Теория и методика преподавания иностранных языков и культур \_\_\_\_\_  
*шифр, наименование*

Дисциплина \_\_\_\_\_ Практический курс второго иностранного языка

Форма обучения \_\_\_\_\_ очная \_\_\_\_\_  
*очная, очно-заочная, заочная*

Вид контроля \_\_\_\_\_ экзамен \_\_\_\_\_  
*экзамен, зачет*

Вид аттестации \_\_\_\_\_ промежуточная \_\_\_\_\_  
*текущая, промежуточная*

### Контрольно-измерительный материал №7

1. Read the story and put some questions to the story and retell it.

Joan was very good at science when she was at school, and she was especially interested in computers, so when she finished her education she decided to work with them.

She very much enjoyed the work in the office she joined, and soon she was able to do unusually clever things with computers.

'They're really like friends to me nowadays,' Joan told her mother one evening during supper. 'I can ask them questions, and they answer just like people, but more politely and without arguing, and without one having to wonder whether one is going to hurt their feelings. And they never lie!'

'I should hope not!' her mother answered. 'It sounds like the perfect companion - or husband - doesn't it?' They both laughed. 'But can any of them think for themselves?'

'I'm afraid not,' Joan said. 'You can get no more out of them than what you've put in. It's called programming. But it's wonderful what you can get them to do.'

'Well,' Joan's mother said, 'I'm curious to know whether you can programme one of them to give me some advice.'

'I hope so,' answered Joan. 'I'll try it out. What do you want advice about?'

'Well,' her mother answered, 'you know my two watches, don't you?'

'Yes,' Joan answered doubtfully. 'What advice can a computer give you about them?'

'Well,' her mother answered, 'one of them gains one second every hour, and the other has stopped and won't start again. I'd be grateful to know which I should keep. Do you mind asking one of your computers?'

Joan laughed and answered, 'That's a strange thing to ask a computer, but I'll do so. I'll ask Donald. It's my best computer.'

When she got home the next evening, her mother had forgotten all about her request for advice.

'You remember what you asked about your two watches, Mum?' she said.

'Eh? What's that? My two watches? Oh, yes. I don't suppose your computer could give me any advice.'

'Oh, yes, he could!' Joan replied. 'Donald had the answer in a flash.'

'Donald?' said her mother. 'Oh, you mean your favourite computer.'

'Yes,' answered Joan. 'Donald advised you to keep the watch that has stopped.'

'The watch that has stopped?' Joan's mother said. 'Why ever did he advise that?'

Because he pointed out that that watch will be right once every twelve hours, but the other one will be right only once every five years.'

## 2. Act out the situation.

Two students meet greet each other, pay compliments, talk about the weather and environmental problems (air pollution, saving water, etc.)

Преподаватель \_\_\_\_\_  
*подпись расшифровка подписи*

УТВЕРЖДАЮ  
Заведующий кафедрой английской филологии  
факультета РГФ ВГУ

\_\_\_\_\_ Цурикова Л.В.  
*подпись, расшифровка подписи*  
\_\_\_\_\_.\_\_\_\_.20\_\_

Направление подготовки / специальность \_\_\_\_\_ 45.03.02 Лингвистика / Теория и методика преподавания иностранных языков и культур \_\_\_\_\_  
*шифр, наименование*

Дисциплина \_\_\_\_\_ Практический курс второго иностранного языка

Форма обучения \_\_\_\_\_ очная \_\_\_\_\_  
*очная, очно-заочная, заочная*

Вид контроля \_\_\_\_\_ экзамен \_\_\_\_\_  
*экзамен, зачет*

Вид аттестации \_\_\_\_\_ промежуточная \_\_\_\_\_  
*текущая, промежуточная*

## Контрольно-измерительный материал №8

### 1. Read the story and put some questions to the story and retell it.

Often because they have been afraid of them; they have thought they were signs of terrible things to come, and they were afraid they might hit the earth. In fact, small pieces of comets do

from time to time fall on our earth in the form of meteors, some of which are quite large pieces of solid material. One can see examples of these in some museums.

What is a comet? It is a body that goes round our sun, not in a circle like the planets, but in a kind of egg shape that takes it round our solar system, or in some cases perhaps even outside it, and then back in again. The nearest any comet gets to the edge of our sun during its orbits is about 145,0(10 kilometres. The shortest orbit is three years, and the longest is likely to be something like a million years. There are thought to be about 120,000 comets in our solar system.

A comet has a head and one or more long tails. What are they made of? Most scientists believe they are frozen gases and dust, but recently there has been another idea, which is that the head is made of organic material in one or more solid pieces.

How did the comets begin? We do not know, any more than we know how our solar system as a whole began.

Why are comets of scientific interest? Because it is likely that they have changed little if at all since they were first formed, so that they could give us interesting information about the beginnings of our solar system, including our earth. If they are made up of organic material, they could also give us valuable information about the beginnings of life on our earth, especially if, as some scientists now think, the small pieces that fall on our earth can lead to organic changes in it.

Two famous scientists have thought for some time that comets bring living things to earth which are the causes of diseases that have started suddenly among people and animals and that have not been able to be explained before. They say that recent discoveries made with very big telescopes and by the spacecraft Giotto have made this idea more likely to be true. But there are other scientists who do not agree. To get proof of who is right, it is likely that we shall have to wait until we have spacecraft that can get much closer to a comet than they have been able to do so far.

## 2. Act out the situation.

Two students meet greet each other, pay compliments, talk about the weather and holidays in Britain, the USA and Russia.

Преподаватель \_\_\_\_\_  
*подпись расшифровка подписи*

УТВЕРЖДАЮ  
Заведующий кафедрой английской филологии  
факультета РГФ ВГУ

\_\_\_\_\_ Цурикова Л.В.  
*подпись, расшифровка подписи*  
\_\_\_.\_\_\_.20\_\_

Направление подготовки / специальность \_\_\_\_\_ 45.03.02 Лингвистика / Теория и методика преподавания иностранных языков и культур \_\_\_\_\_  
*шифр, наименование*

Дисциплина \_\_\_\_\_ Практический курс второго иностранного языка \_\_\_\_\_  
Форма обучения \_\_\_\_\_ очная \_\_\_\_\_  
*очная, очно-заочная, заочная*

Вид контроля \_\_\_\_\_ экзамен \_\_\_\_\_  
*экзамен, зачет*

Вид аттестации \_\_\_\_\_ промежуточная \_\_\_\_\_  
*текущая, промежуточная*

## Контрольно-измерительный материал №9

1. Read the story and put some questions to the story and retell it.

Mr and Mrs Jones were farmers. They had a small farm, on which they had worked very hard for ages, and they had five children. They had to look after their animals every day from sunrise to sunset, so they never had time for holidays.'

But when Mrs Jones was sixty, and Mr Jones was sixty-five, they decided to let two of their children, who had stayed on on the farm after leaving school, run it for them for two weeks while they went off and had a holiday for the first time at the seaside.

They decided to go to Bournemouth in their old car, and to do some sightseeing in it if possible during their week by the sea. They booked a room in a nice hotel and studied maps to see where they would go for their sightseeing trips in the Bournemouth area.

They started out fairly early one Monday morning in the car, after milking the cows, and reached Bournemouth at eleven o'clock. There they stopped and asked a nice policeman who looked like their son the way to their hotel, and were soon registering at the desk there. Parking the car was no problem, because there was a car park just behind the hotel, and soon they were in a nice room from which they could see the sea and the beautiful sandy beach.

After they had unpacked their cases, they discussed what to do the rest of that day. The sun was shining brightly, and the sea was calm, so they thought they would go down on to the beach. There were already a lot of other people there, bathing, playing games or just lying in the sun.

'We can wait till tomorrow for our first trip,' Mrs Jones said. 'Let's go and see Salisbury then, shall we? We've always wanted to go there.'

'Look at this, dear,' she said to her husband. He looked for a few seconds and then said in a disappointed voice, 'That doesn't allow us much time for sightseeing, does it?'

2. Act out the situation.

Two students meet greet each other, pay compliments, talk about the weather and means of travelling.

Преподаватель \_\_\_\_\_  
*подпись расшифровка подписи*

УТВЕРЖДАЮ  
Заведующий кафедрой английской филологии  
факультета РГФ ВГУ

\_\_\_\_\_ Цурикова Л.В.  
*подпись, расшифровка подписи*  
\_\_\_\_\_.\_\_\_\_.20\_\_

Направление подготовки / специальность \_\_\_\_\_ 45.03.02 Лингвистика / Теория и методика преподавания иностранных языков и культур \_\_\_\_\_

*шифр, наименование*

Дисциплина \_\_\_\_\_ Практический курс второго иностранного языка

Форма обучения \_\_\_\_\_ очная \_\_\_\_\_

*очная, очно-заочная, заочная*

Вид контроля \_\_\_\_\_ экзамен \_\_\_\_\_

*экзамен, зачет*

Вид аттестации \_\_\_\_\_ промежуточная \_\_\_\_\_

## Контрольно-измерительный материал №10

1. Read the story and put some questions to the story and retell it.

Mrs Matthews lived in a small town where there was one jeweller's shop. It also look in watch repairs, although il had to send them off to London for the work to be done, as there was not enough business to keep an expert watch repairer occupied.

When Mrs Matthews's old father died, she inherited his gold watch, which had belonged to his father and grandfather before him. It was big and heavy and worth a lot of money, but it was broken, so Mrs Matthews took it to be repaired.

The man in the jeweller's shop was very interested to see such an unusual watch, and when he had examined its insides, he said he could certainly have it repaired for her. 'It'll last a long time once that's been done,' he said. He wrote out a ticket and gave it to Mrs Matthews saying, 'Please bring this when you come to pick up the watch. But it might take a bit of time, because it isn't a modern watch.'

But Mrs Matthews had a lot of things to think about after her father died. She had to arrange to sell his little house, and to deal with his money affairs, write to her brother in Australia and so on.

The result was that she completely forgot about the watch that she had taken in for repair, and about the ticket for it, which she had put away in a drawer to keep it safe.

Then, while she was looking through some old drawers one day, she found the ticket for the watch repair.

'What's this?' she said to herself. 'A ticket for a watch repair? Who took a watch in to be repaired? And why didn't they give this ticket in when they went to pick it up?'

She thought back, and suddenly she remembered. 'My father's gold watch!' she thought. 'Didn't I pick it up? When did I take it in?' She looked at the ticket again.

'How old's this ticket?' she said to herself. It was five years old. Mrs Matthews had heard that shops could sell things that people had left with them if they didn't pick them up and pay for them before a certain time. 'But the watch might still be there,' she thought. 'I'll go and see if I can get it back. It might have been sold, but 1 hope not.'

She took the ticket to the jeweller's the next time she went out shopping, and the shopkeeper looked at it and then went to look for the watch without saying a word.

'That's good,' Mrs Matthews thought. 'He didn't seem to mind about the date.'

The man came back after a few minutes and said, 'It won't be ready until Friday.'

2. Act out the situation.

Two students meet greet each other, pay compliments, talk about the weather and Rules and regulations in your family.

Преподаватель \_\_\_\_\_  
подпись расшифровка подписи

## Комплект КИМ №5

УТВЕРЖДАЮ  
Заведующий кафедрой английской филологии

Направление подготовки / специальность 45.03.02 Лингвистика / Теория и методика преподавания иностранных языков и культур

*шифр, наименование*

Дисциплина Практический курс второго иностранного языка

Форма обучения очная

*очная, очно-заочная, заочная*

Вид контроля зачет

*экзамен, зачет*

Вид аттестации промежуточная

*текущая, промежуточная*

### Контрольно-измерительный материал №1

1. Read the story and put some questions to the story and retell it.

There is not enough petrol in the world for everybody now, and each year there is less, so what are we going to do when it finishes? Perhaps we will go back to horses and carriages and bicycles.

In the Second World War, some people did not use petrol in their cars. They made gas from wood and plants instead, and then they put it in big bags on top of their cars. The cars did not go fast, but it was better than nothing. But we cannot cut down all our trees to make gas; we need them for other things too.

Besides gas, we can also use electricity for our cars, but first we must make the electricity! Some countries have coal, and they make electricity with that, but we will not always have coal. Other countries have big, strong rivers, and these turn turbines and make electricity more easily and cheaply.

We are also able to get power from the tides. We put turbines in the mouth of a river. Then, when the tide comes up, it turns the turbines, and when it runs back towards the sea, it turns them again. And we know that the waves of the sea can also turn turbines when they go up and down.

Which of all these things will make our electricity in the year 2000?

2. Act out the situation.

Two students meet greet each other, pay compliments, talk about the weather and rules and regulations in your family.

Преподаватель \_\_\_\_\_

*подпись расшифровка подписи*

УТВЕРЖДАЮ

Заведующий кафедрой английской филологии  
факультета РГФ ВГУ

Цурикова Л.В.

*подпись, расшифровка подписи*



Направление подготовки / специальность 45.03.02 Лингвистика / Теория и методика преподавания иностранных языков и культур

*шифр, наименование*

Дисциплина Практический курс второго иностранного языка

Форма обучения очная

*очная, очно-заочная, заочная*

Вид контроля зачет

*экзамен, зачет*

Вид аттестации промежуточная

*текущая, промежуточная*

## Контрольно-измерительный материал №2

1. Read the story and put some questions to the story and retell it.

Derek was a little boy. He lived with his parents in a small house in a town. They did not have a big garden.

Derek liked animals very much. One day he said to his father, "I've got a little money, Daddy. Can I buy a pony, please?"

But his father answered, "No, Derek, we can't have a pony in the garden, because it's too small and we haven't got a field. People who keep ponies in small gardens without a field are unkind. Ponies need a lot of space."

Derek did not want to be unkind to a pony, so he did not ask his father again.

But then his father got a job in another place, and he and his family left their small house in the town and went and lived in a bigger house in the country. It had a nice garden and a field, and Derek was very happy.

There was a farm near their new house, and there were horses, cows and a few sheep there. Derek went to see them every day. He was five years old now, and he began to think of a pony again.

"My birthday is next month," he thought. "Perhaps Daddy will buy me a pony then." After a little time, he began to talk about ponies to his parents again.

Then his birthday came. His parents gave him a few nice presents—but there was no pony. Derek was sad.

But then suddenly his Uncle Tom arrived. He was a farmer—and he had a big pony with him.

"Hello, Derek," Uncle Tom said, "Happy birthday. This is your birthday present from me and Aunt Mary."

Derek was a little afraid, because the pony was very big. He looked at it for a few minutes and then he said to his uncle, "Is he for me, or am I for him?"

2. Act out the situation.

Two students meet greet each other, pay compliments, talk about the weather and shopping.

Преподаватель \_\_\_\_\_  
*подпись расшифровка подписи*

УТВЕРЖДАЮ  
Заведующий кафедрой английской филологии  
факультета РГФ ВГУ

\_\_\_\_\_ Цурикова Л.В.

Направление подготовки / специальность 45.03.02 Лингвистика / Теория и методика преподавания иностранных языков и культур

*шифр, наименование*

Дисциплина Практический курс второго иностранного языка

Форма обучения очная

*очная, очно-заочная, заочная*

Вид контроля зачет

*экзамен, зачет*

Вид аттестации промежуточная

*текущая, промежуточная*

### Контрольно-измерительный материал №3

1. Read the story and put some questions to the story and retell it.

Sally was nineteen years old. She had always lived with her parents, but now the time had come for her to go to university in another part of the country to study to be a doctor. Her mother was very sad about this, and she was also afraid, because she loved her daughter very much, and she thought, "My little girl will be alone for the first time in her life. She won't know anybody. There will be nobody to look after her, and perhaps she will have trouble, or she will be very sad because she isn't with us."

Sally said goodbye to her father and to her cat, and promised to telephone every week. Then her mother took her to the university by train. When they said goodbye, her mother cried, and on the way back home she cried again.

Then every week Sally kept her promise and telephoned. They talked for several minutes, and Sally was always very happy and never said that she missed her parents. Her mother was not glad about this. She thought, "Perhaps she's finding the university nicer than her home."

But then some holidays were getting near. That week, when Sally telephoned her parents, she said, "The students who live here were talking yesterday evening, and they said, 'We're very happy that we're going to return home again soon for a few days.'"

Sally's mother was very glad that the students had said this. "She must really miss us," she thought. Then she said, "And did you say that too?"

"Oh, yes!" Sally answered "We all said that it's easy to speak to our parents on the telephone every week when we're away, but we really miss our pets!"

2. Act out the situation.

Two students meet greet each other, pay compliments, talk about the weather and health problems.

Преподаватель \_\_\_\_\_

*подпись расшифровка подписи*

УТВЕРЖДАЮ  
Заведующий кафедрой английской филологии  
факультета РГФ ВГУ

\_\_\_\_\_ Цурикова Л.В.

*подпись, расшифровка подписи*

Направление подготовки / специальность 45.03.02 Лингвистика / Теория и методика преподавания иностранных языков и культур

*шифр, наименование*

Дисциплина Практический курс второго иностранного языка

Форма обучения очная

*очная, очно-заочная, заочная*

Вид контроля зачет

*экзамен, зачет*

Вид аттестации промежуточная

*текущая, промежуточная*

### Контрольно-измерительный материал №4

1. Read the story and put some questions to the story and retell it.

When Mr Holland was a young man, he played a lot of football, and he had always been thin and very strong. But then he worked in an office for many years, and he drove to work in a car, so when he was forty, he was fat and very soft, and he did not wish to get fatter and softer every year.

One day one of his friends said to him, "Would you like to be thinner, Fred?"

"Of course I would," Mr Holland answered.

"Well," his friend said, "stop going to your office by car, and get a bicycle."

Mr Holland had not ridden a bicycle for many years. "It's very hard to learn to ride a bicycle again at your age," his wife said.

But it was not too hard for Mr Holland to do. He usually sat in his living room and read the newspaper in the evening, but he bought a bicycle for his birthday and practised riding that every evening instead. He hoped that it would help him to get thinner, and he got a lot of pleasure from it.

He found little roads which were not really very narrow, but were too narrow for cars, and there he got away from the nasty noises of the city, which were becoming too much for him. They were not really very loud, but they were too loud for Mr Holland.

Then he began to go to his office on his bicycle. Sometimes all the cars stopped at a red light, and he went past them to the front, because his bicycle was narrow. Then he was very happy.

Yesterday he stopped at a red light, and a man came up behind him on another bicycle. He stopped too and said to Mr Holland, "Have the police taken your driving licence away too?"

2. Act out the situation.

Two students meet greet each other, pay compliments, talk about the weather and renting accommodation.

Преподаватель \_\_\_\_\_  
*подпись расшифровка подписи*

УТВЕРЖДАЮ  
Заведующий кафедрой английской филологии  
факультета РГФ ВГУ

\_\_\_\_\_ Цурикова Л.В.  
*подпись, расшифровка подписи*

Направление подготовки / специальность 45.03.02 Лингвистика / Теория и методика преподавания иностранных языков и культур

*шифр, наименование*

Дисциплина Практический курс второго иностранного языка

Форма обучения очная

*очная, очно-заочная, заочная*

Вид контроля зачет

*экзамен, зачет*

Вид аттестации промежуточная

*текущая, промежуточная*

### Контрольно-измерительный материал №5

1. Read the story and put some questions to the story and retell it.

Mary Williams was a clever young lady. She lived alone and had a very important business job in a big company. She worked very hard in it. She was never absent, she always arrived at her office early and left late, and she often took reports home with her to read. At weekends she seldom went anywhere, and she was always working then too.

Jill Thomas was a friend of Mary's. In fact, she was Mary's best friend. They had gone to the same school, and both of them were clever women, but Jill was married, and she did not want to get a job. "I'm quite happy at home with Len," she always said. "I don't want to be too busy to have fun."

Jill and Len liked walking very much, and nearly every weekend they went to the mountains and walked there. They also liked dancing very much, and they often went out in the evening and danced till the early hours of the next morning. And when they had their holidays, they climbed all the mountains one by one and swam and sailed on a lake and danced nearly all the time.

One year Jill said to Mary, "Would you like to have a holiday with us this year, Mary?" Mary was very happy, so Jill and Mary and Len had two weeks together. Mary enjoyed her holiday, but she was very tired after they had climbed all the mountains and swum every day and danced every night.

The next summer, Jill offered to take Mary on their holiday again.

"Thank you very much," answered Mary, "but I'm going to be quite honest with you: I'm sorry that I can't come, because I've worked a lot this year and I'm tired. But I don't need a holiday: I need a rest!"

2. Act out the situation.

Two students meet greet each other, pay compliments, talk about the weather and dating.

Преподаватель \_\_\_\_\_  
*подпись расшифровка подписи*

УТВЕРЖДАЮ  
Заведующий кафедрой английской филологии  
факультета РГФ ВГУ

\_\_\_\_\_ Цурикова Л.В.  
*подпись, расшифровка подписи*

Направление подготовки / специальность 45.03.02 Лингвистика / Теория и методика преподавания иностранных языков и культур

*шифр, наименование*

Дисциплина Практический курс второго иностранного языка

Форма обучения очная

*очная, очно-заочная, заочная*

Вид контроля зачет

*экзамен, зачет*

Вид аттестации промежуточная

*текущая, промежуточная*

### Контрольно-измерительный материал №6

1. Read the story and put some questions to the story and retell it.

Mr Robinson died, and after that only Mrs Robinson lived in their small house. She was very old.

Her son John lived with his wife and child in another street, and he often said to his mother, "You must come and live with us," but she always answered, "No, I'm very happy in my little house, and I don't want to leave it."

At eight o'clock one morning the old woman - telephoned her son and said, "Please come to my house." Then she put the phone down.

John's wife said, "Who was that?"

"It was Mother," he answered.

"What did she want?"

"She wants me. Perhaps she's ill. I'll take the car and go to work from her house." He took his car out and drove to his mother's house quickly.

When the old woman opened the door, her son said, "What's the matter. Mother?"

"Come in," she answered. "There's a thief in one of my cupboards."

"A thief in one of your cupboards?" said John. "When did you find him?"

"I heard noises in a cupboard yesterday evening," she answered.

"Which one?" John asked quietly. They were in the dining room now.

"That one," the old woman answered.

"Why didn't you telephone me then?" John asked.

"Because it was late, and I didn't want to trouble you," she answered.

"But the thief hasn't stayed in the cupboard all night, has he?" asked John.

"Oh, yes, he has," the old woman answered. "I nailed the door up, and then I went to bed."

2. Act out the situation.

Two students meet greet each other, pay compliments, talk about the weather and plan your ideal summer holiday.

Преподаватель \_\_\_\_\_

*подпись расшифровка подписи*

УТВЕРЖДАЮ  
Заведующий кафедрой английской филологии  
факультета РГФ ВГУ

\_\_\_\_\_ Цурикова Л.В.

*подпись, расшифровка подписи*

\_\_\_\_\_.\_\_\_\_.20\_\_

Направление подготовки / специальность 45.03.02 Лингвистика / Теория и методика преподавания иностранных языков и культур

*шифр, наименование*

Дисциплина Практический курс второго иностранного языка

Форма обучения очная

*очная, очно-заочная, заочная*

Вид контроля зачет

*экзамен, зачет*

Вид аттестации промежуточная

*текущая, промежуточная*

### Контрольно-измерительный материал №7

1. Read the story and put some questions to the story and retell it.

While Bill was still at school, he used to earn some money by delivering newspapers, but when he left school, he was ready to get himself a proper job. "I'll work in a bank," he said to himself, "because my uncle has always worked in one."

He went to his aunt and said, "I think that the work is easy. Uncle Bob can do it, so I can." His aunt smiled, but did not say anything.

When Bill's uncle came home that evening, his wife told him that Bill wanted to work in a bank, and his uncle said, "That's a good idea, but there are no jobs in my bank just now."

So Bill went to several other banks and asked for a job and in the end he got one, "You may work here for a month," the manager said, "and if you're good enough, you can stay after that. You'll work with Mr Unwin for the first month. He'll take you round and train you, and report to me about you."

Mr Unwin was one of the other clerks in the bank, and he had been there for many years. He took Bill round the bank, and Bill learned a lot of things from him. Some of these lessons were not easy.

Then one day Mr Unwin gave Bill some one pound notes. "Count these!" he ordered him. "There ought to be one hundred there. If there aren't, tell me. And try not to make any mistakes."

Bill sat down by Mr Unwin and began to count the notes. But he was lazy, and when he had counted half of them, he became tired. "Fifty-one, fifty-two, fifty-three," he said, and then he stopped, looked at Mr Unwin and pointed at the notes.

"Well," he said, "if they're correct up to here, they'll all be correct, won't they?"

2. Act out the situation.

Two students meet greet each other, pay compliments, talk about the weather and eating habits in Britain and Russia.

Преподаватель \_\_\_\_\_  
*подпись расшифровка подписи*

### Комплект КИМ №6

УТВЕРЖДАЮ  
Заведующий кафедрой английской филологии  
факультета РФФ ВГУ

\_\_\_\_\_ Цурикова Л.В.

Направление подготовки / специальность 45.03.02 Лингвистика / Теория и методика преподавания иностранных языков и культур

*шифр, наименование*

Дисциплина Практический курс второго иностранного языка

Форма обучения очная

*очная, очно-заочная, заочная*

Вид контроля экзамен

*экзамен, зачет*

Вид аттестации промежуточная

*текущая, промежуточная*

### Контрольно-измерительный материал №1

1. Read the story and put some questions to the story and retell it.

Three young men were playing with a gun in a street in a quiet area of the town after dark when one of them fired it by mistake without aiming it at anything\*} The bullet broke a window in an old lady's house\*.

The young men made off at once when they saw the damage they had done, but the old lady looked out of a window when she heard the explosion, and she recognized one of them as the son of a man and woman who lived not far from her.

The old lady complained to the police, and a detective came to her house. The old lady gave him a detailed account of everything that had happened, and then the detective asked her if she knew where the young man lived. The old lady told him that too, so the detective went to the young man's house. He and his companions tried to hide, but the detective found them and the gun and took them to the police station\*

There his chief officer questioned the young men to find out which of them owned the gun, but none of them was willing to say. The young man who owned the gun did not dare to admit that he did, because he did not have a licence for it.

At last the chief officer decided to put an end to the conversation, so he turned to the detective and demanded to know whether he had got an officer's permission to take the gun away from the young man who owned it.

The detective felt anxious when he heard this question. "No, sir," he answered nervously, "I didn't get it."

"In that case," the officer declared angrily, "you were quite wrong to take it away from him. You'd better return it immediately, or there'll be trouble!"

This made the young men smile happily at each other, and as soon as the detective held the gun out and said, "Here you are," one of them put his hand out in order to get it back.

That is how the officer finally discovered whom the gun belonged to.

2. Act out the situation.

Two students meet greet each other, pay compliments, talk about the weather and proes and cons of mobile phones.

Преподаватель \_\_\_\_\_

*подпись расшифровка подписи*

УТВЕРЖДАЮ  
Заведующий кафедрой английской филологии  
факультета РГФ ВГУ

\_\_\_\_\_ Цурикова Л.В.  
*подпись, расшифровка подписи*  
\_\_\_\_\_.\_\_\_\_.20\_\_

Направление подготовки / специальность \_\_\_\_\_ 45.03.02 Лингвистика / Теория и методика преподавания иностранных языков и культур

*шифр, наименование*

Дисциплина \_\_\_\_\_ Практический курс второго иностранного языка

Форма обучения \_\_\_\_\_ очная

*очная, очно-заочная, заочная*

Вид контроля \_\_\_\_\_ экзамен

*экзамен, зачет*

Вид аттестации \_\_\_\_\_ промежуточная

*текущая, промежуточная*

### Контрольно-измерительный материал №2

1. Read the story and put some questions to the story and retell it.

Mr Gray travelled a lot on business. He sold machines of various kinds to farmers. It was not really a very exciting job, but Mr Gray had always been interested in farming, and he was quite satisfied with his life.

He had a big car, and usually enjoyed driving it long distances, but he was quite satisfied to go by train sometimes too, especially when the weather was bad. He was a little frightened of driving in rain or snow, and it was less tiring to sit comfortably in a train and look out of the window without being worried about how one was going to get to the next place.

One of Mr Gray's problems was often where to stay when he reached some small place in the country. He did not expect great comfort and wonderful food, but he found it annoying when he was given a cold room, and there was no hot water or good food after a long and tiring day.

Late one winter evening, Mr Gray arrived at a small railway station. The journey by train that day had not been at all interesting, and Mr Gray was cold and tired and hungry. He was looking forward to a simple but satisfying meal by a brightly burning fire, and then a hot bath and comfortable bed.

While he was walking to the taxi rank, he said to a local man who was also walking there, "As this is my first visit to this part of the country and I was in too much of a hurry to find out about hotels before I left home, I would very much like to know how many you have here."

The local man answered, "We have two."

"And which of the two would you advise me to go to?" Mr Gray asked then.

The local man scratched his head for a few moments and then answered, "Well, it's like this: whichever one you go to, you'll be sorry you didn't go to the other."

2. Act out the situation.

Two students meet greet each other, pay compliments, talk about the weather and pros and cons of computers.

Преподаватель \_\_\_\_\_  
*подпись расшифровка подписи*



УТВЕРЖДАЮ  
Заведующий кафедрой английской филологии  
факультета РГФ ВГУ

\_\_\_\_\_ Цурикова Л.В.  
*подпись, расшифровка подписи*  
\_\_\_\_\_.\_\_\_\_.20\_\_

Направление подготовки / специальность \_\_\_\_\_ 45.03.02 Лингвистика / Теория и методика  
преподавания иностранных языков и культур

*шифр, наименование*

Дисциплина \_\_\_\_\_ Практический курс второго иностранного языка

Форма обучения \_\_\_\_\_ очная

*очная, очно-заочная, заочная*

Вид контроля \_\_\_\_\_ экзамен

*экзамен, зачет*

Вид аттестации \_\_\_\_\_ промежуточная

*текущая, промежуточная*

### Контрольно-измерительный материал №3

1. Read the story and put some questions to the story and retell it.

Mrs Hammond was old and blind, but she was determined to do everything for herself. She even used to go for walks alone from her cottage once a day for exercise and fresh air, and found her way by touching things with her white stick. She learnt where everything was, so she never lost her way.

But then one day some men came and cut down some of the familiar pine trees at the side of one of the paths which she followed. When she reached that place that evening, she did not feel the trees with her stick, so she was in difficulties.

She stopped for a minute and listened, but she did not hear any other people, so she went ahead for a kilometre or two, and then she heard water beneath her.

"Water?" she said aloud, and paused. "Am I lost? I suppose so. I must be on a bridge, I suppose, and there must be a river under me. I've been told that there's a river in this part of the country, but I don't know its exact position. How am I going to get back to my cottage from here?"

All at once she heard a man's friendly voice near her. It said, "Excuse me, can I help you?"

"How kind of you!" Mrs Hammond answered. "Yes, please. I'm lost. Some of the trees which I follow when I go for my walk every evening had been removed today, and if I hadn't been lucky enough to come across you, I don't know what I'd have done. Can you please help me to get home?"

"Certainly," the man answered. "Where do you live?"

Mrs Hammond told him, and they began walking. The man took Mrs Hammond to her cottage, and she invited him in and gave him some coffee and a piece of cake. She told the man how grateful she was that she had met him.

"Don't thank me," he answered. "I want to thank you."

"Thank me?" Mrs Hammond said. "Whatever for?"

"Well," the man answered quietly, "I was balanced on the edge of that bridge for ages in the dark, because I was trying to make up my mind to throw myself into the river and drown myself. But I'm not going to do it now."

2. Act out the situation.

Two students meet greet each other, pay compliments, talk about the weather and how to perform well at a job interview.

Преподаватель \_\_\_\_\_  
*подпись расшифровка подписи*

УТВЕРЖДАЮ  
Заведующий кафедрой английской филологии  
факультета РГФ ВГУ

\_\_\_\_\_ Цурикова Л.В.  
*подпись, расшифровка подписи*  
\_\_\_\_\_.\_\_\_\_.20\_\_

Направление подготовки / специальность \_\_\_\_\_ 45.03.02 Лингвистика / Теория и методика  
преподавания иностранных языков и культур \_\_\_\_\_  
*шифр, наименование*

Дисциплина \_\_\_\_\_ Практический курс второго иностранного языка  
Форма обучения \_\_\_\_\_ очная \_\_\_\_\_  
*очная, очно-заочная, заочная*

Вид контроля \_\_\_\_\_ экзамен \_\_\_\_\_  
*экзамен, зачет*

Вид аттестации \_\_\_\_\_ промежуточная \_\_\_\_\_  
*текущая, промежуточная*

#### Контрольно-измерительный материал №4

1. Read the story and put some questions to the story and retell it.

Jim lived with his parents until he was twenty-one years old, and then he got a job in the office of a big factory in another town, so he left home. He found a comfortable little flat which had two rooms, a small kitchen and a bathroom, and he lived there on his own.

At first he cleaned it himself, but he did not want to have to go on doing this, so he determined to find someone else to do it instead of him. He asked a lot of his fellow workers at the factory what they did about this, and at last one of the men said, "Oh, Mrs Roper comes and cleans my flat regularly. She washes the dishes, irons my shirts and keeps the place neat and tidy and so on. I'll introduce her to you, if you like. She's a charming old lady. She does her best, but she hasn't got much energy."

"Well, you'd better ask her to come and see me, please," Jim answered. So the next evening Mrs Roper came to see him, and she agreed with pleasure to come to his flat every morning for an hour.

After she had been working for Jim for two weeks, he looked at the mirror in his bedroom and thought, "That mirror looks very dusty. Mrs Roper's forgotten to clean it. I can write on it with my finger." He wrote a message in the dust: "I'm coughing whenever I breathe because everything in this room is very dusty."

He came home at 7 o'clock that evening, and when he had eaten his supper, he went into his bedroom and looked at the mirror. "That silly woman still hasn't cleaned it!" he said to himself. "All it needs is a cloth!"

But then he bent down and saw a bottle in front of the mirror. "I didn't put that bottle there," he thought. "Mrs Roper must have left it." He picked the bottle up and looked at it carefully.

"She's written some words on it," he said to himself. He read the words. They were: "Cough medicine".

2. Act out the situation.

Two students meet greet each other, pay compliments, talk about the weather and environmental problems (air pollution, saving water, etc.)

Преподаватель \_\_\_\_\_  
*подпись    расшифровка подписи*

УТВЕРЖДАЮ  
Заведующий кафедрой английской филологии  
факультета РГФ ВГУ

\_\_\_\_\_ Цурикова Л.В.  
*подпись, расшифровка подписи*  
\_\_\_\_.\_\_\_\_.20\_\_

Направление подготовки / специальность \_\_\_\_\_ 45.03.02 Лингвистика / Теория и методика  
преподавания иностранных языков и культур

*шифр, наименование*

Дисциплина \_\_\_\_\_ Практический курс второго иностранного языка

Форма обучения \_\_\_\_\_ очная

*очная, очно-заочная, заочная*

Вид контроля \_\_\_\_\_ экзамен

*экзамен, зачет*

Вид аттестации \_\_\_\_\_ промежуточная

*текущая, промежуточная*

### Контрольно-измерительный материал №5

1. Read the story and put some questions to the story and retell it.

Mathew lived in a big city, and his hair was always cut by the same hairdresser. Mathew went to him once a month. He was allowed one hour for his lunch every day, and on the mornings when his hair was going to be cut, he made himself some sandwiches to eat in the hairdresser's.

The hairdresser had a very small shop near Mathew's office, and he worked alone, but he always cut Mathew's hair exactly as Mathew liked it, and while he was doing it, the two men talked about football or cricket.

But the hairdresser was an old man, and one day, when Mathew was sitting in his chair, and his hair was being cut as usual, the old man said to him, "Mathew, I'm going to be sixty- five years old next month, so I'm going to retire. I'm going to sell my shop to a young man who wants to be a hairdresser. The shop's being paid for by the young man's father."

Mathew was very sad to hear this, because he enjoyed talking to the old man, and he was also worried that his hair would not be cut as well by the new young man as it had been for so many years by his old friend.

He went to the shop again the next month, and the new man was there. He cut Mathew's hair, but he did it very badly.

The next month, Mathew went into the shop again. The young man asked him how he would like his hair cut, and Mathew answered, "Please cut it very short on the right side, but leave it as it is on the left. It must cover my ear. On top, cut all the hair away in the middle, but leave a piece

at the front which can hang down to my chin."

The young man was very surprised when he heard this. "But sir," he said, "I can't cut your hair like that!"

"Why not?" Mathew asked. "That's how you cut it last time."

2. Act out the situation.

Two students meet greet each other, pay compliments, talk about the weather and holidays in Britain, the USA and Russia.

Преподаватель \_\_\_\_\_  
*подпись расшифровка подписи*

УТВЕРЖДАЮ  
Заведующий кафедрой английской филологии  
факультета РГФ ВГУ

\_\_\_\_\_ Цурикова Л.В.  
*подпись, расшифровка подписи*  
\_\_\_.\_\_\_.20\_\_

Направление подготовки / специальность \_\_\_\_\_ 45.03.02 Лингвистика / Теория и методика  
преподавания иностранных языков и культур  
*шифр, наименование*

Дисциплина \_\_\_\_\_ Практический курс второго иностранного языка  
Форма обучения \_\_\_\_\_ очная  
*очная, очно-заочная, заочная*

Вид контроля \_\_\_\_\_ экзамен  
*экзамен, зачет*

Вид аттестации \_\_\_\_\_ промежуточная  
*текущая, промежуточная*

### Контрольно-измерительный материал №6

1. Read the story and put some questions to the story and retell it.

When Polly left school, she had no idea what she wanted to do. A friend of hers, who was a year older, and whose name was Josephine, was at art college, and she persuaded Polly to join her there.

Polly's father worked in a factory, and her mother worked in a shop. They were saving their money to buy their own house, and they had hoped that Polly would start earning too as soon as she left school, so when she told them that she wanted to go to art college, she expected them to have objections. But in fact they had none.

"You'll have to find some kind of a job to pay for your college," Polly's mother warned her. "Your father and I will be very happy to keep you at home, but we have no money for your college course, and none for paints and all the other things you'll need."

"Thank you very much," Polly answered. "I'm really very grateful to you both. And there's no problem about getting a job; the head of the art college has offered me one in their library."

After a few months, Polly's parents really felt very proud that their daughter was going to college, especially when she brought home some of the things she had painted, for which she had received high praise from her teachers.

Polly sometimes went to museums to see paintings by famous artists, and one day she said to her parents, "Why don't you come to a museum with me one day? Then I can tell you all about

the paintings, and you can see the kinds of things I'm trying to do myself."

Polly's mother was free on Thursday afternoons and on Saturdays, but her father sometimes had to work on those days. They waited until one Saturday when he didn't have to work, and then they all went off to the museum that Polly had chosen. She showed her parents some famous paintings, and then they came to one that they recognized. "This," Polly said, pointing to it, "is Van Gogh's 'Sunflowers'."

"What cheek!" her father answered. "He's copied the picture we've had in our hall for the last ten years!"

2. Act out the situation.

Two students meet greet each other, pay compliments, talk about the weather and means of travelling.

Преподаватель \_\_\_\_\_  
*подпись расшифровка подписи*

УТВЕРЖДАЮ  
Заведующий кафедрой английской филологии  
факультета РГФ ВГУ

\_\_\_\_\_ Цурикова Л.В.  
*подпись, расшифровка подписи*  
\_\_\_\_\_.\_\_\_\_.20\_\_

Направление подготовки / специальность \_\_\_\_\_ 45.03.02 Лингвистика / Теория и методика преподавания иностранных языков и культур \_\_\_\_\_

*шифр, наименование*

Дисциплина \_\_\_\_\_ Практический курс второго иностранного языка

Форма обучения \_\_\_\_\_ очная \_\_\_\_\_

*очная, очно-заочная, заочная*

Вид контроля \_\_\_\_\_ экзамен \_\_\_\_\_

*экзамен, зачет*

Вид аттестации \_\_\_\_\_ промежуточная \_\_\_\_\_

*текущая, промежуточная*

### Контрольно-измерительный материал №7

1. Read the story and put some questions to the story and retell it.

Helen was a student at a university. She was studying English. She was a clever girl, and she was also very good at sports and games. Her best sport was throwing the javelin, and she always won a prize for that at university games.

Helen's best friend was called Mary. She went to the same classes as Helen, and she was a very good runner. The two girls often went out together in the evenings.

One evening they went to practise their sports in the university grounds, and when they had finished, they walked part of the way home together, but at one corner they had to say goodbye, because their homes were in different directions.

"Be careful on your way home," Mary said to Helen. "I would be happier if our houses were nearer."

"Me too," answered Helen. The streets were very quiet at that time of the evening.

The next morning Helen and Mary met at an English class, and Helen said to Mary, "Do you know what happened to me after I left you yesterday evening?"

"No," answered Mary anxiously. "What happened to you?"

"Well," Helen said, "while I was walking home along that quiet street near my house, a thief came up behind me and pulled my necklace off my neck and ran away with it."

"I wish I'd been there," Mary said angrily. "If I had been, I'd have run after the man and I'd probably have caught him. But what are you going to do now? Have you been to the police?"

"No," Helen answered with a smile.

"Why not?" Mary asked in surprise.

"Because," Helen answered, "when the man pulled my necklace, I turned round suddenly and put my hand out to try to stop him. I caught a chain which he was wearing round his neck and pulled it off him. My necklace was a cheap one which was not real silver; but this chain is made of real gold! If I went to the police, I might have to give it to them."

2. Act out the situation.

Two students meet greet each other, pay compliments, talk about the weather and rules and regulations in your family.

Преподаватель \_\_\_\_\_  
*подпись расшифровка подписи*

## 19.3.2 Перечень заданий для контрольных работ

### Комплект заданий для контрольной работы №1

1 год 3 семестр

#### Test 1

#### 1. Fill in the correct country or nationality.

- 1) Argentina \_\_\_\_\_
- 2) \_\_\_\_\_ Brazillian
- 3) Spain \_\_\_\_\_
- 4) Mexico \_\_\_\_\_
- 5) \_\_\_\_\_ Greek
- 6) \_\_\_\_\_ Finnish
- 7) Turkey \_\_\_\_\_
- 8) \_\_\_\_\_ Canadian
- 9) Japan \_\_\_\_\_
- 10) \_\_\_\_\_ Scottish

#### 2. Fill in the correct word.

*hear, near, going, College, dancer, spacious, cheap, e-mail, yellowish, view*

- 1) Downstairs, there is a \_\_\_\_\_ living-room.
- 2) Tony loves \_\_\_\_\_ to the cinema.
- 3) Please be my \_\_\_\_\_ pen pal.
- 4) Hope to \_\_\_\_\_ from you soon.
- 5) Rashid is a student at Mortimer \_\_\_\_\_.
- 6) Bob's house is \_\_\_\_\_ the city center.
- 7) We have got a wonderful \_\_\_\_\_ from our balcony.
- 8) This modern flat is a bargain. It is really very \_\_\_\_\_.
- 9) Mary is quite tall and slim. She is a \_\_\_\_\_.
- 10) Chinese people have usually got a \_\_\_\_\_ complexion.

#### 3. Choose the correct item.

- 1) Beth isn't a very good student. She's very \_\_\_\_\_.  
A rude            B lazy            C clever
- 2) Mr. Cline works at the hospital. He is a(n) \_\_\_\_\_.  
A engineer            B musician    C surgeon
- 3) Is Jane's hair grey? No, it's \_\_\_\_\_.

A fair                      B wavy                      C yellow  
4) There are two \_\_\_\_\_ in the bathroom.

A sofas                      B mirrors                      C cookers  
5) “ \_\_\_\_\_ magazine is that?” “It’s Karen’s.”

A Who’s                      B Who                      C Whose  
6) My sister goes to primary school. She’s very \_\_\_\_\_.

A young                      B middle-aged                      C old  
7) Kim is my sister’s daughter. She’s my \_\_\_\_\_.

A nephew                      B niece                      C cousin  
8) People from Sweden have got \_\_\_\_\_.

A slanting eyes                      B dark brown skin                      C a pale complexion  
9) There is a big \_\_\_\_\_ in the kitchen.

A bookcase                      B sink                      C washbasin  
10) I like my teacher. She’s always very \_\_\_\_\_.

A bossy                      C rude                      C patient

#### 4. Fill in the missing preposition.

1) Prague is the capital \_\_\_\_\_ the Czech Republic.

2) He is well-built \_\_\_\_\_ short fair hair.

3) My pen pal is \_\_\_\_\_ Canada.

4) John lives \_\_\_\_\_ a huge block of flats.

5) There is a lovely poster \_\_\_\_\_ the wall.

6) Is there a fireplace \_\_\_\_\_ the living-room?

7) My father works \_\_\_\_\_ the local hospital.

8) The garden is \_\_\_\_\_ the house.

#### 5. Fill in the correct form of the verbs in brackets.

1) A: Where \_\_\_\_\_ (be) Juan from?

B: He \_\_\_\_\_ (be) from Spain.

2) A: \_\_\_\_\_ (you/like) swimming?

B: No, I \_\_\_\_\_ (do/not).

3) Jenny \_\_\_\_\_ (have/not) got curly hair.

She \_\_\_\_\_ (have) got straight hair.

4) Helen usually \_\_\_\_\_ (watch) TV in the afternoons but Mark \_\_\_\_\_ (listens) to the music.



- 5) My English teacher \_\_\_\_\_ (be) very patient, but my Maths teacher \_\_\_\_\_ (be/not).
- 6) A: \_\_\_\_\_ (Phillip/live) in Madrid?  
B: Yes, he \_\_\_\_\_ (do).
- 7) My father \_\_\_\_\_ (not/get up) early on Saturdays.
- 8) A: \_\_\_\_\_ (be) it a big house?  
B: Yes, there \_\_\_\_\_ (be) eight rooms in it.

**6. Choose the correct word to fill in each gap.**

*hers, my, she, him, his, her*

- 1) A: Does she like tennis?  
B: Yes, it's \_\_\_\_\_ favourite sport.
- 2) A: Have you got a telephone number?  
B: Yes, \_\_\_\_\_ number is 4241889.
- 3) A: Does he like football?  
B: Yes, it's \_\_\_\_\_ favourite sport.
- 4) A: Is Beth your sister?  
B: No, \_\_\_\_\_ is my cousin.
- 5) A: Is this Doug's book?  
B: Yes, give it to \_\_\_\_\_.
- 6) A: Is this Lisa's pencil?  
B: Yes, it's \_\_\_\_\_.

**7. Underline the correct word.**

- 1) My **son's/sons'** car is red.
- 2) Tina is **Lucy's and Bill's/Lucy and Bill's** aunt.
- 3) These are the **girls/girl's** bags.
- 4) Their **daughters'/daughter's** name is Kate.
- 5) Our **fathers'/father's** study is in the attic.

**1 год 3 семестр**

**Test 2**

**1. Underline the correct word or phrase.**

- 1) Mary is a(n) **early bird/night owl**. She gets up at 5 o'clock every morning.
- 2) Snakes are mammals/reptiles and they lay eggs.

- 3) Ron's job is very tiring/boring because he works long hours.
- 4) Penguins have got thick fins/feathers to keep them warm.
- 5) We always wear heavy jackets/hats when we go skiing.
- 6) Cherries are my favourite fruit/vegetables.
- 7) Use a spoon/fork to eat you soup.
- 8) John trains dolphins. He works at a(n) gym/aquarium.
- 9) When it is hot and snowy/sunny, we usually spend the day at the beach.
- 10)Sandy is really happy/bored with her new job. She likes it a lot.
- 11)Carol doesn't have any free time during/at the week.
- 12)Tiger are wild/farm animals. They belong to the cat family.

**2. Use the words below to fill in the gaps.**

*carton, loaf, long, chance, hours, decorate, books, home-made, rainy, funny*

- 1) Doctors often work long \_\_\_\_\_.
- 2) The restaurant serves \_\_\_\_\_ apple pie.
- 3) It's a great film. Don't miss the \_\_\_\_\_ to see it!
- 4) I would like a \_\_\_\_\_ of milk, please.
- 5) We usually \_\_\_\_\_ the Christmas tree a week before Christmas.
- 6) I like penguins a lot. They look very \_\_\_\_\_ when they walk.
- 7) Could I have a \_\_\_\_\_ of bread, please?
- 8) My father always \_\_\_\_\_ a table at the Italian restaurant on Sundays.
- 9) I can't wear these trousers – they're too \_\_\_\_\_.
- 10)The weather in Britain is often \_\_\_\_\_.

**3. Use the prepositions below to fill in the gaps.**

for, of, with, on, to, from, at, in

- 1) Steven and Jo aren't satisfied \_\_\_\_\_ their new house.
- 2) My father never goes \_\_\_\_\_ bed before 12 o'clock.
- 3) I love going \_\_\_\_\_ long walks in spring.
- 4) Cows feed their babies \_\_\_\_\_ milk.
- 5) My mother is afraid \_\_\_\_\_ spiders.
- 6) Chimpanzees weigh \_\_\_\_\_ 35 to 60 kilos.

7) Grandma is \_\_\_\_\_ the kitchen \_\_\_\_\_ the moment.

**4. Use numbers to write the time.**

- 1) seven o'clock \_\_\_\_\_
- 2) eight forty-five \_\_\_\_\_
- 3) ten thirty \_\_\_\_\_
- 4) a quarter past to \_\_\_\_\_
- 5) eleven twenty \_\_\_\_\_

**5. a) Use the verbs in the list to fill in the gaps.**

*eat, are, live, weigh, have got, have, live for, swim*

Blue whales (1) \_\_\_\_\_ huge mammals. They (2) \_\_\_\_\_ and feed them on milk. They (3) \_\_\_\_\_ in oceans all around the world and they (4) \_\_\_\_\_ plankton – tiny animals and plants that live in the sea. Blue whales can (5) \_\_\_\_\_ very fast. They (6) \_\_\_\_\_ up to 150000 kilos! They (7) \_\_\_\_\_ a very big tail and small fins. Blue whales (8) \_\_\_\_\_ about 80 years.

**b) Put the words in the correct order to form questions, as in the example.**

1) is/animal/this/what?

\_\_\_\_\_

2) they/live/where/do?

\_\_\_\_\_

3) do/they/what/do?

\_\_\_\_\_

4) can/what/they/do?

\_\_\_\_\_

5) they/how much/weigh/do?

\_\_\_\_\_

6) small fins/have/got/they?

\_\_\_\_\_

7) live/they/do/how long?

**6. Underline the correct word or phrase.**

- 1) **How much/How many** eggs do we need for the cake?
- 2) My sister **is playing/plays** in the garden at the moment.
- 3) Fish **can't/doesn't** sing and birds isn't/can't swim.
- 4) Grandpa **watch/watches** TV every evening.
- 5) Would you like **some/a** water?
- 6) They **never/ever** go to the beach on Mondays.
- 7) Have **sheep/sheeps** got wings? No, they haven't.
- 8) There is **any/some** milk in the fridge.

- 9) Susan often goes for long walks **in/at** spring.
- 10) Listen! The phone **is ringing/rings**.
- 11) Are there **much/any** strawberries in the box?
- 12) Could I have a **packet/carton** of crisps, please?

## Комплект заданий для контрольной работы №2

по дисциплине Б1. Б.09 Практический курс второго иностранного языка  
(наименование дисциплины)

1 год 4 семестр

### TEST 1

#### GRAMMAR

##### 1 Complete the sentences.

Example: Are they from Switzerland?

- 1 I \_\_\_\_\_ sing, but I can play the guitar.
- 2 'How did your phone break?' '\_\_\_\_\_ fell on the floor.'
- 3 We \_\_\_\_\_ British. We're American.
- 4 There isn't \_\_\_\_\_ milk in the fridge.
- 5 'What's that?' 'It's \_\_\_\_\_ identity card.'
- 6 \_\_\_\_\_ Holly have any children?
- 7 I'm taller \_\_\_\_\_ my brother.
- 8 'Would you like to fly a plane?' 'No, I \_\_\_\_\_.'
- 9 The art gallery is closed \_\_\_\_\_ Mondays.
- 10 'What's the time?' 'It's half \_\_\_\_\_ three.'
- 11 \_\_\_\_\_ aren't many books on the shelf.
- 12 I spoke to him on the phone ten minutes \_\_\_\_\_.
- 13 I hardly \_\_\_\_\_ watch TV at the weekend.
- 14 They \_\_\_\_\_ like the film – they left after 10 minutes.
- 15 'How much coffee do you drink?' 'Quite a \_\_\_\_\_.'
- 16 They are \_\_\_\_\_ noisiest neighbours in the street.

##### 2 Underline the correct form.

Example: My mother **work** / **works** in a hospital.

- 1 We don't have **some** / **any** money.
- 2 My father's **dentist** / **a dentist**.
- 3 I have **a lot of** / **a lot** brothers and sisters.
- 4 We had **an excellent meal** / **a meal excellent**.
- 5 Please drive **careful** / **carefully**. The weather's bad.
- 6 Can we meet **on** / **in** Monday evening?
- 7 I **have always** / **always have** breakfast at home.
- 8 It's raining. **Let's go** / **We go** inside.
- 9 I don't like **get up** / **getting up** early.
- 10 He's hoping **to study** / **study** law at university.

##### 3 Complete the sentences with the correct form of the verbs in brackets.

Example: Mark and Emma have (have) a house in Portugal.

- 1 I \_\_\_\_\_ (not be) to Egypt. Is it nice?

- 2 He \_\_\_\_\_ (not ask) for a cappuccino – he asked for a latte.  
 3 \_\_\_\_\_ she \_\_\_\_\_ (travel) to India next summer?  
 4 Colin \_\_\_\_\_ (not be) at work yesterday.  
 5 I \_\_\_\_\_ (buy) a new car last week.  
 6 She \_\_\_\_\_ (not listen) to music at the moment.  
 7 I \_\_\_\_\_ (start) cooking classes next week.  
 8 Where \_\_\_\_\_ (be) he yesterday morning?  
 9 \_\_\_\_\_ you ever \_\_\_\_\_ (break) your leg?  
 10 'How often \_\_\_\_\_ you \_\_\_\_\_ (go) to the theatre?' 'Every month.'  
 11 Emma \_\_\_\_\_ (write) him a letter two days ago.  
 12 Who \_\_\_\_\_ (be) the three greatest politicians of the twentieth century?  
 13 He has an exam tomorrow, so he \_\_\_\_\_ (study) now.  
 14 She \_\_\_\_\_ (not like) using lifts.

## VOCABULARY

### 4 Complete the words in the sentences.

Example: We go to the supermarket every Saturday morning.

- 1 The cooker's really **d**\_\_\_\_\_. We need to clean it.  
 2 I think it's going to rain. Let's take an **u**\_\_\_\_\_.  
 3 I gave my brother a **w**\_\_\_\_\_ – he often loses his money.  
 4 I read the **n**\_\_\_\_\_ every day.  
 5 The car park's normally full but today it's quite **e**\_\_\_\_\_.  
 6 I was late for work because the **b**\_\_\_\_\_ was late.  
 7 I usually have a **s**\_\_\_\_\_ for lunch. I love bread.  
 8 She's listening to the news on the **r**\_\_\_\_\_.  
 9 I want to write something – can I borrow your **p**\_\_\_\_\_, please?  
 10 I read two **b**\_\_\_\_\_ when I was on holiday last summer.

### 5 Tick (✓) A, B, or C to complete the sentences.

Example: We eat in the \_\_\_\_\_.

A bathroom c B bedroom c C dining room ✓

- 1 My mother's brother is my \_\_\_\_\_.  
 A grandfather c B nephew c C uncle c  
 2 My sister works in an office. She's a \_\_\_\_\_.  
 A receptionist c B musician c C builder c  
 3 I don't see Pete very much, but we often \_\_\_\_\_ at weekends.  
 A download c B skype c C search c  
 4 Can I pay by credit \_\_\_\_\_, please?  
 A ticket c B money c C card c  
 5 I work with sick animals. I'm a \_\_\_\_\_.  
 A lawyer c B politician c C vet c  
 6 I got your email but I couldn't open the \_\_\_\_\_.  
 A wifi c B attachment c C Internet c  
 7 My father's a \_\_\_\_\_. He flies all over the world.  
 A pilot c B builder c C nurse c  
 8 I need some \_\_\_\_\_ for this letter, please.  
 A stamps c B keys c C coins c  
 9 My brother's daughter is my \_\_\_\_\_.  
 A granddaughter c B sister c C niece c  
 10 You can buy food at a \_\_\_\_\_.  
 A pharmacy c B market c C post office c

## 6 What is the next word?

Example: one, two, three

- 1 Wednesday, Thursday, \_\_\_\_\_
- 2 twenty, thirty, \_\_\_\_\_
- 3 July, August, \_\_\_\_\_
- 4 summer, autumn, \_\_\_\_\_
- 5 third, fourth, \_\_\_\_\_
- 6 eight hundred, nine hundred, \_\_\_\_\_

## 7 Complete the words in the sentences.

Example: She walks to work every day.

- 1 The opposite of *tall* is **s**\_\_\_\_\_.
- 2 If you break your leg you have to go to **h**\_\_\_\_\_.
- 3 Marc's a **c**\_\_\_\_\_. He works in a French restaurant.
- 4 I need to cut some paper. Do you have any **s**\_\_\_\_\_?
- 5 A **c**\_\_\_\_\_ is a place where you can buy medicine.
- 6 I don't read books but I like reading **m**\_\_\_\_\_ and newspapers.
- 7 Can I see your **i**\_\_\_\_\_ card, please?
- 8 Do you want to **c**\_\_\_\_\_ a taxi?
- 9 I didn't **t**\_\_\_\_\_ off my phone and it rang in the lesson!
- 10 She often **t**\_\_\_\_\_ by plane.
- 11 I usually **m**\_\_\_\_\_ dinner at 8.00.
- 12 I **d**\_\_\_\_\_ a Volkswagen.
- 13 I always **w**\_\_\_\_\_ up early.
- 14 Your son's daughter is your **g**\_\_\_\_\_.

## TEST 2

### GRAMMAR

#### 1 Underline the correct form.

Example: My brother's **dentist** / a dentist.

- 1 This was **an exciting football match** / **a football match exciting**.
- 2 She's hoping **study** / **to study** journalism at university.
- 3 My father **works** / **work** in an office.
- 4 The weather's bad. Please drive **carefully** / **careful**.
- 5 We **have always** / **always have** lunch at a café.
- 6 He doesn't have **some** / **any** money.
- 7 Can we meet **in** / **on** Friday morning?
- 8 I don't like **getting up** / **get up** late.
- 9 It's a beautiful day. **We go** / **Let's go** to the beach.
- 10 I have **a lot** / **a lot of** uncles and aunts.

#### 2 Complete the sentences with the correct form of the verb in brackets.

Example: Reggie wasn't (be) at work on Thursday.

- 1 I \_\_\_\_\_ (not ask) for a latte – I asked for an espresso.
- 2 Vincent \_\_\_\_\_ (write) me an email four days ago.
- 3 We \_\_\_\_\_ (start) dance lessons next month.
- 4 I \_\_\_\_\_ (buy) a new book last weekend.
- 5 Who \_\_\_\_\_ (be) the three greatest artists of the twentieth century?
- 6 He has an exam on Thursday so he \_\_\_\_\_ (study) now.
- 7 I \_\_\_\_\_ (not be) to Spain. Is it nice?
- 8 They \_\_\_\_\_ (have) a house near the sea. It's beautiful.
- 9 \_\_\_\_\_ you ever \_\_\_\_\_ (break) your arm?

- 10 \_\_\_\_\_ Joshua \_\_\_\_\_ (work) in his parents' shop next summer?  
 11 'How often \_\_\_\_\_ you \_\_\_\_\_ (travel) by train?' 'Every day.'  
 12 Where \_\_\_\_\_ (be) he last Wednesday afternoon?  
 13 Karen \_\_\_\_\_ (not like) going to the theatre.  
 14 My brother \_\_\_\_\_ (listen) to his new CD at the moment.

### 3 Complete the sentences.

Example: I can sing, but I can't play the piano.

- 1 The museum is closed \_\_\_\_\_ Sundays.  
 2 \_\_\_\_\_ Toby have a girlfriend?  
 3 They are \_\_\_\_\_ noisiest neighbours in the street.  
 4 'How did your laptop break?' '\_\_\_\_\_ fell on the floor.'  
 5 'Would you like to fly a plane?' 'No, I \_\_\_\_\_.'  
 6 I spoke to him on the phone 20 minutes \_\_\_\_\_.  
 7 There isn't \_\_\_\_\_ butter on the table.  
 8 I'm taller \_\_\_\_\_ my father.  
 9 \_\_\_\_\_ your sunglasses new?  
 10 'What's the time?' 'It's half \_\_\_\_\_ five.'  
 11 'What's that?' 'It's \_\_\_\_\_ identity card.'  
 12 They \_\_\_\_\_ like the film – they left after 20 minutes.  
 13 I hardly \_\_\_\_\_ watch TV in the evening.  
 14 \_\_\_\_\_ aren't many houses in the village.  
 15 We \_\_\_\_\_ Spanish – we're Brazilian.  
 16 'How much tea do you drink?' 'Quite a \_\_\_\_\_.'

## VOCABULARY

### 4 Complete the words in the sentences.

Example: Do you want to call a taxi?

- 1 Sergio's a **c**\_\_\_\_\_. He works in an Italian restaurant.  
 2 A **c**\_\_\_\_\_ is a place where you can buy medicine.  
 3 She often **t**\_\_\_\_\_ by train.  
 4 The opposite of *tall* is **s**\_\_\_\_\_.  
 5 He didn't **t**\_\_\_\_\_ off his phone and it rang in the film!  
 6 I don't read books but I like reading **m**\_\_\_\_\_ and newspapers.  
 7 Can I see your **i**\_\_\_\_\_ card, please?  
 8 Your daughter's daughter is your **g**\_\_\_\_\_.  
 9 I need to cut some paper. Do you have any **s**\_\_\_\_\_?  
 10 I **d**\_\_\_\_\_ a Honda.  
 11 I usually **m**\_\_\_\_\_ dinner at 8.00.  
 12 She **w**\_\_\_\_\_ to school every day.  
 13 If you break your leg you have to go to **h**\_\_\_\_\_.  
 14 I always **w**\_\_\_\_\_ up early.

### 5 What is the next word?

Example: ten, eleven, twelve

- 1 summer, autumn, \_\_\_\_\_  
 2 eight hundred, nine hundred, \_\_\_\_\_  
 3 third, fourth, \_\_\_\_\_  
 4 July, August, \_\_\_\_\_  
 5 Wednesday, Thursday, \_\_\_\_\_  
 6 twenty, thirty, \_\_\_\_\_

## 6 Tick (✓) A, B, or C to complete the sentences.

Example: You can buy food at a \_\_\_\_\_.

A bank c B market ✓ C post office c

1 I need some \_\_\_\_\_ for this letter.

A keys c B stamps c C coins c

2 He works with sick animals. He's a \_\_\_\_\_.

A vet c B politician c C lawyer c

3 We eat in the \_\_\_\_\_.

A bathroom c B bedroom c C dining room c

4 My sister works in an office. She's a \_\_\_\_\_.

A builder c B musician c C receptionist c

5 I don't see Nick very much but we often \_\_\_\_\_ at weekends.

A skype c B download c C search c

6 My mother's brother is my \_\_\_\_\_.

A uncle c B nephew c C grandfather c

7 Can I pay by credit \_\_\_\_\_, please?

A ticket c B card c C money c

8 I got your email but I couldn't open the \_\_\_\_\_.

A wif c B attachment c C Internet c

9 My father's a \_\_\_\_\_. He flies all over the world.

A builder c B pilot c C nurse c

10 My brother's daughter is my \_\_\_\_\_.

A niece c B sister c C granddaughter c

## 7 Complete the words in the sentences.

Example: The cinema is between the station and the supermarket.

1 I read two **b**\_\_\_\_\_ when I was on holiday last summer.

2 I need to clean my bike. It's very **d**\_\_\_\_\_.

3 I usually have a **s**\_\_\_\_\_ for lunch. I love bread.

4 I want to write something – can I borrow your **p**\_\_\_\_\_, please?

5 I read the **n**\_\_\_\_\_ every day.

6 I gave my father a **w**\_\_\_\_\_ – he often loses his money.

7 I think it's going to rain. Let's take an **u**\_\_\_\_\_.

8 The cinema's usually full but last night it was quite **e**\_\_\_\_\_.

9 She's listening to the news on the **r**\_\_\_\_\_.

10 I was late for work because the **b**\_\_\_\_\_ was late.

## Комплект заданий для контрольной работы №3

по дисциплине Б1. Б.09 Практический курс второго иностранного языка  
(наименование дисциплины)

2 год 5 семестр

### TEST 1

#### GRAMMAR

1 Complete the sentences. Use the correct form of the verb in brackets.

Example: If I had (have) a lot of money, I'd buy a new car.

1 I \_\_\_\_\_ (know) Lisa for ten years. We're good friends.

2 We \_\_\_\_\_ (live) in a big house in the country, but now we have a city flat.

3 What would you do if you \_\_\_\_\_ (lose) your wallet?

4 **A** I didn't really like that film.

**B** Neither \_\_\_\_\_ (do) I!



- 5 If you really wanted that coat, you \_\_\_\_\_ (save) your money to buy it.  
 6 Jean-Pierre asked us if we \_\_\_\_\_ (want) to go out for a pizza.  
 7 **A** How long \_\_\_\_\_ (you / be) in the swimming team?  
**B** Since last summer.  
 8 **A** I \_\_\_\_\_ (not go) to the party tonight.  
**B** Neither are we.  
 9 Pasta comes from Italy, but now it \_\_\_\_\_ (make) all over the world.  
 10 **A** Why are you going out?  
**B** \_\_\_\_\_ (post) this letter.  
 11 Gus was there at the time of the robbery, but he said he \_\_\_\_\_ (not see) anything.  
 12 If they \_\_\_\_\_ (get) here before 7pm, we'll go and see that film.  
 13 The teacher told us \_\_\_\_\_ (stay) after class.  
 14 We got to the theatre twenty minutes late, and the play \_\_\_\_\_ (already / start).  
 15 Our school \_\_\_\_\_ (build) in 1968.

## 2 Underline the correct word or phrase.

Example: When did you finish / have you finished your work?

- 1 You **don't have to** / **mustn't** pay to enter the museum. It's free.  
 2 If you don't tidy your room, your things **will** / **would** get lost.  
 3 I get on **well with my brother** / **my brother well**.  
 4 **A** I love salsa dancing.  
**B** **Neither** / **So** does my sister.  
 5 We really **enjoy** / **want** spending time at the beach.  
 6 The meeting **will** / **might** finish early. It depends how long the boss speaks!  
 7 You **don't have to** / **shouldn't** listen to him. He tells lies.  
 8 I borrowed my sister's laptop, because **mine** / **my** was broken.  
 9 **Was** / **Did** he use to teach history at your school?  
 10 They've lived in this flat **for** / **since** 18 months.  
 11 It's easier **to learn** / **learn** a language when you're young.  
 12 Who **left** / **did leave** all this washing up last night?  
 13 Is Dominic good at **playing** / **play** the piano?  
 14 I might **see** / **to see** that film this weekend.  
 15 What **have you eaten** / **did you eat** for dinner last night?

## 3 Complete the sentences with one word.

Example: The boy ran into the street to catch his ball.

- 1 Ted said he \_\_\_\_\_ already heard this album.  
 2 This play was written \_\_\_\_\_ William Shakespeare.  
 3 Oh no! I've \_\_\_\_\_ to feed the dog!  
 4 The hours in my job are long, but I don't \_\_\_\_\_ working late, so that's okay.  
 5 **A** Is this book \_\_\_\_\_, Lucia?  
**B** Yes, it is. Thanks. It was a birthday present.  
 6 He hasn't seen his cousins \_\_\_\_\_ last year.  
 7 You \_\_\_\_\_ smoke in this building. It's against the law.  
 8 Her class is in room 12 on the first floor. Go \_\_\_\_\_ the stairs and turn left.  
 9 \_\_\_\_\_ you pay that man, he'll sell you the tickets you need.  
 10 **A** \_\_\_\_\_ there use to be a cinema in the town centre?  
**B** Yes, but it closed six months ago.

## VOCABULARY

### 4 Underline the odd word(s) out.

Example: duck eagle swan mosquito

- 1 divorced retired married tired

- 2 put on take off turn down try on
- 3 maths physics chemistry biology
- 4 towards passed through along
- 5 lose miss catch get on
- 6 spider cow horse pig
- 7 get an email get home get a present get a salary
- 8 crocodile shark dolphin goat
- 9 a bit really quite good
- 10 get up go away sit down look after

**5 Write the opposite.**

Example: turn on (the TV) turn off

- 1 get up (in the morning) \_\_\_\_\_
- 2 stand up \_\_\_\_\_
- 3 forget (a name) \_\_\_\_\_
- 4 put on (a coat) \_\_\_\_\_
- 5 turn up (the radio) \_\_\_\_\_

**6 Complete the sentences with the correct word(s).**

Example: Would you like to look at my holiday photos?

watch look at read

- 1 I used to play a lot of tennis, but I gave it \_\_\_\_\_ last year, and now I play basketball.  
down off up
- 2 Nina is really afraid \_\_\_\_\_ spiders.  
on of by
- 3 My uncle decided to \_\_\_\_\_ at the age of 50 and go travelling.  
retire receive repair
- 4 Go \_\_\_\_\_ the museum and the cinema is on your left.  
over past along
- 5 When I saw them they were walking \_\_\_\_\_ the park.  
on away across
- 6 Email was \_\_\_\_\_ in the 1970s, but most of us first used it a lot later.  
discovered invented designed
- 7 If you don't know how to get there, look \_\_\_\_\_ the directions on the internet.  
down through up
- 8 My great-grandmother married young, and \_\_\_\_\_ ten children.  
had got became
- 9 I'm looking \_\_\_\_\_ my neighbour's cats while he's on holiday.  
after forward for
- 10 I \_\_\_\_\_ broke my friend's iPod.  
luckily accidentally finally
- 11 My aunt always \_\_\_\_\_ a handbag.  
wears puts carries
- 12 Ben doesn't look \_\_\_\_\_ his father. They're completely different.  
like as same
- 13 I'm really tired, and I don't feel \_\_\_\_\_ going out tonight.  
for like to
- 14 The snake moved \_\_\_\_\_, and everyone felt very frightened.  
luckily sadly suddenly
- 15 **A** I don't like early mornings at all.  
**B** \_\_\_\_\_ do I!  
So Also Neither

## 7 Complete the sentences with one word.

Example: I woke up very early this morning.

- 1 Please \_\_\_\_\_ your dictionaries to the next class.
- 2 Frank doesn't \_\_\_\_\_ much money. His job is badly paid.
- 3 **A** Sorry this is taking a long time.  
**B** That's OK. I \_\_\_\_\_ mind waiting.
- 4 Leo \_\_\_\_\_ on very well with Alex. They're good friends.
- 5 I \_\_\_\_\_ last night listening to my favourite songs.
- 6 Our teacher \_\_\_\_\_ us we had all passed our exams.
- 7 The boy \_\_\_\_\_ that he wanted to travel before university.
- 8 Keith's in the shower right now. He'll call you \_\_\_\_\_ in twenty minutes.
- 9 Clare got a \_\_\_\_\_ for her birthday, and now she's having riding lessons.
- 10 Don't \_\_\_\_\_ away that old newspaper. I haven't read it yet.

## TEST 2

### GRAMMAR

#### 1 Complete the sentences. Use the correct form of the verb in brackets.

Example: I've never read (read) a book in English.

- 1 Be careful. We \_\_\_\_\_ just \_\_\_\_\_ (paint) that door.
- 2 I \_\_\_\_\_ (see) your brother at the pool when I was swimming.
- 3 We \_\_\_\_\_ (fly) to Malaysia at 10 o'clock next Tuesday.
- 4 \_\_\_\_\_ you \_\_\_\_\_ (go) to Moscow before?
- 5 My sister \_\_\_\_\_ (study) photography at the moment.
- 6 \_\_\_\_\_ you \_\_\_\_\_ (wait) for your bus when I saw you yesterday?
- 7 When they got to Paris, they \_\_\_\_\_ (go) out for a meal.
- 8 I \_\_\_\_\_ (not be) late tomorrow. That's a promise.
- 9 Let's eat Japanese food. I \_\_\_\_\_ never \_\_\_\_\_ (try) it.
- 10 When \_\_\_\_\_ Pavol \_\_\_\_\_ (go) back to Warsaw? Is it tomorrow?

#### 2 Underline the correct form.

Example: When **have you finished / did you finish** your work?

- 1 I'm **going to** / 'll see you at the cinema at six o'clock.
- 2 What **did you do** / **were you doing** for your last holiday?
- 3 My room is **more tidy** / **tidier** than my sister's.
- 4 When **did he get** / **has he got** back from Russia?
- 5 Katya didn't run **enough fast** / **fast enough** to win the race.
- 6 Tai's girlfriend is someone **who** / **which** loves dancing.
- 7 That's the **most** / **more** difficult question you've ever asked me.
- 8 We've finished our homework, **but** / **so** we're going out for a walk.
- 9 Who did you **see** / **saw** at the post office?
- 10 **Does your brother stay** / **Is your brother staying** with you this weekend?
- 11 Megan **always is** / **is always** late to school.
- 12 I **was sitting** / **sat** on a bench when the bus arrived.
- 13 Mr King **will meet** / **is meeting** someone at four, but he can see you at three.
- 14 I don't think it'll **snow** / **'s snowing** tomorrow.
- 15 We haven't had **nothing** / **anything** to eat today – we're really hungry.

#### 3 Complete the sentences with one word.

Example: Sorry, what did you say? I didn't hear.

- 1 I've \_\_\_\_\_ heard that joke. Kim told me it yesterday.
- 2 The concert wasn't as good \_\_\_\_\_ the one I saw last week.

- 3 She had a party \_\_\_\_\_ it was her birthday.
- 4 \_\_\_\_\_ it was raining, we went to the beach for a picnic.
- 5 It was \_\_\_\_\_ worst film I've ever seen!
- 6 This hotel is less expensive \_\_\_\_\_ the last one.
- 7 A passenger is someone \_\_\_\_\_ travels on a bus or train.
- 8 We haven't been to the new museum \_\_\_\_\_. What's it like?
- 9 I'm sure she \_\_\_\_\_ call me soon.
- 10 Leo \_\_\_\_\_ the competition. His singing was the best.

**4 Put the words in the correct order.**

Example: excellent I latest think his will book be  
I think his latest book will be excellent.

- 1 your how people are many in there family ?  
\_\_\_\_\_
- 2 doesn't exercise do husband enough my  
\_\_\_\_\_
- 3 next going are to what study year you ?  
\_\_\_\_\_
- 4 as my older me sister isn't as tall  
\_\_\_\_\_
- 5 book is this the I've read best ever  
\_\_\_\_\_

**VOCABULARY**

**5 Underline the odd word out.**

Example: trainers shorts boots shoes

- 1 generous mean funny friendly
- 2 cap T-shirt sweater top
- 3 polluted noisy crowded lazy
- 4 thin bald overweight slim
- 5 disgusting luxurious delicious comfortable
- 6 buy hire rent sunbathe
- 7 necklace earrings leggings bracelet
- 8 shy talkative extrovert high
- 9 receipt check-in checkout customer
- 10 washing up ironing sailing tidying

**6 Write the opposite.**

- Example: teach learn
- 1 mend \_\_\_\_\_
  - 2 win \_\_\_\_\_
  - 3 start \_\_\_\_\_
  - 4 sell \_\_\_\_\_
  - 5 forget \_\_\_\_\_

**7 Complete the sentences with one word.**

Example: Slim is the opposite of fat.

- 1 Did you \_\_\_\_\_ any souvenirs while you were in Bavaria?
- 2 I'm sorry, he isn't here. He's \_\_\_\_\_ work.
- 3 Bella's birthday is \_\_\_\_\_ Christmas Day!
- 4 I don't have enough \_\_\_\_\_ to do my work and help you.
- 5 It's really dark in here. Can you turn \_\_\_\_\_ the light please?
- 6 Students, please work in \_\_\_\_\_ and talk to your partner.

- 7 When we're on holiday, we \_\_\_\_\_ bikes to get around.  
 8 Can I \_\_\_\_\_ €10 from you, please? I'll give it back tomorrow.  
 9 I wear \_\_\_\_\_ and sports socks when I do sport. If not, my feet hurt.  
 10 I didn't spend much \_\_\_\_\_ when we went out last night.

**8 Complete the sentences with the correct word(s).**

Example: She tried on the dress in the shop.

off on up

- 1 Have you \_\_\_\_\_ your bed this morning?  
 done made cleaned
- 2 They don't go \_\_\_\_\_ to eat very often.  
 off out up
- 3 The hotels are too expensive, so we're \_\_\_\_\_ at a campsite.  
 staying hiring renting
- 4 How do you \_\_\_\_\_ this word?  
 repeat underline pronounce
- 5 We're seeing our cousins next week. We're really looking \_\_\_\_\_ it.  
 for forward to after
- 6 The town centre was very \_\_\_\_\_. There were a lot of people.  
 quiet boring crowded
- 7 My university course starts \_\_\_\_\_ October.  
 in on at
- 8 We \_\_\_\_\_ at the hotel very late last night.  
 got arrived came
- 9 I \_\_\_\_\_ Victor some money last month, and he hasn't paid me back.  
 spent lent borrowed
- 10 Don't eat all that cake! It's really \_\_\_\_\_.  
 unhealthy uncomfortable polluted
- 11 What did you think \_\_\_\_\_ the play?  
 off for of
- 12 This lesson started \_\_\_\_\_ 9.15. You're late again!  
 on in at
- 13 I'm going to \_\_\_\_\_ Chris to our picnic this weekend.  
 meet invite stay
- 14 Don't worry \_\_\_\_\_ the washing up. I'll do it later.  
 about for on
- 15 Who's paying \_\_\_\_\_ the car parking?  
 to for on

**Комплект заданий для контрольной работы №4**

по дисциплине Б1. Б.09 Практический курс второго иностранного языка  
 (наименование дисциплины)

**2 год 6семестр**

**TEST 1**

**GRAMMAR**

**1 Underline the correct word(s) in each sentence.**

Example: Have you finished that book yet / just?

- 1 They **might** / **must** have a picnic tomorrow – if the weather's nice.  
 2 Who **painted** / **did paint** this picture? It's great!  
 3 That's the **best** / **better** restaurant I've ever eaten in.

- 4 **Swim / Swimming** every Saturday makes me feel great.  
 5 I've eaten **too many / too much** biscuits, and now I feel ill!  
 6 You **don't have to / should** try these trousers. I think they'll look great on you.  
 7 I had a boring weekend. I didn't have **nothing / anything** to do.  
 8 We **wouldn't / won't** go to the party if we didn't want to.  
 9 He **said / told** us he was busy in the evening.  
 10 You **don't have to / mustn't** get up early, if you don't want to.  
 11 This car's **most / more** expensive than mine.  
 12 He doesn't do **too / enough** housework. I have to do it all!  
 13 My mum walks more **quickly / quicker** than my dad.  
 14 You **must / mustn't** listen to your sister. She's trying to help you.

**2 Complete the sentences. Use the correct form of the verb in brackets.**

Example: He usually gets up (get up) at six o'clock.

- 1 I \_\_\_\_\_ (meet) my new boss last week.  
 2 Silvio \_\_\_\_\_ (look for) a job next year.  
 3 Anna \_\_\_\_\_ (have) short hair, but now it's quite long.  
 4 \_\_\_\_\_ you ever \_\_\_\_\_ (see) a rhinoceros?  
 5 Curry \_\_\_\_\_ (make) with a lot of spices.  
 6 She \_\_\_\_\_ (cook) dinner when I arrived, so I offered to help.  
 7 I don't think it \_\_\_\_\_ (rain) tomorrow, so we can have a picnic.  
 8 They \_\_\_\_\_ (not go) out last night; they went home after work.  
 9 We \_\_\_\_\_ (not listen) to our teacher right now.  
 10 I left the cinema because I \_\_\_\_\_ (see) the film before.  
 11 Teresa \_\_\_\_\_ (watch) TV at the moment.  
 12 When he arrived, they \_\_\_\_\_ already \_\_\_\_\_ (leave) – the flat was empty.  
 13 I \_\_\_\_\_ (go) to Australia twice. How about you?  
 14 The school \_\_\_\_\_ (not clean) on Saturdays.  
 15 What \_\_\_\_\_ you \_\_\_\_\_ (find) when you opened the door?  
 16 Happy anniversary! How long \_\_\_\_\_ you \_\_\_\_\_ (be) married?

**3 Complete the sentences with one word.**

Example: Where does Ben live?

- 1 We walked \_\_\_\_\_ of the café, because people were too noisy.  
 2 Put \_\_\_\_\_ some shoes. We're going outside.  
 3 **A** Have you heard the news?  
**B** No, not \_\_\_\_\_.  
 4 **A** I don't like Chinese food.  
**B** \_\_\_\_\_ do I.  
 5 What \_\_\_\_\_ you do if it rains this afternoon?  
 6 I \_\_\_\_\_ do the ironing now. I'll do it later.  
 7 A newsagent's is a place \_\_\_\_\_ you buy magazines.  
 8 I went to Paris \_\_\_\_\_ learn French.  
 9 How \_\_\_\_\_ fruit do you eat?  
 10 \_\_\_\_\_ it was a hot day, she was wearing gloves.

**VOCABULARY**

**4 Complete the sentences with one word.**

Example: Write down the words.

- 1 Shall we \_\_\_\_\_ sailing this afternoon?  
 2 I'm trying to do my homework. Don't \_\_\_\_\_ so much noise!

- 3 Let's \_\_\_\_\_ Caroline to the party on Saturday.  
 4 This radio doesn't work. I'm going to take it \_\_\_\_\_ to the shop.  
 5 Please work \_\_\_\_\_ groups to do this next exercise.  
 6 I'm tired. Can you \_\_\_\_\_ the dog for a walk?  
 7 He stopped the car suddenly because a dog ran \_\_\_\_\_ the road.

**5 Write the opposite.**

Example: pass fail

- 1 interesting \_\_\_\_\_  
 2 find \_\_\_\_\_  
 3 generous \_\_\_\_\_  
 4 dangerous \_\_\_\_\_  
 5 remember \_\_\_\_\_  
 6 borrow \_\_\_\_\_

**6 Complete the sentences with the correct preposition.**

Example: What music do you listen to?

- 1 How long did you wait \_\_\_\_\_ your bus?  
 2 Do write \_\_\_\_\_ us soon, and tell us all your news.  
 3 What time did you arrive \_\_\_\_\_ work? Were you late?  
 4 Sorry, I can't pay \_\_\_\_\_ this meal.  
 5 Be careful when you jump \_\_\_\_\_ the swimming pool.  
 6 Adam's worried \_\_\_\_\_ his driving test tomorrow.  
 7 We aren't sure if we'll go to the beach. It depends \_\_\_\_\_ the weather  
 8 Claire fell in love \_\_\_\_\_ her boyfriend soon after they met.

**7 Complete the sentences with the correct word.**

Example: My dad's brother is my uncle.

aunt uncle cousin

- 1 Alan's really \_\_\_\_\_. He always gives us presents.  
 generous mean lazy  
 2 We \_\_\_\_\_ a really good time at the party.  
 spent had did  
 3 Emma \_\_\_\_\_ me she wanted to get a pizza.  
 said replied told  
 4 The next meeting is \_\_\_\_\_ 16th May.  
 on in at  
 5 The opposite of *empty* is \_\_\_\_\_.  
 crowded safe clean  
 6 My sister is my aunt's \_\_\_\_\_.  
 niece granddaughter nephew  
 7 We're going to drive \_\_\_\_\_ a tunnel! Put your lights on.  
 across under through  
 8 I haven't got much money \_\_\_\_\_ I'm not going to buy the coat.  
 although so because  
 9 You could \_\_\_\_\_ a prize if you enter the competition.  
 make win earn  
 10 I \_\_\_\_\_ on really well with my sister.  
 get do make  
 11 She isn't \_\_\_\_\_ good at science. She finds it difficult.  
 really very bit  
 12 Is she looking \_\_\_\_\_ to the holidays?  
 forward after for

- 13 That dress looks nice. Would you like to \_\_\_\_\_ it on?  
wear take try
- 14 Can you turn \_\_\_\_\_ the TV? I want to watch the film.  
off on in

**8 Underline the odd word out.**

Example: friendly safe funny kind

- 1 castle receipt palace statue  
2 dangerous crowded talkative polluted  
3 gloves jeans leggings tights  
4 mosquito dolphin fly bee  
5 ironing sightseeing sunbathing camping

**TEST 2**

**GRAMMAR**

**1 Complete the sentences. Use the correct form of the verb in brackets.**

Example: I usually get up (get up) at seven o'clock.

- 1 Tod \_\_\_\_\_ (watch) TV at the moment.  
2 The sports hall \_\_\_\_\_ (not clean) on Wednesdays.  
3 Ella \_\_\_\_\_ (have) blonde hair, but now she's quite dark.  
4 He \_\_\_\_\_ (look for) a job next month.  
5 What \_\_\_\_\_ he \_\_\_\_\_ (find) when he opened the door?  
6 She \_\_\_\_\_ (not go) out last night; she went home after work.  
7 I \_\_\_\_\_ (go) to the USA five times. How about you?  
8 When we arrived, they \_\_\_\_\_ already \_\_\_\_\_ (leave) – the house was empty.  
9 They \_\_\_\_\_ (not listen) to the teacher at the moment.  
10 \_\_\_\_\_ you ever \_\_\_\_\_ (see) a giraffe?  
11 She \_\_\_\_\_ (meet) her new boss last week.  
12 Happy anniversary! How long \_\_\_\_\_ you \_\_\_\_\_ (be) married?  
13 I don't think it \_\_\_\_\_ (snow) this week. It's too warm.  
14 He \_\_\_\_\_ (cook) lunch when we arrived, so we offered to help.  
15 We left the cinema because we \_\_\_\_\_ (see) the film before.  
16 Pizza \_\_\_\_\_ (make) with flour, oil, tomatoes and cheese.

**2 Complete the sentences with one word.**

Example: Where do you live?

- 1 How \_\_\_\_\_ bread do you eat?  
2 I \_\_\_\_\_ do the washing up now. I'll do it later.  
3 A chemist's is a place \_\_\_\_\_ you buy medicines.  
4 **A** I don't like Chinese food.  
**B** \_\_\_\_\_ do I.  
5 Put \_\_\_\_\_ some shoes. We're going outside.  
6 We walked \_\_\_\_\_ of the shop, because the music was too loud.  
7 \_\_\_\_\_ it was a warm day, she wore a big winter coat.  
8 I went to Rome \_\_\_\_\_ learn Italian.  
9 What \_\_\_\_\_ you do if it rains this afternoon?  
10 **A** Have you heard the news?  
**B** No, not \_\_\_\_\_.



**3 Underline the correct word(s) in each sentence.**

Example: Have you finished that book yet / just?

- 1 You **must** / **mustn't** listen to your teacher. She's trying to help you.
- 2 This is the **best** / **better** museum I've ever visited.
- 3 This bike's **most** / **more** expensive than mine.
- 4 He's eaten **too many** / **too much** cakes, and now he feels ill!
- 5 You **mustn't** / **don't have to** wear a uniform at work if you don't want to.
- 6 You don't do **enough** / **too** housework. I have to do it all!
- 7 We had a boring weekend. We didn't have **anything** / **nothing** to do.
- 8 You **don't have to** / **should** try on this shirt. I think it'll look great on you.
- 9 They **might** / **must** go to the beach tomorrow – if the weather's hot.
- 10 Wait! You walk more **quickly** / **quicker** than me.
- 11 Who **did paint** / **painted** this picture? It's great!
- 12 She **said** / **told** us she was busy this weekend.
- 13 **Walking** / **Walk** in the country makes me feel great.
- 14 If I didn't have to, I **won't** / **wouldn't** go to that conference.

**VOCABULARY**

**4 Underline the odd word out.**

Example: funny friendly kind safe

- 1 fly mosquito dolphin bee
- 2 palace statue receipt castle
- 3 talkative polluted crowded dangerous
- 4 sightseeing ironing camping sunbathing
- 5 jeans leggings tights gloves

**5 Complete the sentences with the correct word.**

Example: My mum's sisters are my aunts.

aunts cousins uncles

- 1 David \_\_\_\_\_ me he wanted to get a burger.  
told said replied
- 2 We \_\_\_\_\_ a really good time at the festival.  
spent had did
- 3 My brother is my aunt's \_\_\_\_\_.  
niece grandson nephew
- 4 Put your lights on. We're going to drive \_\_\_\_\_ a tunnel!  
through under across
- 5 The opposite of *crowded* is \_\_\_\_\_.  
clean safe empty
- 6 Kate's really \_\_\_\_\_. She always gives me presents.  
mean lazy generous
- 7 Can you turn \_\_\_\_\_ the TV? I want to watch the news.  
on in off
- 8 Is he looking \_\_\_\_\_ to the party?  
after for forward
- 9 Those jeans look nice. Would you like to \_\_\_\_\_ them on?  
take try wear
- 10 Enter our competition now! You could \_\_\_\_\_ a great prize.  
win earn make
- 11 Our new school year starts \_\_\_\_\_ 5th September.  
in on at
- 12 We haven't got much money \_\_\_\_\_ we aren't going to buy the flat.  
because so although

- 13 He \_\_\_\_\_ on really well with his sister.  
does gets makes
- 14 I'm not \_\_\_\_\_ good at languages. I find them difficult.  
bit quite very

**6 Write the opposite.**

Example: fail pass

- 1 borrow \_\_\_\_\_
- 2 generous \_\_\_\_\_
- 3 interesting \_\_\_\_\_
- 4 remember \_\_\_\_\_
- 5 find \_\_\_\_\_
- 6 dangerous \_\_\_\_\_

**7 Complete the sentences with the correct preposition.**

Example: What music do you listen to?

- 1 Be careful when you jump \_\_\_\_\_ the swimming pool.
- 2 I'm not sure if I can come camping. It depends \_\_\_\_\_ my work.
- 3 Did you wait long \_\_\_\_\_ your train?
- 4 Harry's worried \_\_\_\_\_ his driving test tomorrow.
- 5 Leo fell in love \_\_\_\_\_ his girlfriend soon after they met.
- 6 Can you pay \_\_\_\_\_ the tickets today?
- 7 Please write \_\_\_\_\_ me soon, and tell me all your news.
- 8 What time did you arrive \_\_\_\_\_ school? Were you late?

**8 Complete the sentences with one word.**

Example: Write down the words.

- 1 Can you \_\_\_\_\_ the dog for a walk?
- 2 I'm taking this watch \_\_\_\_\_ to the shop. It doesn't work.
- 3 Work \_\_\_\_\_ pairs to do this next exercise.
- 4 Don't run \_\_\_\_\_ the road! It's dangerous.
- 5 Let's \_\_\_\_\_ Fred to the party on Saturday.
- 6 Shall we \_\_\_\_\_ surfing tomorrow?
- 7 Don't \_\_\_\_\_ so much noise! I'm trying to study.

**Комплект заданий для контрольной работы №5**

по дисциплине Б1. Б.09 Практический курс второго иностранного языка  
(наименование дисциплины)

**3 год 7 семестр**

**TEST 1**

**GRAMMAR**

**1 Complete the sentences. Use the correct form of the verb in brackets.**

Example: How many cups of tea do you have (have) every day?

- 1 Jaime isn't in the office today. He \_\_\_\_\_ (work) at home.
- 2 I \_\_\_\_\_ (answer) sixteen emails since ten o'clock this morning.
- 3 They \_\_\_\_\_ (watch) a football match on TV when we arrived.
- 4 What \_\_\_\_\_ you \_\_\_\_\_ (give) Pete for his birthday last week?
- 5 I \_\_\_\_\_ (go) to the doctor's at 4.30. I'll see you at 5.00.
- 6 \_\_\_\_\_ he \_\_\_\_\_ (finish) his homework yet? Oh, that was quick!
- 7 Don't get a taxi. I \_\_\_\_\_ (meet) you after the class in the car.

- 8 \_\_\_\_\_ you \_\_\_\_\_ (see) the new James Bond film next week?  
 9 We \_\_\_\_\_ (stay) with my parents at the moment while we look for a flat.  
 10 \_\_\_\_\_ you ever \_\_\_\_\_ (drive) a sports car?  
 11 \_\_\_\_\_ David \_\_\_\_\_ (look for) me at 10.30? I was in a meeting.  
 12 We \_\_\_\_\_ (just finish) lunch when Joe arrived.  
 13 Sorry I'm late. \_\_\_\_\_ you \_\_\_\_\_ (wait) long?  
 14 Will you \_\_\_\_\_ (can) help us move house next week?  
 15 The train \_\_\_\_\_ (not arrive) yet. It's an hour late.

**2 Underline the correct word(s).**

Example: She wants / *is wanting* to be alone at the moment.

- 1 My sister's *a science teacher* / *science teacher* in a secondary school.  
 2 Tom *was playing* / *used to play* cricket when he was young.  
 3 You *mustn't* / *don't have to* pay for museums in the UK. They're usually free.  
 4 I'm afraid you *can't* / *couldn't* speak to Mr Jones. He's in a meeting.  
 5 My boyfriend drives *more slowly* / *slowlier* than I do.  
 6 I dropped my mobile phone in the bath last month so I *must* / *had to* get a new one.  
 7 You *shouldn't* / *don't have to* eat so much salt. It isn't good for you.  
 8 *Do you like* / *Are you liking* going to hot places on holiday?  
 9 Have you *been having* / *had* that computer for a long time?  
 10 This summer wasn't as hot *than* / *as* it was last summer.  
 11 He *doesn't need* / *isn't needing* to do any work this evening.  
 12 What time *do you go* / *are you going* out tonight?  
 13 You listened to the instructions *more* / *most* carefully than I did.  
 14 She's been working with us *for* / *since* 2004.  
 15 We like going to *restaurants* / *the restaurants* at the weekends.

**3 Complete the second sentence with two words so that it means the same as the first sentence. Contracted forms, e.g. *isn't*, count as one word.**

Example: I'm not sure who it is. Perhaps it's his wife.

I'm not sure who it is. It might be his wife.

- 1 All passengers must show their passports at the check-in desk.  
 You \_\_\_\_\_ \_\_\_\_\_ show your passport at the check-in desk.  
 2 That dress is beautiful!  
 What \_\_\_\_\_ \_\_\_\_\_ dress!  
 3 I didn't like exercise when I was younger, but now I go to the gym a lot.  
 I didn't \_\_\_\_\_ \_\_\_\_\_ like exercise, but now I go to the gym a lot.  
 4 Do you have time to finish the work before Friday?  
 Will you be \_\_\_\_\_ \_\_\_\_\_ finish the work before Friday?  
 5 This book isn't as interesting as the last one you lent me.  
 This book is less \_\_\_\_\_ \_\_\_\_\_ the last one you lent me.  
 6 Our wedding will be in July.  
 We're \_\_\_\_\_ \_\_\_\_\_ in July.  
 7 I was in the middle of my homework when you called.  
 I \_\_\_\_\_ \_\_\_\_\_ my homework when you called.  
 8 Going to the theatre is more expensive than going to the cinema.  
 Going to the cinema isn't \_\_\_\_\_ \_\_\_\_\_ as going to the theatre.  
 9 I've never read a funnier book.  
 That's \_\_\_\_\_ \_\_\_\_\_ book I've ever read.  
 10 We met years ago.  
 We \_\_\_\_\_ \_\_\_\_\_ each other for years.

## VOCABULARY

### 4 Underline the odd word out.

Example: glass napkin knife eggs

- 1 melon peach beetroot pear
- 2 father nephew niece brother
- 3 captain track fan spectator
- 4 margarine carton box jar
- 5 moody bossy stubborn reliable
- 6 coach motorway scooter van
- 7 frozen boiled roast fried
- 8 win play lose draw
- 9 inherit borrow throw earn
- 10 furious tiny hilarious hungry

### 5 Write the opposite of the adjective.

Example: lazy hard-working

- 1 mature \_\_\_\_\_
- 2 tidy \_\_\_\_\_
- 3 tiny \_\_\_\_\_
- 4 organized \_\_\_\_\_
- 5 freezing \_\_\_\_\_

### 6 Underline the correct word.

Example: The journey took ages. I was really tired / tiring the next day.

- 1 I forgot to wear socks to work. It was so *embarrassed* / *embarrassing*.
- 2 We were really *frightened* / *frightening* during the hurricane.
- 3 She often feels very *depressed* / *depressing* in the winter.
- 4 I've left my mobile at home again! It's so *frustrated* / *frustrating*.
- 5 Have you ever walked out of the cinema because the film was *bored* / *boring*?

### 7 Complete the words in the sentences.

Example: He's very clever. He always knows the answers!

- 1 Karen isn't in the office right now. Do you want to **l**\_\_\_\_\_ a message?
- 2 It's difficult to choose **b**\_\_\_\_\_ these two holidays.
- 3 Which **g**\_\_\_\_\_ is our plane leaving from?
- 4 This is Dave, my **fl**\_\_\_\_\_. We live in the flat next door.
- 5 I don't want to cook tonight. Shall we get a **t**\_\_\_\_\_?
- 6 We were two hours late because there was a terrible traffic **j**\_\_\_\_\_.
- 7 You must go to that new restaurant. The food is **d**\_\_\_\_\_.
- 8 I get on really well with Kate because we have a lot in **c**\_\_\_\_\_.
- 9 When his grandmother died, Jeff **i**\_\_\_\_\_ her house.
- 10 What's the speed **l**\_\_\_\_\_ on this road?

### 8 Complete the sentences with the correct word(s).

Example: I owe my dad £100.

borrow owe invest

- 1 You have to be careful what you say to Sofia. She's very \_\_\_\_\_.  
sensible responsible sensitive
- 2 She's trying to cut \_\_\_\_\_ on coffee at the moment. She just has one cup a day.  
out down up
- 3 I still keep in touch with some of my \_\_\_\_\_ from secondary school.  
colleagues partners classmates
- 4 They \_\_\_\_\_ me £10 to park my car at the railway station.

- cost saved charged
- 5 I'm sorry, I'm busy right now. Can I \_\_\_\_\_ you back later?  
leave dial call
- 6 He's a lovely child. He's very \_\_\_\_\_.  
affectionate moody aggressive
- 7 I don't like \_\_\_\_\_ food. I think food should be cooked!  
raw fried boiled
- 8 Did he apply \_\_\_\_\_ that job he was talking about?  
of to for
- 9 I told my friend what to do and she did the opposite. I was \_\_\_\_\_!  
filthy tiny furious
- 10 This new company pays me a better \_\_\_\_\_ than my old company.  
mortgage salary tax

## TEST 2

### GRAMMAR

#### 1 Complete the sentences. Use the correct form of the verb in brackets.

Example: The house was built (build) in 1906.

- 1 James \_\_\_\_\_ (like) pasta, doesn't he?
- 2 If I \_\_\_\_\_ (be) taller, I'd be a brilliant basketball player.
- 3 As soon as Tina gets here we \_\_\_\_\_ (start) the meeting.
- 4 If we don't burn less oil and coal, global warming \_\_\_\_\_ (get) worse.
- 5 You would have passed the exam if you \_\_\_\_\_ (answer) all the questions.
- 6 I \_\_\_\_\_ (get) home much earlier if the train had been on time.
- 7 Whales \_\_\_\_\_ often \_\_\_\_\_ (see) off the coast of Norway in winter.
- 8 Elena rang and said that she \_\_\_\_\_ (call) back later.
- 9 The doctor told me \_\_\_\_\_ (sit) down and take my shirt off.
- 10 My car \_\_\_\_\_ (repair) at the moment so Dave gave me a lift to work today.
- 11 When we \_\_\_\_\_ (check in), I'll ask for a window seat for you.
- 12 That photo \_\_\_\_\_ (take) so long ago, it doesn't even look like me now!
- 13 Fran is celebrating. She \_\_\_\_\_ just \_\_\_\_\_ (offer) a new job.
- 14 \_\_\_\_\_ (go) to live in New Zealand if you had the opportunity?
- 15 Landing cards \_\_\_\_\_ (hand) out in a few minutes before the plane lands.

#### 2 Underline the correct word or phrase.

Example: I don't mind to *wait* / *waiting*.

- 1 Gillian *must* / *can't* be paid well. She's always going on foreign holidays.
- 2 I'm really bad at *to cook* / *cooking*, but I'm very good at buying takeaways.
- 3 I didn't have *time enough* / *enough time* in the exam to check my answers.
- 4 It's *too much* / *too cold* in here – can you put the heating on?
- 5 People *who* / *what* ask questions usually learn the most.
- 6 I asked Jon whether *did he speak* / *he spoke* Chinese.
- 7 Excuse me, could I have a *little* / *few* more milk in my coffee, please?
- 8 My house is easy *to find* / *finding* – it's opposite the train station.
- 9 If I needed to buy a car, I *had borrowed* / *would borrow* money from the bank.
- 10 There are *any* / *no* good sports facilities in this town.
- 11 I don't think I can afford *going* / *to go* abroad on holiday this year.
- 12 She *can't* / *mustn't* be at home. Her car isn't there.
- 13 You forgot *turning* / *to turn* off the television when you went to bed last night.
- 14 Steve said he would call you later, *did* / *didn't* he?
- 15 If you'd asked me, I *'d be* / *'d have been* glad to help you.

**3 Complete the sentences with one word.**

Example: The letter was posted last week.

- 1 Pizza, \_\_\_\_\_ originally came from Italy, is eaten all over the world.
- 2 Your brother \_\_\_\_\_ still get the job he applied for, we just don't know yet.
- 3 Stavros asked me \_\_\_\_\_ I'd ever been to Greece.
- 4 Belinda eats meat, \_\_\_\_\_ she?
- 5 Stratford-upon-Avon is the town \_\_\_\_\_ Shakespeare was born.
- 6 You haven't really enjoyed this party, \_\_\_\_\_ you?
- 7 We'll wait \_\_\_\_\_ he arrives and then we'll all leave together.
- 8 That's the boy \_\_\_\_\_ mum works at the school.
- 9 I wouldn't have known it was Vicky \_\_\_\_\_ you'd told me.
- 10 'Is there any milk in the fridge?' 'No, there's \_\_\_\_\_ at all.'

**3 Complete the sentences with one word.**

Example: How many eggs are there in the fridge?

- 1 The bus is cheaper \_\_\_\_\_ the train.
- 2 It's \_\_\_\_\_ longest day of the year today.
- 3 There are \_\_\_\_\_ sandwiches on the table. Help yourself.
- 4 How \_\_\_\_\_ did that magazine cost?
- 5 When we arrived home there wasn't \_\_\_\_\_ food in the fridge.
- 6 \_\_\_\_\_ you like to go on a safari holiday?
- 7 That restaurant makes the \_\_\_\_\_ delicious food in town.
- 8 Did you watch the programme about Brazil \_\_\_\_\_ night?
- 9 \_\_\_\_\_ were forty people at the party.
- 10 I need \_\_\_\_\_ buy a new computer.
- 11 He's going to visit his family in Rome \_\_\_\_\_ week.
- 12 \_\_\_\_\_ many people live in your house?
- 13 Did you see the accident \_\_\_\_\_ morning?
- 14 Have you \_\_\_\_\_ been to Asia?
- 15 They've bought \_\_\_\_\_ little house in the south of Spain.

**VOCABULARY**

**4 Underline the odd word out.**

Example: soundtrack plot special effects comedy

- 1 roof ceiling outskirts chimney
- 2 clap stare point throw
- 3 selfish immature patient stubborn
- 4 timetable professor student pupil
- 5 department store baker's shopping centre supermarket
- 6 full-time retire permanent part-time
- 7 luckily fortunately carelessly comfortable
- 8 painter music inventor cyclist
- 9 comfort fortunate lucky careful
- 10 detective evidence suspect witness

**5 Match the words that go together.**

|       |         |         |        |         |      |
|-------|---------|---------|--------|---------|------|
| slope | fiction | belt    | friend | station | rank |
| stere | effects | injured | jam    | course  |      |

Example: department store

- 1 special \_\_\_\_\_
- 2 golf \_\_\_\_\_
- 3 get \_\_\_\_\_
- 4 close \_\_\_\_\_
- 5 traffic \_\_\_\_\_

- 6 science \_\_\_\_\_  
 7 ski \_\_\_\_\_  
 8 police \_\_\_\_\_  
 9 taxi \_\_\_\_\_  
 10 seat \_\_\_\_\_

**6 Complete the sentences with the correct word(s).**

Example: They made the story into a film.

on into off

- 1 He was \_\_\_\_\_ very badly by his parents.  
 taught brought up educated
- 2 I've \_\_\_\_\_ chocolate recently, so I don't have it very often.  
 cut away cut out cut down on
- 3 If you understand what I'm saying, just \_\_\_\_\_ your head.  
 smile nod point
- 4 Ian lives \_\_\_\_\_ the outskirts of London.  
 in at on
- 5 My physics teacher isn't very \_\_\_\_\_; she only explains things once.  
 patient impatient patiently
- 6 Sara has a lot of \_\_\_\_\_ but she still can't find a job.  
 qualifications salaries training courses
- 7 We met at \_\_\_\_\_. We were colleagues at a computer company.  
 work college school
- 8 I loved the \_\_\_\_\_ when he jumped off the balcony into the sea!  
 script plot scene
- 9 My husband wants to \_\_\_\_\_ from work when he's 60.  
 retire sacked promote
- 10 The film was \_\_\_\_\_ on a novel by Anne Tyler.  
 set directed based

**7 Complete the words in the sentences.**

Example: The audience loved the film.

- 1 The TV isn't working because you didn't **pl**\_\_\_\_\_ it in!
- 2 I can give you £20, but only if you pay me **b**\_\_\_\_\_ tomorrow.
- 3 They failed their exams because they made too many **c**\_\_\_\_\_ mistakes!
- 4 The police are still trying to **s**\_\_\_\_\_ the crime after ten years.
- 5 Who is in **ch**\_\_\_\_\_ of this department?
- 6 It's 3.30. I have to **p**\_\_\_\_\_ up my children from school.
- 7 The meal was so bad that we **c**\_\_\_\_\_ to the manager.
- 8 Students shouldn't **ch**\_\_\_\_\_ in exams. It's dishonest.
- 9 My exams start next week so I have to **r**\_\_\_\_\_ over the weekend.
- 10 I can't **t**\_\_\_\_\_ the salt in this pasta. I think it needs some more.

**Комплект заданий для контрольной работы №6**

по дисциплине Б1. Б.09 Практический курс второго иностранного языка  
 (наименование дисциплины)

**3 год 8 семестр**

**TEST 1**

## GRAMMAR

### 1 Complete the sentences. Use the correct form of the verb in brackets.

Example: Are you going (go) on holiday this year?

- 1 Sonia \_\_\_\_\_ (work) in the garden. Shall I call her for you?
- 2 We \_\_\_\_\_ (go) to the Edinburgh Festival in August last year.
- 3 If I found £20 on the floor in a shop, I \_\_\_\_\_ (give) it to one of the assistants.
- 4 My mother \_\_\_\_\_ (go) to salsa dance classes for the last two months – she loves it!
- 5 Wait until Roberto \_\_\_\_\_ (get) here and then the meeting can begin.
- 6 I think I \_\_\_\_\_ (send) Pedro the wrong file when I emailed him yesterday.
- 7 Diana told me she \_\_\_\_\_ (want) to start learning French.
- 8 I \_\_\_\_\_ (drink) less coffee at the moment to see if it helps with my headaches.
- 9 'Is Mike at home?' 'He \_\_\_\_\_ (go) to the shops. He'll be back in an hour.'
- 10 When we returned, we saw that somebody \_\_\_\_\_ (break) one of our windows.
- 11 I would have invited you to the party if I \_\_\_\_\_ (know) you were around!
- 12 Students will get their results in June. A letter \_\_\_\_\_ (send) to their home address.
- 13 I don't want to eat curry again! We \_\_\_\_\_ (have) it twice last week.
- 14 'Didn't you hear your phone ring?' 'No, I \_\_\_\_\_ (listen) to music on headphones.'
- 15 Mary \_\_\_\_\_ (meet) Anna for lunch most days. Their offices are very close.

### 2 Complete the sentences with one word.

Example: That's the house where my father was born.

- 1 It won't take long to paint this room, \_\_\_\_\_ it?
- 2 That's the door \_\_\_\_\_ takes you back to reception.
- 3 You wouldn't have missed the train if you \_\_\_\_\_ stayed in bed so long.
- 4 Wait \_\_\_\_\_ everyone is here before you start the meeting.
- 5 If I \_\_\_\_\_ you, I wouldn't say anything and just forget about it.
- 6 Will Donna be \_\_\_\_\_ to give me a lift to the station later?
- 7 Chris \_\_\_\_\_ me if I knew why he had been made redundant.
- 8 You're Andy's new secretary, \_\_\_\_\_ you?
- 9 The car park is free – you don't \_\_\_\_\_ to pay!
- 10 I didn't \_\_\_\_\_ to like cabbage but I love it now.

### 3 Underline the correct word(s).

Example: There's *no* / *not* enough time to get the project finished today.

- 1 I don't mind people *disagree* / *disagreeing* with me.
- 2 Could you drive more *slower* / *slowly*? I hate it when you drive fast.
- 3 Sally *wouldn't* / *won't* pass her driving test if she doesn't practise more.
- 4 That's the man *whose* / *who's* dog bit me last month!
- 5 You *mustn't* / *shouldn't* record films in the cinema. It's illegal!
- 6 My sister *said* / *told* me not to tell anyone about her new boyfriend.
- 7 *Will* / *Shall* you call me when William arrives?
- 8 If you sent him a birthday card, *he'll* / *he'd* really appreciate it.
- 9 Lisa *usually* / *use to* listens to the radio when she works.
- 10 There were very *few* / *little* people at the concert because of the weather.
- 11 We'll come and see you again *the next* / *next* Saturday.
- 12 There aren't *any* / *no* eggs in the fridge. Shall I get some?
- 13 You won't be able to get home *unless* / *if* you call a taxi.
- 14 Richard has always worked much harder *than* / *that* I do.
- 15 The Olympics and Paralympics *held* / *were held* in London in 2012.



## VOCABULARY

### 4 Underline the odd one out.

Example: composer teacher employee violinist

- 1 sociable charming affectionate spoilt
- 2 script cartoon comedy musical
- 3 get expelled graduate cheat fail
- 4 retire get sacked apply for resign
- 5 fried grilled tinned baked

### 5 Write the noun.

Example: organize organization

- 1 complain \_\_\_\_\_
- 2 lose \_\_\_\_\_
- 3 respond \_\_\_\_\_
- 4 deliver \_\_\_\_\_
- 5 succeed \_\_\_\_\_
- 6 explain \_\_\_\_\_

### 6 Complete the sentences with the correct preposition.

Example: What are you going to do next weekend?

- 1 Vicky is really good \_\_\_\_\_ card games – she always wins.
- 2 You must be really pleased \_\_\_\_\_ your exam results!
- 3 Scotland is famous \_\_\_\_\_ its golf courses.
- 4 We spent €4,000 \_\_\_\_\_ a holiday in New York.
- 5 I'm so tired. I'm really looking forward \_\_\_\_\_ my holiday next week.
- 6 Jake's thinking \_\_\_\_\_ applying for a job with Microsoft.
- 7 I'm not keen \_\_\_\_\_ lamb. I prefer beef or chicken.

### 7 Complete the sentences with the correct words.

Example: I inherited a lot of money a few years ago from my grandfather.

Inherited earned invested

- 1 We were late, but luckily there was a taxi \_\_\_\_\_ very near the office.  
platform rank station
- 2 We didn't just \_\_\_\_\_ the other team – we destroyed them!  
win draw beat
- 3 *The Hobbit* was \_\_\_\_\_ New Zealand.  
directed by based on filmed in
- 4 My brother's only seven so he's still at \_\_\_\_\_ school.  
secondary nursery primary
- 5 I have plenty of free time because I only work \_\_\_\_\_.  
temporary part-time self-employed
- 6 You can't ride your motorbike through here – it's a \_\_\_\_\_ area.  
residential pedestrian suburb
- 7 I got a 10% \_\_\_\_\_ on the coat because it had a button missing.  
refund bargain discount
- 8 Be careful what you say to Maria. She's very \_\_\_\_\_.  
reliable sensible sensitive
- 9 We usually eat outside on the \_\_\_\_\_ in summer.  
terrace roof path
- 10 I didn't have breakfast this morning. I'm absolutely \_\_\_\_\_!  
starving furious freezing
- 11 Can you \_\_\_\_\_ to the shoes you want in the window?  
nod point touch

- 12 It was very \_\_\_\_\_ that Jeff drove past and saw us just after we'd missed the bus.  
fortune fortunate unfortunate
- 13 I'm not going to spend the money I inherited. I'm going to \_\_\_\_\_ it.  
owe waste invest
- 14 Megan was very \_\_\_\_\_ of her sister after she was promoted.  
jealous ambitious moody

**8 Complete the sentences with one word.**

Example: My sister and I get on well with each other.

- 1 I'm trying to cut down \_\_\_\_\_ the amount of meat I eat.
- 2 Rob's the new sales manager, and is now in \_\_\_\_\_ of 50 people.
- 3 I like foreign films but I prefer them dubbed. I hate having to read the \_\_\_\_\_.
- 4 Sarah \_\_\_\_\_ yoga for an hour every day. She says it's very relaxing.
- 5 I'm afraid Katie isn't in the office. Do you want to leave a \_\_\_\_\_?
- 6 Ben \_\_\_\_\_ in the exam – he copied answers from the boy next to him.
- 7 It was nice to see you again after such a long time. Let's \_\_\_\_\_ in touch.
- 8 I got \_\_\_\_\_ playing rugby last week. I sprained my ankle.

**TEST 2**

**GRAMMAR**

**1 Underline the correct word(s).**

Example: There's *no* / *not* enough time to get the project finished today.

- 1 You *wouldn't* / *won't* be a good tennis player if you don't practise more.
- 2 Very *few* / *little* people speak more than two languages.
- 3 If we went to visit her, *she'll* / *she'd* be so happy.
- 4 We don't have *any* / *no* potatoes. Can you buy some when you go to the shops?
- 5 You *mustn't* / *mighn't* copy things from other people in exams – it's cheating.
- 6 Jonathan drives much faster *than* / *that* you do.
- 7 The Olympics *held* / *were held* in London in 2012.
- 8 You won't be able to cycle this late *unless* / *if* you have lights.
- 9 I don't mind people *disagree* / *disagreeing* with me about politics.
- 10 Could you speak more *slower* / *slowly*, please? I can't understand you.
- 11 Is that the woman *who's* / *whose* son won the marathon?
- 12 Can you come and visit me *the next* / *next* Friday?
- 13 *Will* / *Shall* you let me know when you get back home?
- 14 We *usually* / *use to* go out to eat at the weekend. We like trying new food.
- 15 Kate *said* / *told* me not to say anything about her job interview.

**2 Complete the sentences. Use the correct form of the verb in brackets.**

Example: Are you going (go) on holiday this year?

- 1 The exam results come out soon. They \_\_\_\_\_ (send) to your home address.
- 2 'Did you hear the doorbell?' 'No, I \_\_\_\_\_ (listen) to opera on my headphones.'
- 3 I would have offered to take you home if I \_\_\_\_\_ (know) you needed a lift.
- 4 Sam thinks you \_\_\_\_\_ (send) him the wrong documents last week.
- 5 I \_\_\_\_\_ (drink) a lot of coffee at the moment because I've got so much work.
- 6 'Where's Diana?' 'She \_\_\_\_\_ (go) out. She'll be back in ten minutes.'
- 7 When Tina \_\_\_\_\_ (get) here, we'll have lunch.
- 8 Martha \_\_\_\_\_ (meet) me for a coffee every morning. She works near me.
- 9 When Stephen arrived, we saw that he \_\_\_\_\_ (break) his leg.
- 10 Gina \_\_\_\_\_ (go) to the Olympics when she was in London.
- 11 Paul \_\_\_\_\_ (work) at the moment. Shall I ask him to call you back later?
- 12 I \_\_\_\_\_ (go) to t'ai-chi classes since March – it makes me feel great!
- 13 If we won the lottery, we \_\_\_\_\_ (give) a lot of the money to charity.

- 14 Simon said that he \_\_\_\_\_ (want) to learn car mechanics.  
 15 I don't want pizza again! I \_\_\_\_\_ (have) it yesterday!

**3 Complete the sentences with one word.**

Example: That's the house where my father was born.

- 1 We don't \_\_\_\_\_ to go to school tomorrow – it's a holiday.  
 2 Wait \_\_\_\_\_ your guests have started eating before you start.  
 3 I didn't \_\_\_\_\_ to eat much bread but now I eat too much!  
 4 Do you think you'll be \_\_\_\_\_ to help me with my work tomorrow?  
 5 You won't be back late tonight, \_\_\_\_\_ you?  
 6 This is the key \_\_\_\_\_ opens that door.  
 7 We wouldn't have missed the bus if we \_\_\_\_\_ stayed at the party so long.  
 8 If I \_\_\_\_\_ you, I'd walk away and forget all about it.  
 9 Susan \_\_\_\_\_ me whether I'd ever been to New York.  
 10 You're coming to the party tomorrow, \_\_\_\_\_ you?

**VOCABULARY**

**4 Complete the sentences with the correct preposition.**

Example: What are you going to do next weekend?

- 1 We're looking forward \_\_\_\_\_ seeing you both next week.  
 2 Dan's not keen \_\_\_\_\_ football. He likes rugby.  
 3 Are you thinking \_\_\_\_\_ going to the cinema this weekend?  
 4 Sydney is famous \_\_\_\_\_ its opera house.  
 5 I'm very pleased \_\_\_\_\_ my new shoes – they were in the sale.  
 6 Belinda isn't good \_\_\_\_\_ tennis – she always loses.  
 7 I'd never spent so much \_\_\_\_\_ a meal before – it was far too much.

**5 Underline the odd one out.**

Example: composer teacher employee violinist

- 1 musical script cartoon comedy  
 2 tinned fried grilled baked  
 3 retire apply for get sacked resign  
 4 charming sociable spoilt affectionate  
 5 fail get expelled cheat graduate

**6 Complete the sentences with one word.**

Example: My sister and I get on well with each other.

- 1 John's in a meeting. Would you like to leave a \_\_\_\_\_?  
 2 Cathy \_\_\_\_\_ yoga every morning. She says it's a great way to start the day.  
 3 I got \_\_\_\_\_ playing football and I couldn't play for two months.  
 4 Mina's the new manager, and is now in \_\_\_\_\_ of 20 people.  
 5 We're cutting down \_\_\_\_\_ meat in our diet.  
 6 Kim \_\_\_\_\_ in the exam yesterday – she copied the answers from the boy next to her.  
 7 It was great to see you again after such a long time. We must \_\_\_\_\_ in touch.  
 8 I'm not keen on foreign films being dubbed. I hate reading \_\_\_\_\_ too.

**7 Write the noun.**

Example: organize organization

- 1 deliver \_\_\_\_\_  
 2 succeed \_\_\_\_\_  
 3 lose \_\_\_\_\_  
 4 explain \_\_\_\_\_  
 5 complain \_\_\_\_\_

6 respond \_\_\_\_\_

**8 Complete the sentences with the correct word.**

Example: I inherited a lot of money a few years ago from my grandfather.

inherited earned invested

1 Manchester United \_\_\_\_\_ Chelsea 2–1.  
won drew beat

2 There are no cars in the city centre – it's a \_\_\_\_\_ area.  
residential pedestrian suburb

3 I haven't eaten yet today so I'm \_\_\_\_\_!  
starving furious freezing

4 Can you \_\_\_\_\_ to the trainers you want in the window?  
touch nod point

5 It's easy to hurt Jane's feelings, so be careful. She's very \_\_\_\_\_.  
sensitive reliable sensible

6 Claire teaches seven-year-old children in a \_\_\_\_\_ school.  
secondary nursery primary

7 Excuse me, is there a taxi \_\_\_\_\_ near here?  
platform rank station

8 You should \_\_\_\_\_ some of that money, and not just spend it all.  
owe waste invest

9 Wasn't it \_\_\_\_\_ that Sasha could take us to the airport!  
fortune fortunate unfortunate

10 Richard is \_\_\_\_\_ of his brother now that he's very successful.  
jealous ambitious moody

11 I get a 20% \_\_\_\_\_ on the entrance cost because I'm a student.  
refund bargain discount

12 We have barbecues on the \_\_\_\_\_ when the weather's good.  
roof path terrace

13 I work \_\_\_\_\_ and I have Mondays and Fridays free.  
temporary part-time self-employed

14 The *Lord of the Rings* trilogy was \_\_\_\_\_ New Zealand.  
based on directed by filmed in

**19.4. Методические материалы, определяющие процедуры оценивания знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций**

Оценка знаний, умений и навыков, характеризующая этапы формирования компетенций в рамках изучения дисциплины осуществляется в ходе промежуточной аттестаций.

Промежуточная аттестация проводится в соответствии с Положением о промежуточной аттестации обучающихся по программам высшего образования.

Контрольно-измерительные материалы промежуточной аттестации включают в себя соответствующие уровню (A2 - B2) практические задания, позволяющие оценить уровень полученных знаний о фонетических, лексических, грамматических и синтаксических нормах изучаемого языка, оценить степень сформированности умений применения полученных знаний на практике в ситуации межкультурного общения и навыков эффективного речевого поведения.

При оценивании используются количественные (для контрольных работ) и качественные (для устного ответа) шкалы оценок. Критерии оценивания приведены выше.