

Документ подписан простой электронной подписью
Информация о владельце:
ФИО: Костина Лариса Николаевна
Должность: заместитель директора
Дата подписания: 21.01.2026 16:21:24
Уникальный программный ключ:
848621b05e7a2c59da67cc47a060a910fb948b62

Приложение 4
к образовательной программе

ОЦЕНОЧНЫЕ МАТЕРИАЛЫ

**для текущего контроля успеваемости и
промежуточной аттестации обучающихся**

**по дисциплине
Б.1.О.05 Иностранный язык**

(индекс, наименование дисциплины в соответствии с учебным планом)

39.03.01 Социология
(код, наименование направления подготовки/специальности)

Социология
(наименование образовательной программы)

Бакалавр
(квалификация)

Очная форма обучения
(форма обучения)

Год набора – 2024

Донецк

Автор(ы)-составитель(и) ФОС:

Середа Валерия Владимировна, ст.препод. кафедры иностранных языков

РАЗДЕЛ 1.
ПАСПОРТ ФОНДА ОЦЕНОЧНЫХ СРЕДСТВ
по дисциплине «Иностранный язык»

1.1. Основные сведения о дисциплине

Таблица 1

Характеристика дисциплины
 (сведения соответствуют разделу РПД)

Образовательная программа	бакалавриат
Направление подготовки	39.03.01 Социология
Количество разделов дисциплины	2
Часть образовательной программы	Б1.О.05
Формы текущего контроля	Текущий контроль (собеседование, эссе, доклад, сообщение, тестовые задания).
<i>Показатели</i>	Очная форма обучения
Количество зачетных единиц (кредитов)	7
Семестр	1, 2
<i>Общая трудоемкость (академ. часов)</i>	252
<i>Аудиторная контактная работа:</i>	
Практические занятия	36/36
Консультации	2 / 2
<i>Самостоятельная работа</i>	68/79
<i>Контроль</i>	2 / 27
<i>Форма промежуточной аттестации</i>	Зачет/Экзамен

1.2. Перечень компетенций с указанием этапов формирования в процессе освоения образовательной программы.

Таблица 2

Перечень компетенций и их элементов

Компетенция	Индикатор компетенции и его формулировка	Элементы индикатора компетенции	Индекс элемента
УК-4 Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)	УК-4.1. Осуществляет коммуникацию на иностранном языке в ситуациях повседневного общения в устной и письменной формах	<p>Знать:</p> <p>1. - структуру иностранного языка на базовом уровне</p> <p>2. - структуру иностранного языка на базовом уровне. - основные словосочетания и грамматические структуры, необходимые для повседневного общения в типичных ситуациях общения.</p> <p>3. - структуру иностранного языка на базовом уровне. - основные словосочетания и грамматические структуры, необходимые для типичных ситуаций общения. - речевые модели, необходимые для осуществления коммуникации в пределах изученных тем и социокультурные особенности общения</p>	УК-4.1. З-1 УК-4.1. З-2 УК-4.1. З-3
		<p>Уметь:</p> <p>1. - применять знания лексики и грамматики в повседневном общении;</p> <p>2. - применять знания лексики и грамматики в повседневном общении; - использовать основные словосочетания и грамматический материал в типичных ситуациях общения;</p> <p>3. - применять знания лексики и грамматики в повседневном общении, использовать основные словосочетания и грамматический материал в типичных ситуациях общения; - взаимодействовать в устной и письменной формах, используя основные речевые модели;</p>	УК-4.1. У-1 УК-4.1. У-2 УК-4.1. У-3

Компетенция	Индикатор компетенции и его формулировка	Элементы индикатора компетенции	Индекс элемента
		<p>- использовать социокультурные знания в повседневном общении;</p> <p>Владеть:</p> <p>1. - основами грамматики и лексики иностранного языка;</p> <p>2. - основами грамматики и лексики иностранного языка;</p> <p>- основами грамматики и лексики иностранного языка, речевыми моделями необходимыми для типичных ситуаций общения</p> <p>3. - основами грамматики и лексики иностранного языка;</p> <p>- основами грамматики и лексики иностранного языка, речевыми моделями необходимыми для типичных ситуаций общения;</p> <p>- способностями применять знания иностранного языка в типичных ситуациях общения</p>	
	УК-4.2. Выбирает стиль общения на иностранном языке в зависимости от его цели и условий, адаптирует речь, стиль и язык жестов к конкретным ситуациям общения.	<p>Знать:</p> <p>1. - разницу в стилях общения на иностранном языке и язык жестов;</p> <p>2. - разницу в стилях общения на иностранном языке и язык жестов.</p> <p>- необходимую лексику, соответствующую целям общения;</p> <p>3 - разницу в стилях общения на иностранном языке и язык жестов;</p> <p>- необходимую лексику, соответствующую целям общения;</p> <p>- последовательность развертывания основных ситуаций общения в пределах изучаемой темы</p> <p>Уметь:</p> <p>1. - адаптировать речь, стиль общения и язык жестов к ситуациям взаимодействия.</p>	УК-4.1. B-1 УК-4.1. B-2 УК-4.1. B-3 УК-4.2. 3-1 УК-4.2. 3-2 УК-4.2. 3-3 УК-4.2. У-1

Компетенция	Индикатор компетенции и его формулировка	Элементы индикатора компетенции	Индекс элемента
		2. - адаптировать речь, стиль общения и язык жестов к ситуациям взаимодействия; - подбирать необходимую лексику, соответствующую стилям общения.	УК-4.2. У-2
		3. - умеет адаптировать речь, стиль общения и язык жестов к ситуациям взаимодействия; - подбирать необходимую лексику, соответствующую стилям общения; - достигать цели общения в соответствии с поставленной задачей.	УК-4.2. У-3
Владеть:			
		1. - официальным и неофициальным стилями общения.	УК-4.2. В-1
		2. - официальным и неофициальным стилями общения; - лексикой, соответствующей стилю общения.	УК-4.2. В-2
		3. - официальным и неофициальным стилями общения; - лексикой, соответствующей стилю общения; - способностями к устному иноязычному общению в пределах заданной тематики, целями и задачами общения.	УК-4.2. В-3

Таблица 3

Этапы формирования компетенций в процессе освоения основной образовательной программы

№ п/п	Контролируемые разделы (темы) дисциплины	Номер семестра	Код индикатора компетенции	Наименование оценочного средства
Раздел 1 Люди и мир вокруг				
1.	Тема 1.1. Карьера. Моя будущая	1	УК-4.1	ситуационное задание, эссе (доклад, сообщение).

2.	Тема 1.2. Личностные качества и имидж.	1	УК-4.1	тестовые задания, ситуационное задание, эссе (доклад, сообщение).
3.	Тема 1.3. Информационная среда.	1	УК-4.1	ситуационное задание, эссе (доклад, сообщение).
4.	Тема 1.4. Путешествия.	1	УК-4.1	тестовые задания, ситуационное задание, эссе (доклад, сообщение).
Раздел 2 Деятельность человека в обществе				
5.	Тема 2.1.Общество и семья.	2	УК-4.2	ситуационное задание, эссе (доклад, сообщение).
6.	Тема 2.2. Взаимоотношения в семье.	2	УК-4.2	тестовые задания, ситуационное задание, эссе (доклад, сообщение).
7.	Тема 2.3. Известные люди.	2	УК-4.2	ситуационное задание, эссе (доклад, сообщение).

РАЗДЕЛ 2.
ТЕКУЩИЙ КОНТРОЛЬ ПО ДИСЦИПЛИНЕ
«Иностранный язык»

Текущий контроль знаний используется для оперативного и регулярного управления учебной деятельностью (в том числе самостоятельной работой) обучающихся.

В условиях балльно-рейтинговой системы контроля результаты текущего оценивания обучающегося используются как показатель его текущего рейтинга. Текущий контроль успеваемости осуществляется в течение семестра, в ходе повседневной учебной работы по индивидуальной инициативе преподавателя. Данный вид контроля стимулирует у обучающегося стремление к систематической самостоятельной работе по изучению дисциплины.

Таблица 2.1.

**Распределение баллов по видам учебной деятельности
(балльно-рейтинговая система)**

Наименование Раздела/Темы	Вид задания						
	ПЗ			Всего за тему	КЗР	СР	ИЗ*
	УО*	ТЗ*	РЗ*				
P.1.T.1.1	9	4	3	16	10	3	3
P.1.T.1.2	9	4	4	17		3	3
P.1.T.1.3	9	4	3	16		3	3
P.1.T.1.4	9	4	4	17		3	3
Итого: 1006	36	16	14	66	10	12	12

Наименование Раздела/Темы	Вид задания						
	ПЗ			Всего за тему	КЗР	СР	ИЗ*
	УО*	ТЗ*	РЗ*				
P.2.T.2.1	10	5	5	20	10	5	5
P.2.T.2.2	10	5	5	20		5	5
P.2.T.2.3	10	5	5	20		5	5
Итого: 1006	30	15	15	60	10	15	15

УО – устный опрос;

ТЗ – тестовое задание;

РЗ – разноуровневые задания (ситуационное задание, эссе (доклад, сообщение)*

ПЗ – практическое занятие;

КЗР – контроль знаний по Разделу;

СР – самостоятельная работа обучающегося

ИЗ – индивидуальное задание

2.1. Рекомендации по оцениванию устных ответов обучающихся

С целью контроля усвоения пройденного материала и определения уровня подготовленности обучающихся к изучению новой темы в начале каждого практического занятия преподавателем проводится индивидуальный или фронтальный устный опрос по выполненным заданиям предыдущей темы.

Критерии оценки.

Оценка	Уровень соответствия устного ответа критериям

отлично	<p>Обучающийся</p> <p>1) полно и аргументировано раскрывает содержание темы высказывания;</p> <p>2) излагает материал связно и слитно, с использованием соответствующих лексико-грамматических и фонетических средств;</p> <p>3) демонстрирует беглость речи близкую к естественной, без длительных пауз и повторов;</p> <p>4) демонстрирует умения поддерживать контакт с аудиторией и собеседниками, быстро и правильно реагирует на поставленные вопросы, умеет поддержать беседу, высказать своё мнение;</p> <p>6) допускает 1-2 лексические, грамматические или фонетические ошибки,</p>
хорошо	<p>Обучающийся</p> <p>1) достаточно полно и аргументировано раскрывает содержание темы высказывания;</p> <p>2) излагает материал связно и слитно, с использованием соответствующих лексико-грамматических и фонетических средств, допуская небольшие неточности, которые не влияют на содержание высказывания, не мешают его правильному восприятию;</p> <p>3) демонстрирует беглость речи близкую к естественной, в речи может наблюдаться некоторое количество пауз, связанных с поиском правильных средств выражения;</p> <p>4) демонстрирует умения поддерживать контакт с аудиторией и собеседниками, достаточно быстро и правильно реагирует на поставленные вопросы, умеет поддержать беседу, высказать своё мнение;</p> <p>5) допускает 3-5 лексических, грамматических или фонетических ошибок;</p>
удовлетворительно	<p>Обучающийся</p> <p>1) неполно раскрывает содержание темы высказывания;</p> <p>2) излагает материал недостаточно связно и последовательно, знания терминологии не достаточны для раскрытия темы, а также обучаемому не хватает лексических, грамматических и фонетических средств для осуществления полноценного высказывания;</p> <p>3) речь замедленная, обучающийся делает достаточное количество пауз для поиска необходимых слов и выражений;</p> <p>4) демонстрирует недостаточные умения поддерживать контакт с аудиторией и собеседниками, достаточно медленно реагирует на поставленные вопросы, испытывает затруднения в ответах на некоторые из них, с трудом поддерживает беседу, высказывает своё мнение;</p> <p>5) допускает более 6-9 лексических, грамматических или фонетических ошибок;</p>
Неудовлетворительно	<p>Обучающийся</p> <p>1) не раскрывает содержание темы высказывания;</p> <p>2) излагает материал несвязно и непоследовательно, не владеет</p>

	<p>соответствующей терминологией, а также достаточными лексическими, грамматическими и фонетическими средствами для осуществления высказывания;</p> <p>3) речь замедленная, невнятная, изобилует длительными паузами и повторами;</p> <p>4) не умеет поддерживать контакт с аудиторией и собеседниками, медленно или совсем не реагирует на поставленные вопросы, не умеет поддерживать беседу и высказать высказывает своё мнение;</p> <p>5) допускает более 10 лексических, грамматических или фонетических ошибок.</p>
--	---

ВОПРОСЫ ДЛЯ САМОПОДГОТОВКИ ОБУЧАЮЩИХСЯ

<i>Контролируемые разделы (темы) дисциплины</i>	<i>Вопросы для подготовки к индивидуальному/фронтальному устному/письменному опросу по темам дисциплины</i>
РАЗДЕЛ 1	
Тема 1.1. Карьера. Моя будущая профессия.	<ol style="list-style-type: none"> 1. Do you have a career plan? Where do you want to be in 10 years' time? 2. Would you like to work for one or several companies? 3. What can damage your career prospects? 4. What do you hope to do in your future career? 5. Are you an organized person? How do you organize your time? 6. What do you have in common with your best friend?
Тема 1.2. Личностные качества и имидж.	<ol style="list-style-type: none"> 1. What techniques do you use in studying English? How do you remember new words, learn grammar etc.? 2. What do you trust more to: TV, the Internet, newspapers? Why? 3. Which is your favourite TV programme? Why? 4. Would you like to work for a family owned company or a multinational company? Why? 5. Would you like to run your own company? Why?/Why not? 6. What personal qualities are crucial for running a business? 7. What are your strengths and weaknesses?
Тема 1.3. Информационная среда.	<ol style="list-style-type: none"> 1. What are the best ways of getting information on major issues of the day? 2. Can some good newspapers compete with the scientists in the way of educating people according to a well-known American writer? 3. What do publications of most newspapers usually deal with? 4. What is the most dominating type of media? 5. How can big corporations benefit from mass media? 6. Do you agree that mass media promotes quality and progress in our everyday life? Why/not? 7. What are the best ways of getting information on major issues of the day? 8. What do you use the internet for? How much time do you spend on the internet each week? 9. Do you use mobile phone for information or entertainment? 10. Is TV educational or is it complete rubbish?
Тема 1.4. Путешествия.	<ol style="list-style-type: none"> 1. Do you like travelling? Which places have you visited or would like to visit? Why?

	<ol style="list-style-type: none"> 2. What is the best time to visit your own city? 3. Describe the opportunities your favourite season creates for travel? 4. What is the best way of traveling around your country (rail/road/air)? 5. Why is it better than the others? 6. What are the biggest transport problems in your country? <p style="text-align: center;">РАЗДЕЛ 2</p>
Тема 2.1.Общество и семья.	<ol style="list-style-type: none"> 1. Why Is Family Important To Society? 2. Who can be called family members? 3. What is a family, if we consider the issue in a legal sense? 4. What do you mean by "family"? 5. Are you ready to sacrifice anything for your family? 6. Does your family help you in life? 7. Is it good that you have a family? 8. Do you think British and Russian families different or alike? 9. Is this good or bad that our families different? 10. Is there an international holiday of the family? If so, when is it celebrated? 11. Is there a family holiday in Russia? How is it called?
Тема 2.2. Взаимоотношения в семье.	<ol style="list-style-type: none"> 1. The members of your family used to help each other and spend a lot of time together, didn't they? 2. How does your family spend holidays? 3. What do you do on weekends? 4. Give your opinion of marriages of the previous centuries. 5. People should not get married unless they are deeply in love, should they? 6. Can the birth of children strengthen the family? 7. What are the family roles distributed within a family? What is a "woman's place" and what is a "man's place" in the family? 8. Do you agree with the statement that unhappy couples with children should stay together until the children are grown? 9. What are the advantages and disadvantages of a small or a big family?
Тема 2.3. Известные люди.	<ol style="list-style-type: none"> 1. What famous people do you know? 2. What are they famous for? 3. What is your favourite historical figure? 4. What do you know about some famous people? 5. People of what professions can be famous? 6. What is a celebrity? 7. Do you think anyone can become a celebrity? 8. Do you think celebrities like Oprah Winfrey deserve the millions of dollars they get paid? 9. Why are so many people obsessed with celebrities? 10. What do you think are the downsides to being a celebrity? 11. Would you like to be famous? Why/ why not? 12. Do you think fame brings happiness or unhappiness, or does it depend on the person?

2.2 Рекомендации по оцениванию результатов тестовых заданий обучающихся

В завершении изучения каждого раздела дисциплины может проводиться тестирование (контроль знаний по разделу).

Критерии оценивания. Выполнение текущих тестовых заданий оценивается в баллах. Критерии оценивания, как и количество баллов за каждое выполненное задание, зависят от типа тестовых заданий и оговариваются каждый раз в тестовых заданиях отдельно.

Тестовые задания представлены в виде оценочных средств и в полном объеме представлены в банке тестовых заданий в электронном виде. В фонде оценочных средств представлены типовые тестовые задания, разработанные для изучения дисциплины «Иностранный язык».

ТИПОВЫЕ ТЕСТОВЫЕ ЗАДАНИЯ ДЛЯ ТЕКУЩЕГО КОНТРОЛЯ

РАЗДЕЛ 1.

1. Read the text. Mark the statements *true or false*.

The mass media play an important part in our lives. Newspapers, radio and especially TV inform us of what is going on in this world and give us wonderful possibilities for education and entertainment. They also influence the way we see the world and shape our views. Of course, not all newspapers and TV programmes report the events objectively, but serious journalists and TV reporters try to be fair and provide us with reliable information. It is true that the world today is full of dramatic events and most news seems to be bad news. But people aren't interested in ordinary events. That is why there are so many programmes and articles about natural disasters, plane crashes, wars, murders and robberies. Good news doesn't usually make headlines. Bad news does. Some people say that journalists are given too much freedom. They often intrude on people's private lives. They follow celebrities and print sensational stories about them which are untrue or half-true. They take photos of them in their most intimate moments. The question is — should this be allowed? The main source of news for millions of people is television. People like TV news because they can see everything with their own eyes. And that's an important advantage. Seeing, as we know, is believing. Besides, it's much more difficult for politicians to lie in front of the cameras than on the pages of newspapers. Still, many people prefer the radio. It's good to listen to in the car, or in the open air, or when you do something about the house. Newspapers don't react to events as quickly as TV, but they usually provide us with extra detail, comment and background information. The Internet has recently become another important source of information. Its main advantage is that news appears on the screen as soon as things happen in real life and you don't have to wait for news time on TV.

True or false?

1. It is impossible to live in the world without mass media.
2. Nowadays TV Mass media influence the way we see the world.
3. Dramatic events are often discussed on TV and in newspapers.
4. Good news also appear in mass media.
5. Journalists often speak about the facts, which people shouldn't know.
6. Television is not the main source of information.
7. The Internet is the quickest way to learn the information.

2. Fill in the gaps with the appropriate words.

A) Words: o'clock, World Wide Web, accessible, file transfer, radio

The Internet is quickly becoming the center of mass media. Everything is becoming (1) _____ via the internet. Rather than picking up a newspaper, or watching the 10 (2) _news, people can log onto the internet to get the news they want, when they want it. For example, many workers listen to the (3) _____ through the Internet while sitting at their desk. It consists of millions of smaller domestic, academic, business, and governmental networks, which together

carry various information and services, such as email, online chat, (4)_____, and the interlinked web pages and other documents of the (5)_____.

B) Words: focus on, web pages, readers, network, typical

Many blogs provide commentary or news on a particular subject; others function as more personal online diaries. A (1)_____ blog combines text, images and other graphics, and links to other blogs, (2)_____, and related media. The ability for (3)_____ to leave comments in an interactive format is an important part of many blogs. Most blogs are primarily textual, although some (4)_____ art (artlog), photographs (photoblog), sketchblog, videos (vlog), music (MP3 blog), audio (podcasting) are part of a wider (5)_____ of social media.

3. Choose the correct words to complete the sentences.

Last May I was choosing an unusual holiday tour. It was a 1 _____ task because flights to Japan, Hong Kong and Australia were just too common. What I wanted was somewhere exciting and exotic, a place where I could be 2 _____ from the crowds of tourists. I was so happy when Joan called up, suggesting to take a trip to Cherokee, a county in the state of Oklahoma. I agreed immediately. It didn't 3 _____ us long to prepare for this trip and soon we took a flight to Cherokee and visited a village, which presents a brief image of the Indian past to the tourists. 4

_____ the language barrier, we managed to find our way to the souvenir shops with the help of the natives. The shops were filled with colorful traditional clothes, made of turkey feathers, and other bright souvenirs. "Welcome! Want to get anything?" We 5 _____ a middle-aged man smiling at us. We were very surprised by his fluent English. He introduced himself as George and we ended up chatting till lunch time when he invited us for lunch at a 6 _____ coffee shop. George told us that he used to cut firewood for a living. We 7 _____ from him that the Cherokees do not depend solely on trade for survival. This story was really interesting. Back at home, I often remember this amazing trip.

1. a. large b. hard c. strong d. heavy
2. a. missed b. avoided c. spared d. left
3. a. take b. keep c. hold d. make
4. a. Though b. Instead c. Besides d. Despite
5. a. glanced b. looked c. saw d. watched
6. a. nearby b. near c. next d. close
7. a. realised b. found c. discovered d. learnt

4. Choose the correct answer (a, b, c or d)

1. In ... of a newspaper a person can find various information presented in articles and comments.
a. an issue b. a soap opera
c. a quiz d. the weather forecast
- 2.....is a newspaper that is published every day of the week except Sunday.
a. An edition b. A feature
c. An obituary d. A daily
3. A.....is a television station and all the programmes that it broadcasts.
a. current event b. remote control
c. channel d. canal
4. A magazine that appears once a week is a
a. weekly b. daily
c. monthly d. tabloid
5. A.....is a popular serial about daily lives and relationships of the same group of people.
a. documentary film b. soap opera
c. historical film d. cartoon
6. Television ... us informed about the.....events at home and abroad.
a. keeping, recent b. keeps, recent
c. keeps, recently d. keeping, recently
7. What... this weekend?
a. you are going to do b. are you going to do

c. your gonna do 2. I'm not sure. ... anything special?
 a. Are you going to do b. You are going to do c. Is going to do
 8. My friend Melissa and ... a party. Would you like to come?
 a. am going to b. are going to go to c. go to
 9. I'd love to! ...?
 a. What's it going to be b. Who's go to be c. Where's it going to be

Answer Key

1) 1. False, 2. True, 3. True, 4. True , 5. False, 6. True, 7. False
 2) A) 1-accessible, 2- o'clock, 3 – radio, 4- file transfer, 5 - World Wide Web
 B) 1-Typical, 2 - web pages, 3-readers, 4-focus on, 5 – network
 3) 1-b; 2-c; 3- a, 4-d; 5-c; 6-a; 7-d
 4) 1. a, 2. d, 3. c, 4. a, 5. b ,6. b 7. b, 8. a, 9. b, 10. C

РАЗДЕЛ 2

1. Read the text and match the words with their meaning as used in the article

The nuclear family is the traditional family structure in the West. This term, originating in the 1950s, describes families consisting of a father, a mother, and their **offspring**. Under this **conventional** structure, the family is seen as the basic unit in society; the father functions as the **breadwinner** and the mother as the **homemaker**. Nowadays, alternative family types are becoming more common, such as single-parent families, families headed by same-sex parents, and extended families where families live with their **kin**, which may include several generations. Extended families are less common in North America, where it is not uncommon to place grandparents in retirement homes.

A Social Trends survey in 2009 reported radical changes in child **rearing** and marriage practices in the United Kingdom. Figures showed that while 30 percent of women under thirty had given birth by the age of 25, only 24 percent had married. This marked the first time childbirth had become the first major **milestone** in adult life, ahead of marriage. In 1971 in the U.K, 3/4 of women were married by the age of 25 and half were mothers.

Judging by the high rates of divorce and the increasing number of children born out of **wedlock**, it would appear that the family as an **institution** is **in decline**. American sociologist Stephanie Coontz believes so too, but for different reasons. Coontz points out that marriages are no longer arranged for political or economic reasons, and children are no longer required to contribute to the family income. Marriages nowadays are founded on love. She believes this shift towards love, emotional fulfillment, and free choice has actually weakened the family by making it optional and **fragile**.

1. offspring	a. a very important stage in the development of the family
2. conventional	b. traditional
3. breadwinner	c. bring up and care for a child until it is fully grown
4. homemaker	d. the income-earner of a family
5. kin	e. breakable; delicate; weak
6. rear(verb)	f. failing; dying
7. milestone	g. the state of being married
8. wedlock	h. children
9. institution	i. a person who takes care of the house and family
10. in decline	j. your family or your relatives
11. fragile	k. a custom or system that has existed for a long time

2. Read the story and mark these statements *true, false or not stated* (if there isn't enough information in the text).

In the 1960s a collection of artists made that question even more difficult to answer. They created Pop Art, a style of art that represented everybody's everyday experiences. Pop artists were

fascinated by realistic images from everyday life that everybody saw. One element of life they noticed was that almost all people are consumers who buy and use millions of different things every day. As a result, many Pop artists used images of products from the supermarket or advertisements in their works.

The most famous Pop artist was the American Andy Warhol. Warhol painted products like Campbell's Soup, Coca Cola bottles and bananas. He also painted other everyday images. For example, his bright portraits of celebrities like Marilyn Monroe, the famous actress, became very fashionable. The British Pop artist Eduardo Paolozzi collected pictures and advertisements from magazines to use in his works. Another well-liked Pop artist was Roy Lichtenstein. Instead of using products or advertisements, most of his works were similar to images in the comic books that children read every day.

Many people in the art world do not accept Pop Art as a real art form. They can't see why a dull painting of an ordinary can of soup should be part of an art exhibition. However, many original Pop Art works have sold for millions of dollars. Many works have also appeared on music album covers. All in all, the most important result of Pop Art is that it has created a new artistic way of looking at the everyday world.

True or false, or not stated?

- 1) Pop artists were interested in people's everyday experiences.
- 2) Pop art was only in America.
- 3) All Pop artists used images of products in their works.
- 4) Paolozzi was only famous in Britain.
- 5) Marilyn Monroe was a Pop artist who painted celebrities.
- 6) Pop Art hasn't been very popular with some people.
- 7) Some Pop artists never sold their works.

3. Complete the sentences with the correct options from a, b, c, d. Write your answers in the space.

1. This is my _____, Helma. She works with me in the financial department.
a) colleague b) team c) job d) people
2. Gucci has offices in different countries, but their _____ are in Florence, Italy.
a) place b) subsidiary c) shop d) **headquarters**
3. They buy the products for \$5 and sell for \$10, so that's 100% _____.
a) retail c) **profit** d) invoice
4. Brian Kingsley is an important _____ because he buys a lot of our products.
a) supplier b) producer c) **client** d) manufacturer
5. Can I _____ by a credit card?
a) take b) pay c) give d) send
6. He _____ for the computer company, IBM
a) work b) **works** c) working d) is work
7. He usually _____ to work by a car.
a) travel b) is traveling c) **travels** d) has traveled
8. Where _____?
a) you work b) do work you c) work you d) **do you work**
9. We buy office equipment from a _____ in Wales.
a) customer b) goods c) **supplier** d) accountant
10. The _____ for this project is 28th July.
a) date b) **deadline** c) day d) time
11. He _____ takes his work home.
a) don't b) not c) **doesn't** d) isn't
12. _____ many offices in this town.
a) **There are** b) There is c) It is d) They are
13. _____ he live in Madrid?
a) Do b) Isn't c) **Does** d) Don't

14 _____ I speak to Mr Jones, please?
 A) **Can** b) Will c) Need d) Want

15 _____ you like to visit the factory?
 a) Do b) Can c) Have d) **Would**

16 It can play music and send emails, it has some good _____.
 a) **features** b) products c) size d) electricity.

17 BA and Virgin are _____ in the airline industry.
 a) companies b) organizations c) markets d) **competitors**

18 I _____ to South America last year for business.
 a) **went** b) have gone c) been d) go

19 He often travels _____ on business.
 a) away b) **abroad** c) country d) town

20 Where _____ you go on business last year?
 a) do b) **did** c) have d) were

2.3 Рекомендации по оцениванию результатов ситуационных заданий

Оценка	Правильность (ошибочность) решения
«Отлично»	<p>Обучающийся</p> <p>1) полно и аргументировано раскрывает содержание темы высказывания;</p> <p>2) излагает материал связно и слитно, с использованием соответствующих лексико-грамматических и фонетических средств;</p> <p>3) демонстрирует беглость речи близкую к естественной, без длительных пауз и повторов;</p> <p>4) демонстрирует умения поддерживать контакт с аудиторией и собеседниками, быстро и правильно реагирует на поставленные вопросы, умеет поддержать беседу, высказать свое мнение;</p> <p>5) допускает 1-2 лексические, грамматические или фонетические ошибки,</p>
«Хорошо»	<p>Обучающийся</p> <p>1) достаточно полно и аргументировано раскрывает содержание темы высказывания;</p> <p>2) излагает материал связно и слитно, с использованием соответствующих лексико-грамматических и фонетических средств, допуская небольшие неточности, которые не влияют на содержание высказывания, не мешают его правильному восприятию;</p> <p>3) демонстрирует беглость речи близкую к естественной, в речи может наблюдаться некоторое количество пауз, связанных с поиском правильных средств выражения;</p> <p>4) демонстрирует умения поддерживать контакт с аудиторией и собеседниками, достаточно быстро и правильно реагирует на поставленные вопросы, умеет поддержать беседу, высказать свое мнение;</p> <p>5) допускает 3-5 лексических, грамматических или фонетических ошибок;</p>
«Удовлетворительно»	<p>Обучающийся</p> <p>1) неполно раскрывает содержание темы высказывания;</p>

	<p>2) излагает материал недостаточно связно и последовательно, знания терминологии не достаточны для раскрытия темы, а также обучаемому не хватает лексических, грамматических и фонетических средств для осуществления полноценного высказывания;</p> <p>3) речь замедленная, обучаемый делает достаточное количество пауз для поиска необходимых слов и выражений;</p> <p>4) демонстрирует недостаточные умения поддерживать контакт с аудиторией и собеседниками, достаточно медленно реагирует на поставленные вопросы, испытывает затруднения в ответах на некоторые из них, с трудом поддерживает беседу, высказывает свое мнение;</p> <p>5) допускает более 6-9 лексических, грамматических или фонетических ошибок;</p>
«Неудовлетворительно»	<p>Обучающийся</p> <p>1) не раскрывает содержание темы высказывания;</p> <p>2) излагает материал несвязно и непоследовательно, не владеет соответствующей терминологией, а также достаточными лексическими, грамматическими и фонетическими средствами для осуществления высказывания;</p> <p>3) речь замедленная, невнятная, изобилует длительными паузами и повторами;</p> <p>4) не умеет поддерживать контакт с аудиторией и собеседниками, медленно или совсем не реагирует на поставленные вопросы, не умеет поддерживать беседу и высказать высказывает свое мнение;</p> <p>5) допускает более 10 лексических, грамматических или фонетических ошибок.</p>

* Представлено в таблице 2.1.

ТИПОВЫЕ СИТУАЦИОННЫЕ ЗАДАНИЯ ДЛЯ ПРОВЕРКИ УРОВНЯ СФОРМИРОВАННОСТИ КОМПЕТЕНЦИИ

Ситуация к теме «1.1. Карьера. Моя будущая профессия».

Think of a job that you think would be very difficult for you to do, and another job that you think would be very easy and the most enjoyable. Talk about the professional skills and personal qualities that are necessary for both jobs.

Is it easy to choose your future profession?

What attracts you in your future profession?

Can you check whether your choice of the profession is right?

What should you do to achieve your ambitions?

Ситуация к теме «1.2. Личностные качества и имидж».

Some people try different fashions to express their personality (dye their hair green, pierce their tongue or nose, wear torn jeans, etc.). But sometimes it may not be accepted by other people. What is acceptable for you and what isn't? What kind of clothes do you prefer?

Do you agree that people who look different are strange?

Is it a good idea to look like your friends?

Do you try to follow the latest fashion? Why/ Why not?

Do people nowadays make clothes themselves? Why/ Why not?

Ситуация к теме «1.3. Информационная среда».

Imagine you are being interviewed by a journalist of a radio programme for young people about young people. The journalist asks different questions in order to find out what worries and what interests people of your age. Touch on the following topics:
interests and hobbies;
future career;
style of clothes young people prefer;
other issues young people are concerned about, etc.

Ситуация к теме «1.4. Путешествия».

You are given the opportunity to visit a foreign country. You can go there by plane, by train or by car. Which means of transport would you like to take, if you had a choice? Explain why you would prefer this or that kind of transport and point out the advantages.
Have you ever been to a foreign country?
Have you ever experienced homesickness?
What can spoil a holiday?
What professions involve a lot of travelling?

Ситуация к теме «Тема 2.1. Общество и семья.»

How could you describe the word "family"? How would you describe an ideal family.
Do you have secrets from your parents?
Is it better to be an only child in the family or to have brothers and sisters?
What is the role of the family in the life of a person?
What should be done to avoid misunderstanding in the family?
What can be done by both spouses to prevent a divorce?
What are the family roles distributed within a family?
What is a "woman's place" and what is a "man's place" in the family?
Can the birth of children strengthen the family?

Ситуация к теме «Тема 2.2. Взаимоотношения в семье.»

Your family is going to celebrate your mother's / father's birthday and you are asked to do all the necessary shopping to cook a festive dinner. What foodstuffs are you going to buy? Why?
And where would you go to do the shopping?
Do you bargain when you buy things in the market?
Recommend a good place for shopping in Minsk or in your native town.
Who does most of the food shopping in your family?
What is your favourite dish? Who usually cooks it?

Ситуация к теме «Тема 2.3. Известные люди.»

You are given a chance to meet a famous person. Whom would you like to meet? Explain why you would choose this particular person, what his or her features you find most attractive and what topics you are going to discuss with him/her.
Are geniuses born or trained?
Would you like to be popular and famous?
Who is your favourite actor (singer, artist, composer)?
What do you do to achieve the aim of your life?

2.4. Рекомендации по оцениванию дискуссионных тем

Максимальное количество баллов государственная оценка)	Критерии
отлично	Обучающийся: -способен вести беседу по предложенной тематике (диалогическое и монологическое высказывания) в нормальном темпе;

	<ul style="list-style-type: none"> - демонстрирует широкий словарный запас, эффективный выбор и использование слова / идиомы, владение формой слова, соответствующий регистр; использует сложные грамматические конструкции; -эффективно взаимодействует с экзаменатором и/или партнером; -дает точные исчерпывающие ответы на все вопросы; -умело справляется с непредсказуемыми ситуациями; - проявляет инициативу; обосновывает свою мысль; - осуществляет связные монологические высказывания; - раскрывает тему полностью и надлежащим образом, приводит примеры и факты; -любое колебание в речи связано с содержанием, а не с поиском слов или грамматики.
хорошо	<p>Обучающийся:</p> <ul style="list-style-type: none"> - способенвести беседу по предложенной тематике (диалогическое и/ли монологическое высказывание) в нормальном темпе; - имеет достаточный диапазон словарного запаса, делает несущественные ошибки в выборе формы слова/идиомы, имеет незначительные проблемы в выборе сложных конструкций, делает несколько ошибок в выборе времени, числа, порядка слов / функции, artikelей, местоимений, предлогов, допускает небольшое количество ошибок в орфографии, пунктуации, капитализации; -в основном высказывание отвечает заданию; -обучающийся понимает экзаменатора и партнера и дает правильные ответы на большинство вопросов; -в целом умеет справляться с непредсказуемыми ситуациями; - дает распространенные ответы и проявляет инициативу; - проявляет минимальные колебания в речи.
удовлетворительно	<p>Обучающийся:</p> <ul style="list-style-type: none"> -понимает экзаменатора и партнера и дает правильные ответы; -выполняет простые задачи, но испытывает затруднения с более сложными задачами, недостаточно широко развивает свою мысль; -показывает ограниченный диапазон словарного запаса, делает частые ошибки в выборе формы слова / идиомы, использовании, значениях, имеет серьезные проблемы с простыми / сложными конструкциями, -проявляет частые колебания, произношение затрудняет общение; - темп речи замедлен.
неудовлетворительно	<p>Обучающийся:</p> <ul style="list-style-type: none"> -не способен высказываться в устной форме; - не может раскрыть содержание задания, не понимает собеседника; - имеет ограниченный диапазон словарного запаса, делает частые ошибки в выборе формы слова / идиомы, использовании, практически не показывает знания правил построения предложений.

* Представлено в таблице 2.1.

ТЕМЫ ДИСКУССИЙ ДЛЯ ПРОВЕРКИ УРОВНЯ СФОРМИРОВАННОСТИ КОМПЕТЕНЦИИ

Контролируемые темы учебной дисциплины	Темы для дискуссии
Тема 1.1. Карьера. Моя будущая профессия.	Career move. Career change. My future plans.
Тема 1.2 Личностные качества и имидж.	What are your strengths and weaknesses? What Exactly is a Self-Image? Why Is Personal Image Important?
Тема 1.3. Информационная среда.	TV, the Internet, newspapers. What do I trust more to? Why? My favourite TV programme. International news channels I get my news from.
Тема 1.4. Путешествия.	Travelling abroad helps to understand your own country. How often do you travel? Where do you like to travel? Do you ever travel on business? Which islands would you like to visit? Why?
Тема 2.1.Общество и семья.	Family as a social phenomenon. The social functions of the family. Types of family in modern society.
Тема 2.2. Взаимоотношения в семье.	The importance of family in modern society. Relations in the family - social, child-parent, interpersonal. Work-family balance.
Тема 2.3. Известные люди.	Famous People in the World. Famous people from history. Mass media phenomena.

2.5. Рекомендации по оцениванию эссе (докладов, сообщений).

Максимальное количество баллов*	Критерии
отлично	<p>Обучающийся:</p> <p>1) полно и аргументировано раскрывает содержание темы высказывания;</p> <p>2) излагает материал связно и слитно, с использованием соответствующих лексико- грамматических и фонетических средств;</p> <p>3) письменное высказывание имеет вступление, основную часть и заключение, каждая часть из которых логически оправдана и имеет соответствующий объем;</p> <p>4) допускает 1-2 лексические, грамматические или стилистические ошибки, которые не влияют на содержание высказывания;</p> <p>5) объем высказывания полностью соответствует требованиям.</p>

хорошо	<p>Обучающийся:</p> <ol style="list-style-type: none"> 1) достаточно полно аргументировано раскрывает содержание темы высказывания; 2) излагает материал связно и слитно, с использованием соответствующих лексико- грамматических и фонетических средств, допуская небольшие неточности, которые не влияют на содержание высказывания, не мешают его правильному восприятию; 3) письменное высказывание имеет вступление, основную часть и заключение, каждая часть из которых в целом логически оправдана логически оправдана и имеет соответствующий объем; 4) допускает 3-5 лексических, грамматических или стилистических ошибок; 5) объем высказывания в основном соответствует требованиям.
удовлетворительно	<p>Обучающийся</p> <ol style="list-style-type: none"> 1) неполно раскрывает содержание темы высказывания; 2) излагает материал недостаточно связно и последовательно, знания терминологии недостаточны для раскрытия темы, а также обучаемому не хватает лексических, грамматических и стилистических средств для осуществления полноценного высказывания; 3) письменное высказывание имеет вступление, основную часть и заключение, однако одна из частей слишком краткая/длинная, не связана с остальными частями, не соответствует своему назначению; 4) допускает более 6-9 лексических, грамматических или фонетических ошибок; 5) объем высказывания не соответствует требованиям (превышает установленный объем или, наоборот, имеет меньший объем).
Неудовлетворительно	<p>Обучающийся:</p> <ol style="list-style-type: none"> 1) не раскрывает содержание темы высказывания; 2) излагает материал несвязно и непоследовательно, не владеет соответствующей терминологией, а также достаточными лексическими, грамматическими и стилистическими средствами для осуществления высказывания; 3) не придерживается структуры письменного высказывания; 4) допускает более 10 лексических, грамматических или стилистических ошибок; 5) объем высказывания не соответствует требованиям (превышает установленный объем или, наоборот, имеет меньший объем).

* Представлено в таблице 2.1.

ТЕМЫ ЭССЕ (ДОКЛАДОВ, СООБЩЕНИЙ) ДЛЯ ПРОВЕРКИ УРОВНЯ СФОРМИРОВАННОСТИ КОМПЕТЕНЦИИ

Контролируемые темы учебной дисциплины	Эссе (доклады, сообщения)
Тема 1.1. Карьера. Моя будущая профессия.	Career move. My future plans.

Тема 1.2 Личностные качества и имидж.	My personal style in clothes. My strengths and weaknesses.
Тема 1.3. Информационная среда.	TV, the Internet, newspapers. My favourite TV programme. International news channels.
Тема 1.4. Путешествия.	Travelling abroad helps to understand own country. Modern life is impossible without travelling.
Тема 2.1. Общество и семья.	An international holiday of the family. A family holiday in Russia.
Тема 2.2. Взаимоотношения в семье.	Family relationship. Family is the most important thing in life.
Тема 2.3. Известные люди.	Outstanding People of Russia. Famous People of Great Britain.

ВОПРОСЫ К ЗАЧЕТУ / ЭКЗАМЕНУ ПО РАЗДЕЛАМ (ТЕМАМ) ДИСЦИПЛИНЫ

№ п/п	Вопросы к зачёту/экзамену	Индекс оцениваемой компетенции или её элементов
Тема 1.1. Карьера. Моя будущая профессия.	Do you think about your future life? Do you find your future profession interesting?	УК-4.1 (3 1, 2, 3; У 1,2,3; В 1,2,3)
Тема 1.2 Личностные качества и имидж.	What is the difference between qualities and skills in a resume? Why should you write about personal qualities for a job?	УК-4.1 (3 1, 2, 3; У 1,2,3; В 1,2,3)
Тема 1.3. Информационная среда.	Do the media play an important part in your life? Do you think that the media influence our life?	УК-4.1 (3 1, 2, 3; У 1,2,3; В 1,2,3)
Тема 1.4. Путешествия.	What countries would you like to visit? Why? Have you ever been in a difficult situation while traveling?	УК-4.1 (3 1, 2, 3; У 1,2,3; В 1,2,3)
Тема 2.1. Общество и семья.	Is this good or bad that our families are different? Is there an international holiday of the family? If so, when is it celebrated? Is there a family holiday in Russia? How is it called?	УК-4.2 (3 1, 2, 3; У 1,2,3; В 1,2,3)
Тема 2.2. Взаимоотношения в семье.	What are the family roles distributed within a family? What are the advantages and disadvantages of a small or a big family?	УК-4.2 (3 1, 2, 3; У 1,2,3; В 1,2,3)
Тема 2.3. Известные люди.	Why are so many people obsessed with celebrities? Which celebrities do you admire? Why? Which celebrities do you dislike or disapprove of? Why?	УК-4.2 (3 1, 2, 3; У 1,2,3; В 1,2,3)

ОБРАЗЦЫ ТЕСТОВ ДЛЯ ПРОВЕРКИ СФОРМИРОВАННОСТИ УРОВНЯ КОМПЕТЕНЦИИ НА ЗАЧЕТЕ

1. Read the story and mark these statements *true, false or not stated* (if there isn't enough information in the text).

A flight to India had a stopover at Heathrow Airport. The stopover was just two hours, so the passengers only had time for a snack and a bit of shopping before they were ready to board their next plane to Bombay. But there was a huge queue to the security check and the passengers were starting to get very nervous. They didn't want to miss their flight. One of the passengers in the queue was a very tall Indian with a big bag. The bag was heavy for normal hand baggage and the man had put it on a trolley. When it was his turn to go through the metal detector, he stepped forward with his bag. Of course, the next thing everybody heard was a loud alarm (сирена). The security officers went speechless with surprise. However, a moment later, they turned to the Indian man and very politely asked him to leave his hand baggage with them before going through the metal detector. The Indian smiled, took his bag off the trolley and gave it to a security officer. Then he went back to his trolley, pushed it in front of him and tried to go through the metal detector once again. By this time, it was very clear what the problem was.

True or false, not stated?

1. The story took place in the UK.
2. The passengers were on their way to India.
3. The stopover wasn't very long.
4. People usually get nervous when they have to stand in a queue.
5. The passengers of the flight to Bombay had to go through the security check.
6. The tall Indian had just his hand baggage with him.
7. The Indian was carrying a very heavy bag.
8. The Indian tried to go through the metal detector with his bag.
9. Only the Indian's trolley set off the alarm.
10. The Indian was travelling for the first time in his life.

2. Read the text and choose the best word to fill in each gap from A, B, C, D below.

Siemens stands for Siemens Business Services. It is a division of the famous (1)_____ company Siemens. It is only about five years old but is already (2)_____ for a considerable part of Siemens' (3)__. How? Siemens had the idea in 1995. A whole (4)_____ of Siemens was at the time responsible for the information and communication (5)_____ of Siemens. The idea was to (6)_____ this service not only inside the company but outside too. SBS is now one of the world's leading providers in the area of electronic business solutions and (7)___.

Friedrich Froeschi is the CEO and SBS is now an (8)_____ division with 33,000 employees in 88 countries and turnover of €5.8 billion. One of its (9)_____ customers is the British government. SBS organizes and manages the passports and national savings accounts for Britain. In Europe its main (10)_____ are IBM, Cap Gemini, and EDS. With growth in this market of at least 15% the future looks bright for this German service company.

1.A Italian	B German	C British	D French
2.A answerable	B dependable	C irresponsible	D responsible
3.A profit	B turnover	C loss	D earnings
4.A company	B department	C office	D officer
5.A work	B job	C activities	D actions
6.A offer	B propose	C agree	D present
7.A propositions	B proposals	C repairs	D services
8.A independent	B dependent	C free	D busy
9.A smallest	B small	C largest	D larger
10.A competitors	B customers	C colleagues	D enemies

3. Choose the correct answer

1. In ... of a newspaper a person can find various information presented in articles and comments.

a. an issue b. a soap opera
 c. a quiz d. the weather forecast

2.....is a newspaper that is published every day of the week except Sunday.
 a. An edition b. A feature
 c. An obituary d. A daily

3. A.....is a television station and all the programmes that it broadcasts.
 a. current event b. remote control
 c. channel d. canal

4. A magazine that appears once a week is a
 a. weekly b. daily
 c. monthly d. tabloid

5. A.....is a popular serial about daily lives and relationships of the same group of people.
 a. documentary film b. soap opera
 c. historical film d. cartoon

6. Television ... us informed about the.....events at home and abroad.
 a. keeping, recent b. keeps, recent
 c. keeps, recently d. keeping, recently

7.....is that sitting over there in the corner?
 a. Who b. Whom c. Which

8. I don't understand a word.....you are talking about.
 a. whatb. that c. who

9. They have a very large house round.....there are some lovely gardens.
 a. That b. which c. whose

10. I'm looking at the photograph.....you sent me with your letter.
 a. Which b. who c. whom

11. What time ... work on Monday?
 a. do you finish b. will you finish c. are you going to finish

12. ... this weekend?
 a. Do you go out b. Will you go out c. Are you going out

13. I'm sorry I made you so angry. I ... it again
 a. won't do b. 'm not going to do c. 'm not doing

14. It's really hot. the window, please?
 a. Are you going to open b. Will you open c. Do you open

15. I don't think I ... come tomorrow.
 a. 'm being able to b. am able to c. will be able to

ОБРАЗЦЫ ТЕСТОВ ДЛЯ ПРОВЕРКИ СФОРМИРОВАННОСТИ УРОВНЯ КОМПЕТЕНЦИИ НА ЭКЗАМЕНЕ

THE VOCABULARY TEST Blind date next door

Romance magazine talked to Dan who tells us about how he found the love of his life.

1 **с**

Dan Actually, we met at three very different times in our lives. We were both born in Bath and we actually grew up in the same street. Jess's parents ran an art gallery across the road from our house. We knew each other as children but not well. Six years is a big age difference when you're a kid.

2

Dan After school I started university in Oxford. My best friend there was Paul. We're still very close: he's like a brother to me. One day I went round to see him for coffee. He introduced me to

his cousin who was visiting. She was so attractive she took my breath away.

3

Dan She was very chatty and funny. As the evening progressed, I liked her more and more. To be honest, I was quite disappointed when I found out she was just 16 – I thought she was too young for me. I was just starting my Master's degree in English, so I was 22 then.

4

Dan No, I didn't – not then. One summer Paul and I visited my old home town. We were staying with my parents. Over dinner, Paul mentioned something about the art gallery his uncle owned across the road. That's when I realized who Jess was.

5

Dan No, we didn't. We met years later. I went on a chatroom website, and I started exchanging messages with a very nice, 21-year-old girl. We sent each other links to songs and videos on the net that we both liked, we talked about the best places in Bath to go out to eat, that sort of thing. It took me some time to get the courage to ask her out on a date.

6

Dan We agreed to meet outside the Assembly Rooms, and go from there to an Indian restaurant close by. But as I was leaving home, I ran into Jess in the street. We talked a bit, then she said she was in a hurry because she had a blind date with someone. Of course, that someone was me.

7

Dan Yes and no. It was the beginning of my happiest relationship. But it wasn't really a blind date – I have known her all my life!

1. Read the interview quickly and choose the correct letter.

Where did Dan and Jess meet when they went on their first date?

- a in the street where Dan's parents live
- b at Paul's flat in Oxford
- c at the Assembly Rooms in Bath and at Jess's parents' art gallery

2. Complete the interview with the missing questions (a–h). There is one extra question.

- a Where did you go?
- b Do you think it was a successful blind date?
- c ~~When did you first meet your wife?~~
- d Did you know she was the same girl you knew as a child?
- e How old were you when you first asked her out on a date?
- f When did you see her again?
- g What did you think of her?
- h Did you meet that summer?

3. Read the interview again. Write true (T) or false (F).

- 1 Dan and Jess both grew up in Bath. T
- 2 They weren't close friends as children because of the age difference. _____
- 3 They met for the second time as students at Oxford University. _____
- 4 Dan studied English at university. _____
- 5 Paul's uncle is Jess's father. _____
- 6 Jess and Dan met again online. _____
- 7 They were planning to visit the Assembly Rooms together. _____

4. Choose the right variant

- 1. There isn't a cloud in the sky, but it (be) cloudy in the morning.
a) was b) were c) are

2. Mrs. Clay usually finishes her work at half past three, but she (finish) it later yesterday afternoon.
a) finishes b) finished c) has finished

3. Every day I help Morn about the house, but last week I was very busy with my exam. So I (not / help) her much.
a) doesn't help b) don't help c) didn't help

4. My brother ... speak several foreign languages.
a) may b) can c) must

5. Can you use his dictionaries? — I'm afraid I.....He needs them.
a) can't b) mustn't c) shouldn't

6 ... you pass the fruit? — Here you are.
a) Could b) Must c) Will

7. May I take this book home? — No, you
a) can't b) may not c) you will not

8. The manager.....see me only late in the evening.
a) could b) might c) was able to

9. All children.....enter the park. Admission is free.
a) can b) may c) are allowed to

10. My parents (be) to the USA many times.
a) have been b) had been
c) will have been d) is being

11. Julia (finish) all the housework by three o'clock and we'll go for a walk.
a) will finish b) will have finished
c) have finished d) had finished

12. Aunt Polly punished Tom Sawyer because he (be) naughty.
a) has been b) had been
c) will have been d) finishes

13. – Why are you looking so unhappy? – I (lose) my purse.
a) have lost b) had lost
c) will have lost d) lost

14. We are going to buy a car. By the end of next month our family (save) money for it.
a) will save b) will have saved
c) have saved d) had saved

15. Tell Tommy about these wonderful islands. He (never / hear) about them.
a) has never heard b) had never heard
c) will never have heard d) heard

16. The workers say that they (build up) a district by the beginning of 2000.
a) will have built up b) will build up
c) have built up d) had built up

17. A mother asked the children if they (buy) some biscuits for tea.
a) has bought b) had bought
c) bought d) will have bought

18. I (leave) some photos to be developed. Are they ready?
a) have left b) had left
c) will have left d) leave

19. She (have lunch) by the time we arrive.
a) will have had b) will have
c) have had d) had had

20. Take your umbrella. It (rain) cats and dogs.
a) is raining b) was raining c) will be raining

21. This time tomorrow they (sit) in the train on their way to Chicago.

a) are sitting b) were sitting c) will be sitting

22. I saw a light in your window as I (pass) by.
a) is passing b) will be passing c) was passing.

23. I don't know Spanish, but I (learn) it now.
a) was learning b) will be learning c) am learning

24. Don't phone Jim from 5 to 6 – he (have) English.
a) will be having b) is having c) was having

25. Every year London ... by many people from all over the world.
a) is visited b) is being visited c) was being visited

26. The biggest museum ... by the Mayor next month, on May 24th.
a) opens b) is opened c) will be opened

27. Numerous banks, offices and firms ... in the City.
a) have been situated b) situate c) are situated

28. The City of London ... by fire in 1666 and by bombs in 1940.
a) destroyed b) was destroyed c) had been destroyed

29. St. Paul's Cathedral... by Christopher Wren (1632-1723), and it... last stone was laid in 1710.
a) was designed; believes b) designed; believed c) was designed; is believed

30. Teddy's words made me (feel) uncomfortable.
a) to feel b) feeling c) feel

31. Mrs. Pottson allowed her guests (smoke) in the living-room.
a) to smoke b) smoking c) smoke

32. Has the secretary come yet? I want to have my papers (type).
a) to type b) type c) typed

33. I watched my cat (play) with her kittens. I couldn't tear myself away from that funny sight.'
a) played b) playing c) to play

34. Plants die if you (not / water) them.
a) won't water b) don't water c) wouldn't water

35. If I had one million dollars, I (probably / buy) a yacht.
a) would probably buy b) will probably buy c) probably bought

36. - How did it happen that you missed you stop? - I (not / miss) it if the conductor (announce) the stops.
a) wouldn't miss a) had announced b) hadn't missed b) would have announced
c) wouldn't have missed c) announced

37. What a pity my husband is away! If he (be) here, he (help) us.
a) were a) will help b) would be here b) would help
c) is c) helps

38. If I (get up) early tomorrow morning, I (go) jogging.
a) will get up a) go b) get up b) am going to g c) got up c) will go

39. When he tried to balance his checkbook, he found that things just didn't ...
a) add on b) add right c) add up

40. Ken really likes Kirstie, but he's too nervous to
a) ask her out b) ask her on c) ask out

ОБРАЗЦЫ ТЕКСТОВ ДЛЯ ПРОВЕРКИ СФОРМИРОВАННОСТИ УРОВНЯ КОМПЕТЕНЦИИ НА ЭКЗАМЕНЕ

Why is personal image important

A personal image is important because most people will judge based on the first impression that they get from someone. A good personal image will ensure positive, lasting first impressions and can lead to many benefits, including a better job, an easier social life and more opportunities.

Personal image includes everything from the way a person dresses to their voice fluctuations and even their social media profiles. Businesses, potential friends and nearly anyone that is associated with a person can get a glimpse of their personal life from the image that they project. Staying groomed and practicing good hygiene will also help contribute to a better personal image.

Many employers will base their hiring decisions and even promotion decisions on the way that people dress and take care of themselves. People who present themselves as having attractive self-images will generally make more money, get hired and be promoted more quickly than people who do not have a positive self-image. People who project excellent personal images will also have a better chance at social opportunities and will have a more satisfying life with their friends. A good self-image can be a great confidence booster on a more personal level.

Business trip

Employees of different countries usually go on business trips. Any firm chooses only best export for it. Companies can arrange such trips both in and outside the country. There are many reasons of going on business there are to make a contract, to discuss different terms of delivery, payment or shipment, to have tests, to do consultancy, to improve once professional skills, to work etc. Represent - natives of the companies make preliminary arrangements in order to meet.

Usually itinerary of the trip is carefully planned by the head of the department or an executive. A business trip can be a long term or a short term one. Often an employee must give a financial report to the chief. As a rule businessman has a chance to go sightseeing or to visit theatres, or just have some rest after the working day.

They also try to buy gifts or presents to relatives, friends and colleagues business trips contribute to extension of business relationship of a company and help to succeed in the world market. Business today is international, so business people often have to travel. On a business trip people may meet colleagues and business partners for a first time.

It is usual for colleagues from different countries to experience cultural difficulties. In other words, they may be surprised by foreign social conventions that is the different ways that other nationalities or different cultures do things. Management styles are also differed from country to country. In some cases it is useful to get a piece of advice from a special agency, consulting on the questions of international business.

Business trip are very important nowadays because face to face contracts are more valuable and useful for the matter, make a cal so in order not to spoil business people will go on traveling on business.

Федеральное государственное бюджетное образовательное
учреждение высшего образования
«РОССИЙСКАЯ АКАДЕМИЯ НАРОДНОГО ХОЗЯЙСТВА И
ГОСУДАРСТВЕННОЙ СЛУЖБЫ ПРИ ПРЕЗИДЕНТЕ РОССИЙСКОЙ
ФЕДЕРАЦИИ»

Донецкий институт управления – филиал РАНХиГС

Направление подготовки 39.03.01 Социология
Кафедра иностранных языков
Дисциплина «Иностранный язык»
Курс 1 Семестр 2 Форма обучения очная

ЭКЗАМЕНАЦИОННЫЙ БИЛЕТ №1

1. Speak on the topic.
2. Read the text and give its summary.
3. Do the vocabulary test.

Экзаменатор: _____

Утверждено на заседании кафедры «_____» _____ 20____г.

(протокол №_____ от

«____» _____ 20____г.)

Зав. кафедрой: _____