


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

УТВЕРЖДАЮ

Заведующий кафедрой
теории перевода и межкультурной коммуникации


Л.А.Борисова

05.07.2018 г.

РАБОЧАЯ ПРОГРАММА УЧЕБНОЙ ДИСЦИПЛИНЫ

**Б1.Б.16 Практикум по культуре речевого общения первого
иностранного языка**

1. Код и наименование направления подготовки/специальности:

45.05.01 Перевод и переводоведение

2. Профиль подготовки/специализация:

Специальный перевод (английский язык)

3. Квалификация (степень) выпускника: лингвист-переводчик

4. Форма обучения: очная

5. Кафедра, отвечающая за реализацию дисциплины: теории перевода и
межкультурной коммуникации

6. Составители программы: кандидат филологических наук, доцент Лукина Светлана
Леонидовна

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

отметки о продлении вносятся вручную)

8. Учебный год: 2020-21, 2021-22, 2022-23

Семестр(ы): 5-10

9.Цели и задачи учебной дисциплины: Целью изучения дисциплины является достижение уровня иноязычной коммуникативной компетенции в диапазоне от B2+ до C1+

Реализация поставленной цели осуществляется благодаря решению следующих задач:

- 1) формирование умения аудирования, соответствующего уровню иноязычной коммуникативной компетенции в диапазоне от B2+ до C1+ (понимание эмоционально окрашенной беседы носителей языка; речи, отмеченной индивидуальными и диалектными особенностями произношения; живой речи, даже если в ней отсутствует четкая единая структура, и информация больше подразумевается, нежели высказывается эксплицитно; понимание публичных выступлений и дебатов по научно-популярной тематике, объявлений низкого качества трансляций);
- 2) формирование умения чтения, соответствующего уровню иноязычной коммуникативной компетенции в диапазоне от B2+ до C1+ (понимание любой информации в тексте (лишь иногда прибегая к помощи словаря); понимание всех деталей композиционно сложных текстов, даже если речь идет об информации, выходящей за рамки профессиональных интересов; интерпретация письменной речи во всех ее формах, включая абстрактные, структурно сложные, нелинейные, нехудожественные тексты);
- 3) формирование умения письменной речи и навыков письма, соответствующих уровню иноязычной коммуникативной компетенции в диапазоне от B2+ до C1+ (умение вести официальную и деловую переписку; умение писать конспекты, исследовательские работы на широкий спектр практических, социальных и профессиональных тем; варьирование стилей письменной речи; использование многообразия языковых средств; использование стилистических приемов в письменной речи; обсуждение предложенной проблемы как конкретно, так и абстрактно; соблюдение принципов причины и следствия, сравнения, хронологий; высокий контроль грамматики и синтаксиса, общего и профессионального словарного запаса, орфографии и правописания);
- 4) формирование умения говорения, соответствующего уровню иноязычной коммуникативной компетенции в диапазоне от B2+ до C1+ (умение спонтанно и бегло, не испытывая сложностей в подборе слов выражать свои мысли; умение объединять в единое целое составные части монолога, развивать отдельные положения и делать соответствующие выводы; умение продуцировать композиционно-сложные типы монолога (например, рассуждение в непростой ситуации), а также реагировать адекватно на острые вопросы; умение свободно и бегло изъясняться умение принимать участие в семинарах, дискуссиях на обще- и узкопрофессиональные темы; владения всеми формами коммуникаций (дискуссионными и недискуссионными).
- 5) формирование лексических и грамматических навыков оформления речи, соответствующих уровню иноязычной коммуникативной компетенции в диапазоне от B2+ до C1+ (формирование продвинутых навыков обучающихся в отношении лексико-грамматической системы иностранного языка, включая наличие обязательной вариативности в отношении используемых лексических и грамматических единиц, владение продуктивными и непродуктивными способами

словообразования, знание естественной комбинаторики, ограничений комбинаторики, допустимых лексико-грамматических трансформаций, формального / неформального регистров письменной речи и т.д.).

10. Место учебной дисциплины в структуре ООП:

Блок Б1, базовая часть, обязательная дисциплина. Дисциплина опирается на знания, умения и компетенции, сформированные в рамках Практического курса первого иностранного языка. Компетенции, сформированные в результате изучения данной дисциплины, служат базой для изучения профессионально-ориентированных дисциплин (курсов устного, письменного, специального перевода).

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-7	способность к самоорганизации и самообразованию	<p>знать: способы повышения квалификации и мастерства, способы организации рабочего времени, содержание процессов самоорганизации и самообразования.</p> <p>уметь: критически оценивать результаты своей профессиональной деятельности; использовать творческий потенциал; самостоятельно строить процесс овладения информацией.</p> <p>владеть (иметь навык(и)): навыками выбора средств саморазвития</p>
ОПК-3	способность применять знание двух иностранных языков для решения профессиональных задач	<p>знать: орфографические, орфоэпические, лексические и грамматические нормы изучаемых языков; фонетическую систему, грамматический строй, необходимый объем лексико-фразеологических единиц и функционально-стилистические характеристики иностранных языков;</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.</p> <p>владеть (иметь навык(и)): 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.</p>

ПК-2	<p>способность воспринимать на слух аутентичную речь в естественном для носителей языка темпе, независимо от особенностей произношения и канала речи (от живого голоса до аудио- и видеозаписи)</p>	<p>знать: нормы оформления высказываний в устной речи.</p> <p>уметь: свободно понимать на слух иноязычную речь во всех ее социальных и региональных вариантах в непосредственном общении в различных ситуациях и через технические средства.</p> <p>владеть (иметь навык(и)): аудированием как видом речевой деятельности.</p>
ПК-3	<p>способность владеть устойчивыми навыками порождения речи на иностранных языках с учетом их фонетической организации, сохранения темпа, нормы, узуса и стиля языка</p>	<p>знать: нормы иностранного языка.</p> <p>уметь: свободно и правильно говорить на иностранном языке на общественно-политические, специальные и бытовые темы в различных ситуациях общения; идентифицировать и продуцировать различные типы письменных текстов на иностранном языке с учетом их коммуникативных функций, функциональных стилей, с соблюдением грамматических и синтаксических норм.</p> <p>владеть (иметь навык(и)): говорением и письмом как видами речевой деятельности.</p>
ПК-4	<p>способность адекватно применять правила построения текстов на рабочих языках для достижения их связности, последовательности, целостности на основе композиционно-речевых средств</p>	<p>знать: правила построения текстов на рабочих языках для достижения их связности, последовательности, целостности на основе композиционно-речевых форм.</p> <p>уметь: адекватно применять правила построения текстов на рабочих языках для достижения их связности, последовательности, целостности на основе композиционно-речевых средств.</p> <p>владеть (иметь навык(и)): навыками построения текстов на иностранном языке для достижения коммуникативных и прагматических целей высказывания.</p>
ПК-5	<p>способность владеть всеми регистрами общения: официальным, неофициальным, нейтральным</p>	<p>знать: регистры речи.</p> <p>уметь: распознавать регистры общения в речи носителя языка.</p> <p>владеть (иметь навык(и)): всеми регистрами общения (официальным, неофициальным, нейтральным).</p>
ПК-6	<p>способность распознавать лингвистические маркеры социальных отношений и адекватно их использовать</p>	<p>знать: лингвистические маркеры социальных отношений; маркеры речевой характеристики человека на всех уровнях языка.</p>

(формулы приветствия, прощания, эмоциональное восклицание), распознавать маркеры речевой характеристики человека на всех уровнях языка	уметь: распознавать маркеры социальных отношений и адекватно их использовать. владеть (иметь навык(и)): формулами речевого этикета в изучаемых иностранных языках; невербальными средствами общения.
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12. Объем дисциплины в зачетных единицах/час. — 32/1152.

Форма промежуточной аттестации: 5-8, 10 семестры - экзамен; 9 семестр - зачет с оценкой

13. Виды учебной работы

Вид учебной работы	Трудоемкость						
	Всего	По семестрам					
		5	6	7	8	9	10
Аудиторные занятия	610	118	118	126	112	96	40
в том числе: лабораторные	610	118	118	126	112	96	40
Самостоятельная работа	362	53	107	63	86	21	32
Форма промежуточной аттестации (зачет – 0/экзамен – 36)	180	36	36	36	36	0	36
Итого:	1152	207	261	225	234	117	108

13.1. Содержание дисциплины

п/п	Наименование раздела дисциплины	Содержание раздела дисциплины
1. Лабораторные занятия		
3 курс		
1	Комплексное развитие всех видов речевой деятельности	Аудирование с целью извлечения главной информации; аудирование с целью извлечения специальной информации. Речевые стратегии (уточнения информации, выражения совета, выражения согласия и несогласия и т. д.). Чтение с целью извлечения главной информации; чтение с целью извлечения специальной информации; переводческий анализ текста. Стратегии создания письменных текстов разных жанров. Вокабуляр и грамматика по теме. Дискуссии по темам базового учебника
2	Грамматика текста	Средства когезии и когерентности: Добавление/ включение. Исключение. Ограничение. Разделительность/ замещение/ предпочтение. Сравнение/ Противопоставление. Уступка. Время. Условие. Причина и следствие. Цель. Выделение информации/ Введение дополнительной информации/ Введение примеров/ Заключение/ Уточнение/ Перефразирование/ Конкретизация/ Перечисление. Выражение отношения говорящего к сказанному. Относительные предложения. Синтаксическая компрессия. Ссылка.. Замещение. Смысловая связность. Косвенная речь
3	Английский язык в военной сфере общения	Терминология военной сферы. Чтение и аудирование текстов профессиональной (военной) сферы. Монологические и диалогические высказывания по военной проблематике.
4 курс		
4	Комплексное развитие всех видов речевой деятельности	Аудирование с целью извлечения главной информации; аудирование с целью извлечения специальной информации. Речевые стратегии (уточнения информации, выражения совета, выражения согласия и несогласия и т. д.). Чтение с целью извлечения главной информации; чтение с целью извлечения специальной информации; переводческий анализ

		текста. Стратегии создания письменных текстов разных жанров. Вокабуляр и грамматика по теме. Дискуссии по темам базового учебника
5	Английский язык в военной сфере общения	Терминология военной сферы. Чтение и аудирование текстов профессиональной (военной) сферы. Монологические и диалогические высказывания по военной проблематике.
6	Грамматика	Основные явления грамматики английского языка. Use of English как формат заданий.
5 курс		
7	Комплексное развитие всех видов речевой деятельности	Аудирование с целью извлечения главной информации; аудирование с целью извлечения специальной информации. Речевые стратегии (уточнения информации, выражения совета, выражения согласия и несогласия и т. д.). Чтение с целью извлечения главной информации; чтение с целью извлечения специальной информации; переводческий анализ текста. Стратегии создания письменных текстов разных жанров. Вокабуляр и грамматика по теме. Дискуссии по темам базового учебника
8	Грамматика	Основные явления грамматики английского языка. Use of English как формат заданий.

13.2. Темы (разделы) дисциплины и виды занятий

№ п/п	Наименование темы (раздела) дисциплины	Виды занятий (часов)				
		Лекции	Практические	Лабораторные	Самостоятельная работа	Всего
5 семестр						
1	Комплексное развитие всех видов речевой деятельности			68	27	95
2	Грамматика текста			16	10	26
3	Английский язык в военной сфере общения			34	16	50
6 семестр						
1	Комплексное развитие всех видов речевой деятельности			68	60	128
2	Грамматика текста			16	16	32
3	Английский язык в военной сфере общения			34	31	65
7 семестр						
4	Комплексное развитие всех видов речевой деятельности			90	43	133
5	Английский язык в военной сфере общения			18	10	28
6	Грамматика			18	10	28
8 семестр						
4	Комплексное развитие всех видов речевой деятельности			88	66	154
5	Английский язык в военной сфере общения			12	10	22
6	Грамматика			12	10	22
9 семестр						
7	Комплексное развитие всех видов речевой деятельности			62	11	73
8	Грамматика			34	10	44
10 семестр						
7	Комплексное развитие всех видов речевой деятельности			24	16	40
8	Грамматика			16	16	32
	Итого:			610	362	972

14. Методические указания для обучающихся по освоению дисциплины

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 лабораторного 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)

а) основная литература:

№ п/п	Источник
1	Eales, F. <i>Speakout Upper Intermediate. Student's Book</i> / Frances Eales, Steve Oakes. – Pearson, 2017. – 176 p.
2	Clare, A. <i>Speakout Advanced. Student's Book</i> / Antonia Clare, JJ Wilson. – Pearson, 2017. – 176 p.
3	Mellor-Clark, S. <i>Campaign 3. Student's Book</i> / Simon Mellor-Clarke. – Macmillan, 2017. – 144 p.
4	Making a text in English: Extensive Guidance & Practice in Grammar of text for 3rd year students: учебное пособие (Изд. 6-е испр. и допол.) / сост.: О.О.Борискина, С.Л.Лукина, Н.С.Черникова. – Воронеж:, Издательство «Истоки», 2012. - 136 с.
5	Self-access grammar guide for 3rd year students: учебное пособие (Изд. 6-е испр. и допол.) / сост.: О.О.Борискина, С.Л.Лукина, Н.С.Черникова. – Воронеж:, Издательство «Истоки», 2012. - 142 с.

б) дополнительная литература:

№ п/п	Источник
6	Eales, F. <i>Speakout Upper Intermediate. Workbook</i> / Frances Eales, Steve Oakes. – Pearson, 2017. – 96 p.
7	Clare, A. <i>Speakout Advanced. Workbook</i> / Antonia Clare, JJ Wilson. – Pearson, 2017. – 96 p.
8	Mellor-Clark, S. <i>Campaign 3. Workbook</i> . / Simon Mellor-Clarke. – Macmillan, 2017. – 96 p.

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

№ п/п	Ресурс
9	Университетская библиотека online
10	https://britishcouncil.com/

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

16. Перечень учебно-методического обеспечения для самостоятельной работы:

№ п/п	Источник
1	https://english.com/speakout/
2	https://campaignmilitaryenglish.com/

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

18. Материально-техническое обеспечение дисциплины:

ноутбук/компьютер, проектор, CD-проигрыватель

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)
<p>способность к самоорганизации и самообразованию (ОК-7)</p>	<p>Знать: способы повышения квалификации и мастерства, способы организации рабочего времени, содержание процессов самоорганизации и самообразования</p> <p>Уметь: критически оценивать результаты своей профессиональной деятельности, использовать творческий потенциал, самостоятельно строить процесс овладения информацией</p> <p>владеть (иметь навыки): навыками выбора средств саморазвития</p>	<p>все</p>	<p>Контрольный тест 1</p>
<p>способность применять знание двух иностранных языков для решения профессиональных задач (ОПК-3);</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;</p> <p>уметь: выбирать и адекватно употреблять лексические единицы в зависимости от контекста/регистра; строить высказывания по синтаксическим моделям;</p> <p>анализировать языковые особенности высказываний и учитывать их при решении профессиональных задач;</p> <p>владеть (иметь навыки): всеми видами речевой деятельности на изучаемых иностранных языках в объеме, необходимом для обеспечения основной профессиональной деятельности в соответствии с основной фундаментальной, профессиональной и специальной</p>	<p>все</p>	<p>Контрольный тест 2</p>

	подготовкой.		
способностью воспринимать на слух аутентичную речь в естественном для носителей языка темпе, независимо от особенностей произношения и канала речи (от живого голоса до аудио и видеозаписи) (ПК-2);	Знать: Нормы оформления высказываний в устной речи; Уметь: свободно понимать на слух иноязычную речь во всех ее социальных и региональных вариантах в непосредственном общении в различных ситуациях и через технические средства; владеть (иметь навыки): аудированием как видом речевой деятельности.	все	Контрольный тест 3
способностью владеть устойчивыми навыками порождения речи на иностранных языках с учетом их фонетической организации, сохранения темпа, нормы, узуса и стиля языка (ПК-3);	Знать: нормы иностранного языка; Уметь: свободно и правильно говорить на иностранном языке на общественно-политические, специальные и бытовые темы в различных ситуациях общения, идентифицировать и продуцировать различные типы письменных текстов на иностранном языке с учетом их коммуникативных функций, функциональных стилей, с соблюдением грамматических и синтаксических норм; владеть (иметь навыки): говорением и письмом как видами речевой деятельности.	все	Контрольный тест 3
способностью адекватно применять правила построения текстов на рабочих языках для достижения их связности, последовательности, целостности на основе композиционно речевых форм (ПК-4);	Знать: правила построения текстов на рабочих языках для достижения их связности, последовательности, целостности на основе композиционно-речевых форм; Уметь: адекватно применять правила построения текстов на рабочих языках для достижения их последовательности, на основе композиционно-речевых форм; владеть (иметь навыки): навыками построения текстов на иностранных языках для достижения коммуникативных и прагматических целей высказывания.	все	Контрольный тест 4
способностью владеть всеми регистрами общения: официальным, неофициальным, нейтральным (ПК-5);	Знать: регистры речи; Уметь: распознавать регистры общения в речи носителя языка; владеть (иметь навыки): всеми регистрами общения:	все	Контрольный тест 5

	официальным, неофициальным, нейтральным.		
способностью распознавать лингвистические маркеры социальных отношений и адекватно их использовать (формулы приветствия, прощания, эмоциональное восклицание), распознавать маркеры речевой характеристики человека на всех уровнях языка (ПК-6);	Знать: лингвистические маркеры социальных отношений; маркеры речевой характеристики человека на всех уровнях языка; Уметь: распознавать лингвистические маркеры социальных отношений и адекватно их использовать; владеть (иметь навыки): формулами речевого этикета в изучаемых иностранных языках; невербальными средствами общения.	все	Контрольный тест 6
Промежуточная аттестация			КИМ

* В графе «ФОС» в обязательном порядке перечисляются оценочные средства текущей и промежуточной аттестаций.

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

Для оценивания результатов обучения на зачете используются следующие показатели:

- 1) умение применять на практике полученные знания, умения и навыки;
- 2) решать практические задачи при выполнении заданий контрольно-измерительного материала.

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
80-100% выполнения заданий контрольно-измерительного материала	Повышенный уровень	Отлично
65-79% выполнения заданий контрольно-измерительного материала	Базовый уровень	Хорошо
50-64% выполнения заданий контрольно-измерительного материала	Пороговый уровень	Удовлетворительно
менее 50% выполнения заданий контрольно-измерительного материала	–	Неудовлетворительно

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 Тестовые задания

Тест 1 (1 семестр). Выполните контрольный тест.

Listening

1 *Track 5* Read the question below. Then listen and match speakers 1–6 with answers a)–h). You do not need all the answers.

Which domestic appliance could they live without?

- 1 Linda c
- 2 James —
- 3 Katie —
- 4 Charles —
- 5 Victoria —
- 6 Margaret —

- a) fridge
- b) oven
- c) ~~vacuum cleaner~~
- d) microwave
- e) washing machine
- f) dishwasher
- g) toaster
- h) iron

5

2 Listen again. Are the sentences true or false?

- 1 Linda's vacuum cleaner is in very bad condition. F
- 2 James thinks the fridge and washing machine are essential items. —
- 3 Katie often has to take her clients out to restaurants for dinner. —
- 4 Charles thinks cooking food in his microwave is the most convenient way for him. —
- 5 Victoria doesn't need a toaster because her family never eats toast. —
- 6 If Margaret didn't have an oven, she wouldn't be able to teach people how to cook. —

5

Pronunciation

3 Track 6 Listen to these extracts from the conversations and write the number of words you hear. Contracted forms count as one word.

1 *There isn't one single piece of carpet to clean.*

- 1 9 words
- 2 — words
- 3 — words
- 4 — words
- 5 — words
- 6 — words

5

Vocabulary and Grammar

4 Match 1–11 with a)–k).

- 1 nuclear d a) aeroplanes
- 2 settle — b) a queue
- 3 commercial — c) order
- 4 get on — d) ~~power~~
- 5 switch — e) money
- 6 jump — f) down
- 7 computer — g) well
- 8 have a — h) satellite
- 9 raise — i) off
- 10 out of — j) discussion
- 11 communications — k) networks

5

5 Complete the sentences. Use the correct form of the word in capitals.

- 1 *Avatar* was the most successful film of the year in 2009. SUCCESS

- 2 My mum's just had her annual flu _____ and feels rather unwell. VACCINE
 3 She's a _____ cook. She can't make anything unless it comes out of a tin. HOPE
 4 I'm not very _____ with my new shoes. They're really uncomfortable. SATISFY
 5 If we didn't have _____, life as we know it would be impossible. ELECTRIC
 6 I suddenly realised they were laughing at my shoes. I was wearing a black one and a brown one. It was so _____.
 EMBARRASS

5

6 Correct two mistakes in each sentence.

- 1 His house is the most biggest in street.
His house is the biggest in the street.
 2 If you'll arrive before 7 o'clock, I pick you up at the station.
 _____.
 3 Their children are slightly more older as mine.
 _____.
 4 She hasn't meet them before, does she?
 _____?
 5 Aconcagua is the most high mountain in South America, is it?
 _____?
 6 They'd never found out if you didn't say them.
 _____.

10

7 Underline the correct alternatives.

- 1 If you 'll pay / paid in cash, we 'll / 'd be able to give you a 10% discount.
 2 If they win / 'll win this game, they 'd / 'll be top of the league table.
 3 They come / 're coming to the theatre with us tonight, aren't / don't they?
 4 Our new house was slightly / little more expensive than we wanted to pay, but it's far more / a lot spacious than the old one.
 5 She doesn't / isn't speak English very well, does / is she?
 6 If you don't take / 'll take antibiotics, your cough will get much / bit worse.

10

8 Choose the correct answers to complete the text: a), b), c) or d).

Do you really want to win the lottery?

People often say that all their problems ¹ c be solved if they won the lottery. However, great wealth can bring ² _____ greater responsibilities, particularly if you ³ _____ a large number of relatives or friends. If you ⁴ _____ one of the lucky winners, you'd have to decide how to distribute your new-found millions, and who was the most deserving of your family and friends. In all ⁵ _____, you'd spend the first few weeks or months having the time of your life: buying ⁶ _____ hi-tech gadgets, eating in the best restaurants, taking the ⁷ _____ holidays. But as time went by, it might turn out to be ⁸ _____ fun than you'd imagined. You ⁹ _____ to do something far more serious with your money, perhaps donating it to charity. Some lottery millionaires have been known to return to their old life and pretend the dream ¹⁰ _____. You ¹¹ _____ do that, would you?

- 1 a) will b) are c) would d) have
 2 a) further b) far c) the far d) more
 3 a) 'll have b) have c) 've had d) 'd have
 4 a) were b) are c) 'll be d) was
 5 a) possibility b) probably c) possibly d) probability
 6 a) the latest b) more modern c) best d) latest
 7 a) more luxurious b) most luxury c) more luxurious d) most luxurious
 8 a) bit less b) far much c) a lot less d) a little
 9 a) will b) 'd probably want c) 'll want d) 'd want probably
 10 a) never happened b) never happens c) will happen d) has happened
 11 a) 'd b) wouldn't c) won't d) will

10

Reading

9 Match gaps 1–6 in the text with a)–f) below.

Computer technology and happy cows

Cows that milk themselves? ¹ b. Farmers and scientists have created a farm where the cows choose when they want to be milked, ² _____. As long as they turn up for milking at least once a day, the cows are free to do whatever they like.

But how does it work? The animals are first attracted into the building by automated devices like skin-brushing and scratching machines, which they enjoy using. ³ _____. The chip holds information about the cow's milking history and health. If it needs to be milked, the robot machine starts the milking process, while feeding it with a protein and energy supplement at the same time.

Neil Rowe was the first dairy farmer in the UK to use this computerised milking system, and he's very enthusiastic about it. 'It's amazing how the cows take to it. They're very organised. Three or four cows will wait patiently to be milked while the others are eating. ⁴ _____! Our cows are a lot less stressed, and much healthier and more content now. It's certainly the biggest step forward in the last thirty years.'

⁵ _____. People who support it say the system not only saves time and money, but shows respect for the cows by allowing them to manage their own lives. However, others claim it's just another form of 'factory farming', ⁶ _____.

- a) Nearby, there's a robot which scans a microchip in the cow's collar.
- b) ~~This is not science fiction, but a product of 21st century technology.~~
- c) There are now more than 1,200 farms in Europe using the automated system.
- d) and has a very negative effect on animals.
- e) using a computerised automatic milking system.
- f) If they had the choice, I think nine out of ten cows would want to be here!

15

Speaking

10 Match questions and statements 1–6 with responses a)–f).

- 1 Do you know when they'll arrive? b
- 2 I'm pleased to tell you that you came first in the competition. _____
- 3 Could you tell me the way to the church, please? _____
- 4 I'm afraid your car won't be ready until next Friday. _____
- 5 Would you mind helping me with my bags? _____
- 6 You'll never guess what! I got the job! _____

- a) Well done!
- b) ~~I'm not sure.~~
- c) Of course not.
- d) That's fantastic news.
- e) That's really annoying.
- f) I'm afraid I can't.

5

11 Match gaps 1–11 in the conversation with a)–k) below.

- A: There's something I've ¹ got to tell you.
B: Oh, no! You haven't crashed the car again, ² _____?
A: No, of ³ _____! It's the washing machine. It ⁴ _____. Maybe I put too many clothes in it.
B: ⁵ _____. It'll cost at least £80 just to get somebody to come and look at it.
A: I know. Would you ⁶ _____ at it now?
B: OK. But could ⁷ _____ the washing machine instructions for me first?
A: OK.
(Later)
B: I've ⁸ _____ good news. The washing machine's working!
A: You're ⁹ _____! Did you fix it?
B: I didn't have to. I just tried ¹⁰ _____ on and it started working normally.
A: That's fantastic! ¹¹ _____.

- a) got some
- b) doesn't work
- c) Well done
- d) got to
- e) switching it
- f) course not

- g) have you
- h) mind looking
- i) That's terrible
- j) you find
- k) joking

	10
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Writing

12 Complete Rachel's letter with the words in the box.

Perhaps possible maybe in all probably probability
--

Hi, I have a problem. My cousin Sharon lost her job about six months ago and had nowhere to live. ¹ Perhaps it was the wrong thing to do, but I felt sorry for her and invited her to stay with me. I thought that ² _____ likelihood she'd find another job quite quickly – but she's still here! She's applied for nearly fifty jobs, but hasn't found one yet. Now she just watches TV all day and sleeps.

In all ³ _____ she's depressed, or ⁴ _____ she's just using me. I don't know. I should ⁵ _____ talk to her and tell her she needs to find somewhere else to stay, but I don't want to hurt her feelings. It's ⁶ _____ that she'll find a job soon. I don't know what to do. Can you give me some advice?

Rachel

	5
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13 Write a letter of advice to Rachel about her problem in Exercise 12. Write 100–120 words.

Hi Rachel,

	10
--	----

Total:	100
--------	-----

Тест 2 (2 семестр). Выполните контрольный тест.

Listening

1 Track 11 Listen and tick ✓ the correct answer: a), b) or c).

1 Jo thinks she could be _____ Native American.

- | | | |
|--|---|---|
| 5% | 15% | 50% |
| a) <input type="checkbox"/> | b) <input type="checkbox"/> | c) <input checked="" type="checkbox"/> |

2 The woman felt the bed moving so she got up and _____.

- | | | |
|---|--|---|
| got under the table | went outside | got dressed |
| a) <input type="checkbox"/> | b) <input type="checkbox"/> | c) <input type="checkbox"/> |

3 The girl's going to save _____ to go to the Moon.

- | | | |
|--|---|--|
| \$1m | for a long time | for 25 years |
| a) <input type="checkbox"/> | b) <input type="checkbox"/> | c) <input type="checkbox"/> |

4 Jack _____ Nick's idea for a new business.

- | | | |
|---|---|--|
| likes | agrees with | doesn't agree with |
| a) <input type="checkbox"/> | b) <input type="checkbox"/> | c) <input type="checkbox"/> |

5 The shop doesn't have a _____.

price list

a) ___

computer

b) ___

dishwasher

c) ___

6 The woman says she couldn't live without a _____.

fridge

a) ___

cooker

b) ___

tin opener

c) ___

10

Pronunciation

2 **Track 12 Listen and cross out the word with a different vowel sound in bold.**

1 family ~~drama~~ married ambitious

2 inquiry risk science fiction

3 romantic forgot comedy job

4 genetic remember engineering period

5 hear earn leader freeze

6 fun discussion furious wonderful

5

Vocabulary and Grammar

3 **Match the compound nouns.**

1 great- d a) power

2 romantic ___ b) taker

3 washing ___ c) family

4 risk ___ d) ~~grandparents~~

5 psychological ___ e) networks

6 solar ___ f) comedy

7 genetic ___ g) drama

8 extended ___ h) fiction

9 period ___ i) machine

10 computer ___ k) thriller

11 science ___ l) engineering

5

4 **Underline the correct preposition.**

1 I'm meeting them at / in lunchtime.

2 He complimented her on / of her new hairstyle.

3 I dialled the wrong number for / by mistake.

4 We can't possibly predict what changes will take place in / on ten years' time.

5 You haven't said a word for an hour. What's
at / on your mind?

6 He couldn't stop for a chat because he was
from / in a hurry.

7 I warned him about / from the traffic jams.

8 She had to apologise on / for forgetting the time
of the meeting.

9 He couldn't finish the exam because he ran
up / out of time.

10 I think the situation will get slightly worse of / in the short term.

11 She forgot to switch up / off the lights when she left the house.

5

5 **Complete the sentences. Use the correct form of the word in capitals.**

1 He's been unemployed for six months. He can't find a job. EMPLOY

2 They're trying to find a _____ solution to the conflict. PEACE

3 I can't use my mobile. The battery needs _____. CHARGE

4 They had to close the business because it had become _____. PROFIT

5 There are fewer _____ people sleeping on the streets now there are more shelters for them. HOME

6 Commuting to work in big cities is more _____ than it used to be. EXHAUST

5

6 **Correct two mistakes in each sentence.**

- 1 My students don't hear me and that's why they do mistakes.
My students don't listen to me and that's why they make mistakes.
- 2 My ancestors are coming for lunch today. My uncle says very funny stories.
_____.
- 3 He got fired from his boss so he's looking for a new work.
_____.
- 4 I said him I'd be late because I forgot my purse at home.
_____.
- 5 You didn't remember me about Alan's birthday and now I'm in boiling water!
_____.
- 6 She made medical research after university, but she didn't win much money.
_____.

	5
--	---

7 Write questions for the answers in *italics*.

- 1 He was *talking on his mobile* when I saw him.
What was he doing when you saw him?
- 2 I used to play *tennis and hockey* before I broke my leg.
Which _____?
- 3 They were looking for *you* just now.
Who _____?
- 4 *The Arsenal football team* is likely to win the championship.
Which _____?
- 5 He realised *later* that he'd given her the wrong address.
When _____?
- 6 *Maria* sent me a beautiful card for my birthday.
Who _____?

	5
--	---

8 Complete the second sentence so that it means the same as the first. Use the word in brackets.

- 1 You can't smoke in the office. (must)
You *mustn't smoke in the office*.
- 2 His flat's not as messy as it used to be. (less)
His flat _____.
- 3 The plane will probably be late. (likely)
The plane _____.
- 4 This one's a bit more expensive. (slightly)
This one _____.
- 5 I told him not to forget to buy the bread. (remind)
I _____.
- 6 We used to have a family lunch every Sunday. (would)
We _____.

	5
--	---

9 Choose the correct answers to complete the sentences: a), b), c) or d).

- 1 You b eat so much junk food.
a) might b) **shouldn't** c) must d) have to
- 2 We _____ to stay with friends when we get to Sydney.
a) will b) would c) likely d) 're going
- 3 I've never been to China, but I _____ to Japan last year.
a) went b) 've been c) used to go d) gone
- 4 He _____ her name now.
a) isn't remembering b) don't remember
c) doesn't remember d) remember
- 5 When she got to the airport, she realised she _____ her passport at home.
a) left b) forgot c) 'd forgotten d) 'd left
- 6 We met them _____ we were living in Tanzania.
a) during b) until c) while d) as soon as
- 7 My ancestors _____ from Ireland.
a) came b) comes c) lived d) are coming
- 8 Have you seen his latest play _____?
a) just b) yet c) ever d) last night
- 9 When we were children, we _____ in the garden all day.

- a) 'd played b) 'd play c) were playing
 d) 've played
- 10 You _____ to go now. You can go later.
 a) don't have b) must c) mustn't d) ought
- 11 The house was _____ more beautiful than he remembered.
 a) very b) little bit c) far d) not as

5

10 Complete the article with one suitable word in each gap.

New words from old

The English ¹ *language* is constantly growing in response to changes in the world around us, and new ² _____ are added every day. The word 'family' for example, first came into use in 2006 and is made ³ _____ two words: 'family' and 'friends'. It refers to close friends who ⁴ _____ become like a family, providing company and support to each other. The concept has probably developed as a result ⁵ _____ changes in our society, where people don't live as near to ⁶ _____ families as they ⁷ _____ to. The word 'family' has been used in the USA ⁸ _____ quite a while, especially by younger people living ⁹ _____ cities, as reflected in popular TV shows like *Friends*. If you like being with both 'family' and family, you might want ¹⁰ _____ try 'togethering', which means to go on holiday with both your extended ¹¹ _____ and friends!

5

Reading

11 Match gaps 1–6 in the text with sentences

a)–f) opposite.

Living Tomorrow

If you want to find out what houses might look like in the future, you should visit the *Living Tomorrow* exhibition. It's a permanent exhibition near Brussels in Belgium, where you can see for yourself how tomorrow's technologies will integrate into our daily lives.

¹ c. Everything works via remote control, from warming up food, to authorising access to the supermarket delivery man. The living room has touch screens which control the light, music and windows. You might want to read, relax or just chat to friends there. ² _____. You'll find out why when you go upstairs.

The kitchen can be whatever you want it to be. Appliances like the oven, fridge and dishwasher slide in or out of view as needed. They even change colour automatically when you adjust the lighting. ³ _____. The only thing that doesn't move here is the flat screen on the wall. Among other things, you can use this screen to do your shopping easily and safely online.

Upstairs is the 'home theatre', with specialised acoustics and large screens. The latest 3D technology makes watching TV a whole new experience! ⁴ _____.

The bathroom, which has water-free toilets and voice-controlled taps, is also equipped with an 'intelligent mirror'. This acts as both a mirror and an electrically controlled screen. ⁵ _____. The mirror will even check your blood pressure and temperature, and remind you to take your medicine if necessary!

Finally, there's the 'home office'. ⁶ _____. This means that the office will become much more central to our lives. In fact, in 'the house of the future', it will hardly be necessary to leave home at all!

- a) _____ You can watch the news on it, check the weather forecast or listen to music while you clean your teeth.
- b) Next to this, in the 'sleeping space', you can try out a bed that adapts to your size and shape.
- c) ~~The 'House of the Future' consists of a living room, bathroom, kitchen, home theatre, sleeping space and office.~~
- d) Thanks to tomorrow's interactive multimedia technology, more and more people will be working from home.
- e) The oven and microwave are designed to recognise different kinds of food and decide automatically how to cook them.
- f) However, you won't see a TV there.

10

12 Read the text in Exercise 11 again and choose the correct answer: a), b) or c).

- 1 The *Living Tomorrow* exhibition a.
 a) shows what daily life will be like in the future
 b) is only going to be on for a short time
 c) shows you what houses will be like in the future

- 2 In the 'House of the Future', you _____.
 a) won't have to switch the lights on

- b) can watch TV in the living room
- c) will have to open the door when your shopping is delivered

3 In the kitchen, _____.

- a) the fridge and dishwasher are white
- b) you can move the domestic appliances around
- c) the oven decides what food you'll eat

4 There's a 'home theatre' upstairs _____.

- a) where you can watch 3D TV
- b) which has an 'intelligent mirror'
- c) where you can sleep

5 In the bathroom, _____.

- a) the taps turn on automatically
- b) music starts playing when you clean your teeth
- c) you can check what the weather is like outside

6 In the future, _____.

- a) people won't be able to go outside very much
- b) the 'home office' will be more essential than it is now
- c) people won't need to work

	5
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Speaking

13 Cross out the response that is **not possible**.

1 So should I dress smartly for the interview?

- a) ~~I see.~~ b) Of course. c) That's right.

2 Anyway, in the end, we had to sleep in the airport!

- a) I don't believe it. b) You must be joking.
- c) What did you do?

3 A: I'm sorry, sir, but we have no more rooms available.

B: _____ you didn't get my booking?

- a) Do you mean to say b) Didn't you say
- c) So you're saying

4 Would you mind calling a taxi for me?

- a) Sure. b) Yes, please. c) Of course not.

5 _____ the name of our new product.

- a) Let's sum up b) Let's focus on
- c) I think we need to come back to

6 Do you know if the train's on time?

- a) I'm not sure. b) Yes, I can. c) I think so.

	5
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14 Match gaps 1–11 in the conversation with

a)–k) below.

A: First of ¹ a, we need to decide when to have the conference.

B: I think June's the best time – before the summer holidays start.

A: Yes, ² _____ a good point. May's too early.

B: Exactly. But ³ _____ me, the most important thing is *where* to have it. The way I see it, we should book somewhere as soon as possible.

A: Yes, I ⁴ _____. We'll need a hotel with conference facilities for fifty people.

B: How ⁵ _____ I call James? He works at the Plaza. He'll be able to advise us.

A: OK, go ahead. That's OK ⁶ _____ me.

B: So moving ⁷ _____ the next point. Who are we going to invite as speakers?

A: You've ⁸ _____ now. I thought *we* were going to do all the presentations?

B: Did ⁹ _____ that? Well, I think we need someone who specialises in marketing.

A: I'm ¹⁰ _____ I agree, actually. I have plenty of marketing experience.

B: OK. Why don't ¹¹ _____ back to that later? Let's recap: what have we decided so far?

- a) ~~all~~ g) for
- b) I say h) we come
- c) about if i) on to
- d) that's j) by

- e) lost me
- f) not sure

k) agree

	10
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Writing

15 Underline the correct alternative.

- 1 In general / *the whole*, the good points outweigh the bad points.
- 2 I like eating pre-prepared food. *However* / *Although*, it isn't very healthy.
- 3 He never gets up *while* / *until* his alarm clock goes off.
- 4 *As soon as* / *By the time* I got home, it had stopped raining.
- 5 We talked on the phone *for* / *during* hours last night.
- 6 *Although* / *As well as that* he knows he should find a better job, he isn't ambitious enough.

	5
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16 Write an essay about the advantages and disadvantages of mobile phones. Use the prompts below to help you. Write 120–150 words.

It's easy to see the advantages of mobile phones in our everyday lives. _____

One of the main advantages _____

The problem is that, on the other hand, _____

In my opinion, _____

	10
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Total:	100
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Тест 3 (3 семестр). Выполните контрольный тест.

Listening

1 Track 9 Listen to the conversation and complete the notes.

Name: Oasis ¹ Bar

Location: ² _____ South Lane, Oxford

Type of food: Moroccan

Décor: Authentic Moroccan with traditional mirrors and ³ _____.

Atmosphere: Eat by candlelight; ⁴ _____ and romantic

Early dinner: from 5.00 to ⁵ ____ p.m.
 Price: £13.75

Late dinner: Two-course meal
 Wine included: ⁶ Yes / No
 Price: ⁷ £ ____

Typical dishes: Lamb, ⁸ ____, and lemon chicken tagines; vegetable couscous

Specialises in: Dishes from Marrakech

Speciality: 'Bastilla', made of filo pastry, ⁹ ____, almonds, sugar and cinnamon

Booking necessary: ¹⁰ Yes / No

Phone number: ¹¹ _____ 966437

10

Pronunciation

2 Track 10 Listen and write the words in the correct column according to the stress.

oO <i>refuse</i>	oOoo <i>original</i>
ooOo <i>revolution</i>	oOo <i>creative</i>

5

Vocabulary and Grammar

3 Complete the sentences. Use the correct form of the word in capitals.

- 1 It was the most original ballet I'd ever seen. ORIGIN
- 2 I don't like it when television presenters _____ foreign people's names. It's very rude. PRONOUNCE
- 3 The _____ of democracy was established by the Greeks over 2,000 years ago. FOUND
- 4 You can't help, but like him. He's very _____. CHARISMA
- 5 He stole money from the company and was accused of _____ conduct. ETHIC
- 6 Their mother is so critical. She _____ of everything they do. APPROVE

5

4 Underline the correct alternatives.

- 1 It's hard to keep up with the number of advances / movements in technology.
- 2 I completely misjudged / misunderstood her ability. She did / made a terrible mess of the job I gave her.
- 3 You should eat processed / organic food if you want your health to come up / first.
- 4 He's a progress / creative writer with exemplary / innovative ideas.
- 5 I promise / recommend sitting in an aisle / a window seat if you want to walk around easily.
- 6 Our parents' era / generation is more aware of the need to repackage / recycle.

10

5 Correct two mistakes in each sentence.

- 1 If I'd understand the directions he gave me, I would had found your house easily.
If I'd understood the directions he gave me, I would have found your house easily.
- 2 I asked what did they think of my new idea for to recycling paper.
 _____.
- 3 If the telephone would never been invented, what had life be like now?
 _____.
- 4 We have to do a profit this year, but we're having trouble to get new customers.
 _____.

5 I totally misapprove of all the packaging they put on products. It's unbelievable.

6 Many billionaires are make donations to charity, but this is never be made public.

5

6 Underline the correct alternatives.

1 I know he would've paid me if I'd seen / I saw him. He said he already would have / had the money.

2 The thief has been / was arrested quite quickly, but the paintings were never found / been found.

3 If I 'd / would've known you were going there, I would've / had gone too.

4 My suit is being / is been cleaned at the moment. They promised that it would be / was ready today.

5 They recommended eating / to eat at the Indian place. Do you fancy to go / going?

6 I asked her if she wanted / wants tea or coffee.

10

7 Choose the correct answers to complete the text: a), b), c) or d).

How cool is science?

A recent survey of schoolchildren's ¹ b of science ² _____ they know amazingly little about major scientific ³ _____ of the last 500 years. One in ten pupils thought the phone was ⁴ _____ by the Queen, while some said it was Charles Darwin. Around 60% of 10-year-olds thought that fire was discovered ⁵ _____ Sir Isaac Newton, ⁶ _____ others said he discovered the solar system, and even America! Furthermore, only 49% of boys knew that Newton discovered gravity, although 80% of them did know the telephone ⁷ _____ invented by Alexander Graham Bell.

However, figures also showed that younger school children are really interested ⁸ _____ science. Nearly 70% of 10-year-olds wanted to be famous for ⁹ _____ a Nobel Prize in science, rather than *The X Factor*. Unfortunately, only a third of secondary school pupils felt the same. Experts ¹⁰ _____ doing more to interest teenagers in science, and revive some of their early ¹¹ _____ aspirations.

1 a) knowing b) knowledge c) knowledges d) know

2 a) suggests b) warn c) explain d) tells

3 a) achievements b) discovers c) inventor d) invents

4 a) found b) invented c) discovered d) find

5 a) for b) of c) with d) by

6 a) what b) because c) while d) so

7 a) was being b) has c) has been d) was

8 a) in b) about c) for d) with

9 a) win b) to win c) to winning d) winning

10 a) offer b) warn c) recommend d) say

11 a) child's b) childhood c) children d) child

10

Reading

8 Match gaps 1–5 in the text with a)–e) below.

Bottle boat sets sail

A boat made of 12,000 plastic bottles has set out on a three-month voyage from San Francisco to Sydney. The idea is to spread ¹ b.

The crew, which includes environmentalist and banking heir, David De Rothschild, have named their catamaran *Plastiki*. Their 11,000-nautical mile journey will take them past the Great Pacific Garbage Patch, ² _____.

Mr De Rothschild, the 31-year-old adventurer ³ _____, said it was time the issue of waste was addressed. According to the UN, four out of five plastic bottles end up in a landfill site.

The *Plastiki* takes recycling to a whole new level. The 12,000 empty water bottles are filled with carbon dioxide ⁴ _____. It is powered by solar, wind and sea turbines. Furthermore, an exercise bike will power the boat's laptops. There is also a composting toilet, as well as gardens to grow food.

However, critics say the expedition only encourages the belief that ⁵ _____. They think that instead, people should be encouraged to cut down on its use completely. They also point out that if the *Plastiki* broke up during the voyage, ⁶ _____.

a) to make the boat durable and keep it afloat.

b) ~~awareness of pollution in the world's oceans.~~

- c) 12,000 more bottles would be dumped into the ocean.
- d) who has completed expeditions to the North and South Poles as well as various jungles,
- e) a sea of waste about five times the size of the UK, or twice that of Texas.
- f) it is acceptable to use plastic if people recycle it.

15

Speaking

9 Complete the tips for long flights with the phrases in the box.

make sure whatever you most important
 be careful were you don't leave

- 1 Make sure you take your passport.
- 2 _____ with your passport and money – _____ them on your seat when you go to the toilet.
- 3 The _____ thing is to walk around a lot during the flight.
- 4 If I _____, I'd wear special flight socks.
- 5 _____ do, don't ask for a seat between two other people.

5

10 Match gaps 1–6 in the conversations with a)–f) below.

- 1 A: Which football team has won more World Cup finals than anyone else?
 B: ¹ b
 A: No, it's Brazil.
 B: I knew that. I just couldn't remember.
 - 2 A: ² _____
 B: I used to know that. It's definitely not Buzz Aldrin.
 A: ³ _____
 B: I was just about to say that!
 - 3 A: Which actress has won the most Oscars?
 B: I have no idea.
 A: Katherine Hepburn! She won four!
 B: ⁴ _____
 - 4 A: ⁵ _____
 B: I'm fairly sure it's Minsk.
 A: ⁶ _____
 B: Where's that? I wouldn't have a clue!
- a) No, the capital is Kiev.
 b) ~~I'm not one hundred percent sure, but I think it was Italy.~~
 c) Who was the first man in space?
 d) Did she? I didn't know that.
 e) No, you're right. It was the Russian cosmonaut, Yuri Gagarin.
 f) What's the capital of Ukraine?

10

Writing

11 Rewrite the sentences using the words in brackets.

- 1 The restaurant was very expensive. We decided to get a takeaway. (*so / that*)
The restaurant was so expensive that we decided to get a takeaway.
- 2 It was a very noisy concert. I had a terrible headache afterwards. (*such / that*)
 _____.
- 3 I don't think his work is very original. He is very charming. (*while*)
 _____.
- 4 The theatre was very hot and crowded. The play was excellent. (*although*)
 _____.
- 5 He needs to try harder. He'll never find a job. (*unless*)
 _____.
- 6 She always boasts about her clothes. She also criticises everybody else's. (*what's more*)
 _____.

5

12 Write a review of the restaurant in Exercise 1, or one that you know. Use linking words from Exercise 11 if possible. Write 100–120 words.

10

Total: 100

Тест 4 (4 семестр). Выполните контрольный тест.

Listening

1 Track 13 Listen to a teacher talking about a school trip and complete the notes.

Visit to the Science Museum
Date: 1 27th May
Coach leaves at: 2 ____ a.m.
Museum opens: 3 ____ a.m. to 6p.m.
1st guided tour at: 4 ____
Name of exhibition: Antenna
5 ____ break at: 11a.m.
Number of themed galleries: 20
Recommended: 6 ____ the Modern World and The Secret Life of the 7 ____
Lunch: in picnic area at 8 ____ p.m.
IMAX film at: 1.15p.m.
Name of film: 9 ____ Station
2nd guided tour at: 2.45p.m.
Name of exhibition: Fast 10 ____
Free time: 11 ____ to 5.30p.m.
Home by: 8.00p.m.

5

2 Listen again. Are the sentences true (T) or false (F)?

- 1 The teacher advises his students to be in the car park by 7.30a.m. F
2 They've all been to the museum before.
3 The Wellcome Wing had been closed until last week.
4 The teacher recommends two exhibitions about gadgets in the home.
5 They'll watch a film about what it's like to live and work in space.
6 The afternoon guided tour is about the development of Formula One cars.

5

Pronunciation

3 Track 14 Listen and write the number of words in each sentence. Contracted forms count as one word.

- 1 7
- 2
- 3
- 4
- 5
- 6

	5
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Vocabulary and Grammar

4 Match 1–6 with a)–f).

- | | | |
|-------------|--------------|--------------------|
| 1 organic | <u> d </u> | a) learning |
| 2 traffic | <u> </u> | b) out |
| 3 search | <u> </u> | c) taker |
| 4 print | <u> </u> | d) foed |
| 5 high | <u> </u> | e) pass |
| 6 period | <u> </u> | f) engine |
| 7 distance | <u> </u> | g) lights |
| 8 risk | <u> </u> | h) on |
| 9 driving | <u> </u> | i) achiever |
| 10 try | <u> </u> | k) drama |
| 11 boarding | <u> </u> | l) licence |

	5
--	---

5 Complete the sentences with the prepositions in the box. Use some words more than once.

with at in to on by down up

- 1 I haven't made friends with many people at work yet.
- 2 We try to save energy by not leaving electrical appliances _____ standby.
- 3 The letter didn't arrive because it was delivered to the wrong house _____ mistake.
- 4 Do you believe _____ magic?
- 5 You'll get better _____ playing the piano if you practise every day.
- 6 Unfortunately, speaking a foreign language doesn't come naturally _____ me.
- 7 If you got up earlier, you might arrive _____ time for a change.
- 8 You shouldn't forget to shut _____ your computer at night.
- 9 Did you know that Ben's split up _____ Jo?
- 10 When I get home from work, I like to relax and put my feet _____.
- 11 He succeeded _____ passing the exam after a lot of hard work.

	5
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6 Complete the sentences. Use the correct form of the word in capitals.

- 1 She's been unemployment for six months. She can't find a job. EMPLOY
- 2 The job market for university graduates is much more _____ these days. COMPETE
- 3 My son wants to specialise in _____ engineering. GENE
- 4 I heard a _____ talk about the meaning of dreams. FASCINATE
- 5 They were sent home from school for _____ the teacher. OBEY
- 6 I didn't get an interview because I didn't have the right _____ QUALIFY

	5
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7 Correct **one** mistake in each question.

- 1 What for did you do that?
What did you do that **for**?
- 2 Who did gave you those lovely flowers?

- 3 If you saw him, what would you said?

- 4 Where were made these shoes?

- 5 Who's the man that he stole your bag?

- 6 Have you speak to her last night?

	5
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8 Underline the correct answer: a), b), c) or d).

- 1 We don't c eat out on Tuesdays.
a) easily b) early c) usually d) never
- 2 I couldn't leave at six because I _____ finished the report.
a) had b) hadn't c) wasn't d) wouldn't
- 3 We talked for hours about _____ we used to live.
a) where b) which c) that d) which
- 4 She _____ to get promoted before me.
a) should b) might not c) won't d) isn't likely
- 5 Your order _____ sent by first class post and will arrive tomorrow.
a) is being b) has being c) will d) is
- 6 He asked me what time _____ arrive.
a) we'll b) we'd c) would we d) we have
- 7 If I'd seen you, I _____ hello.
a) 'd say b) 'll say c) would've said d) had said
- 8 We _____ them since we were children.
a) know b) knew c) 've been knowing
d) 've known
- 9 While we _____ to check in, they announced that our plane was delayed.
a) waited b) are waiting c) were waiting
d) had waited
- 10 He's been working there since _____.
a) five months b) March c) two years
d) a long time.
- 11 _____ we arrived, the concert had started.
a) While b) Until c) As soon as d) By the time

	10
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9 Complete the second sentence so that it means the same as the first.

- 1 We last saw each other six months ago.
We haven't seen each other for six months.
- 2 There aren't many nice places to eat here.
There are only _____.
- 3 If sales don't improve, I'll lose my job.
Unless _____.
- 4 They're building a new factory near the river.
A new factory _____.
- 5 He told them they shouldn't smoke so much.
He warned _____.
- 6 I wasn't able to get in touch with her.
I didn't _____.

	5
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10 Complete the text about popular words with one word in each gap.

Do you tweet on Twitter?

It ¹ will probably come as no surprise that not only was Twitter the fastest growing website ² _____ 2009, but 'Twitter' was also the most widely used word in the media. 'Obama' was in ³ _____ place and 'H1N1', the name of the swine flu virus that spread all over ⁴ _____ world, was in third. More surprisingly, the success of Stephanie Meyer's *Twilight* series of ⁵ _____ and films pushed the word 'vampire' into fifth place.

The popularity of the ⁶ _____ 'Twitter' summed up the rise of social networking on the Internet. It was also a 'fun' word, ⁷ _____ led to the creation of a whole new set of vocabulary. For example, 'tweet', 'tweetaholic' and even 'tweet up', which means to arrange to ⁸ _____ up with your friends.

If further proof of social networking as ⁹ _____ huge cultural force was needed, the New Oxford American Dictionary chose 'unfriend' as its 2009 Word of the ¹⁰ _____. To 'unfriend' means to remove someone as a friend on a social networking ¹¹ _____ like Facebook. Have you unfriended anyone recently?

10

Reading

11 Match gaps 1–6 in the text with sentences

a)–g) opposite. There is one extra sentence you do not need.

Teenage boy climbs Everest

In May 2010, American teenager Jordan Romero made history by becoming the youngest person to climb the highest peak in the world, Mount Everest (8,848m). ¹ e. The first thing he did when he reached the summit was to make a phone call, saying, 'Mom, I'm calling you from the top of the world!'

Jordan made the climb with his father Paul, his step-mother Karen Lundgren and three Sherpa guides, all experienced mountaineers. However, despite Jordan's age, he was by no means an inexperienced climber. In fact, this was his sixth major achievement in his dream to climb the Seven Summits, the highest peaks on all seven continents.

² _____. Between 2007 and 2009, he climbed five others in North and South America, Australia and Europe. Having climbed the Asian one, this left only the Vinson Massif (4,892m) in Antarctica to achieve his dream of being the youngest person to climb all seven.

³ _____. There was a painting on a corridor wall in his California school which showed the highest point on every continent, and it fascinated him. He did some research and then one day he said to his father, 'Dad, I want to climb the Seven Summits.' His father immediately started training him and the following year they climbed Kilimanjaro.

Despite Jordan's achievements, the Everest climb also attracted criticism from people who said he was too young to take such risks. It is true that climbing at such high altitudes can be dangerous. ⁴ _____. Furthermore, a previous record holder for the youngest person to climb Mount Everest, 16-year-old Temba Tsheri from Nepal, lost five fingers from frostbite during his climb due to the extreme cold.

But Jordan's father rejected the criticisms, saying, 'We were so prepared, everything went absolutely perfectly. ⁵ _____'. He said they'd spent several weeks getting used to the high altitude. He thought Jordan had trained hard and had been ready for the challenge.

Jordan himself said, 'I'm the one who started this project. ⁶ _____. I know it's a big goal and luckily for me, my family is supporting me every step of the way. In fact my family is my team.'

He hopes his adventure will inspire young people around the world to set themselves challenges – to get fit and aim high.

- a) The cold and the lack of oxygen has killed many climbers in the past.
- b) It's my dream we are following.
- c) Their knowledge and experience of the mountain will help keep us all safe.
- d) He conquered the first one, Mount Kilimanjaro (5,895m), in Africa when he was ten.
- e) ~~Jordan was 13 years old.~~
- f) Age has nothing to do with anything.
- g) Jordan says he was first inspired to climb at the age of nine.

10

12 Read the text again and choose the correct answer: a), b) or c).

1 When Jordan got to the top of Everest, he called his c.

- a) father
- b) friends
- c) mother

2 He'd already climbed _____ of the highest mountains in the world.

- a) five
- b) six
- c) seven

3 Jordan climbed Kilimanjaro when he was _____.

- a) seven
- b) nine
- c) ten

- 4 Some people thought Jordan shouldn't climb Everest because ____.
- a) he would get frostbite
 - b) the mountain was too high
 - c) he wasn't old enough
- 5 Before the climb, ____.
- a) Jordan trained very hard
 - b) he spent several months on Everest
 - c) his father was very worried
- 6 Jordan would like ____.
- a) everybody to climb mountains
 - b) to inspire other teenagers
 - c) to find more challenges

	5
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Speaking

13 Cross out the option or response that is not possible.

- 1 So should I dress smartly tonight?
- a) ~~I see.~~ b) Of course. c) That's right.
- 2 I'm afraid the party's been cancelled.
- a) Really? b) Well done. c) That's a shame.
- 3 A: Do you recommend taking a sweater?
B: Yes, _____ quite cold in the evenings.
- a) it's generally b) on the whole, it's
 - c) it tends to
- 4 A: That was a fantastic meal, wasn't it?
B: Yes, but I _____ the food was overpriced.
- a) for one thing b) do think c) must say
- 5 Did you know that if you listen to Bach, it helps you to learn better?
- a) Oh, really? b) I have no idea.
 - c) Does it? That's interesting.
- 6 What should we get Harry and Sara for their wedding anniversary?
- a) Don't forget to buy them a plant.
 - b) I don't know.
 - c) If I were you, I'd just send them a card.

	5
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14 Match gaps 1–11 in the conversation with

a)–k) below.

- A: ¹Have a my car keys, Anna?
B: I'm ²_____ sure I left them on the table.
A: No, I've looked there. Did you put them in your handbag?
B: Maybe. I ³_____. Where *is* my handbag anyway?
A: I haven't got ⁴_____. You know, I think we should buy a red carpet!
B: ⁵_____? Why red?
A: I read an article about it. Apparently red helps you remember details better.
B: You've ⁶_____.
A: Well, ⁷_____ thing, we're getting very forgetful these days.
B: Yes, but ⁸_____ I see it, that's because we spend too much time using computers.
A: Exactly! I think I'll try using a red screen on mine.
B: OK, but whatever ⁹_____, don't buy a red carpet!
A: Don't worry. Hey, you'll ¹⁰_____ what!
B: You found the keys?
A: Yes, in my pocket ...
B: ¹¹_____ joking!

- a) ~~you seen~~
- b) the way
- c) you do
- d) fairly
- e) never guess
- g) Really
- h) a clue
- i) lost me
- j) can't remember
- k) for one

f) You're

	10
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Writing

15 Underline the correct alternatives.

The best meal of my life!

What's the ¹*more / most* delicious food you've ever eaten? Mine was chicken soup. ²*In general / In all likelihood* it wasn't just the soup itself, but where and ³*what / when* it was eaten. It happened when I was working in Morocco ⁴*while / during* Ramadan, when Muslims don't eat ⁵*or / but* drink anything from sunrise to sunset, and never complain.

⁶*Although / However* I'm not a Muslim, I admired the willpower of my friends so much ⁷*than / that* one day I decided to share the experience with them. It was one of the most memorable days of my life, full of unexpected feelings and emotions.

⁸*Finally / By the time* the sun was setting, I'd joined the crowds of people in the square, ⁹*which / where* the cafés had prepared bowls of steaming chicken soup ¹⁰*as well as / also* deliciously sweet desserts. Everyone had a bowl of soup in front of them and held their spoons ready to eat. ¹¹*After that / As soon as* the sun went down, we lifted our spoons. Food had never tasted so good.

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16 Choose one of the topics below and write an essay / a story on a separate piece of paper. Use the paragraph notes to help you. Write 130–150 words.

Topic A

If you could choose to be a famous person from history, who would you choose?

Para 1: say who the person is and what they are famous for

Para 2: give two or three reasons why you would like to be them

Para 3: say what things you would do differently from them, and why

Topic B

Write a story beginning with these words:

It was the most important day of my life.

Para 1: say why the day was important

Para 2: describe what happened on this day

Para 3: say what the conclusion was – positive or negative

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Total:	100
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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 текущей и промежуточной аттестаций.

Текущая аттестация проводится в соответствии с Положением о текущей аттестации обучающихся по программам высшего образования Воронежского государственного университета. Текущая аттестация проводится в форме(ах) тестирования. Критерии оценивания приведены выше. Результаты текущей аттестации учитываются при выставлении оценки за промежуточную аттестацию.

Промежуточная аттестация проводится в соответствии с Положением о промежуточной аттестации обучающихся по программам высшего образования.

Контрольно-измерительные материалы промежуточной аттестации включают в себя тестовые задания, позволяющие оценить степень сформированности умений и(или) навыков.

При оценивании используются количественные шкалы оценок. Критерии оценивания приведены выше.