



МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ  
Федеральное государственное автономное образовательное учреждение  
высшего профессионального образования  
**«Дальневосточный федеральный университет»**  
(ДВФУ)


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**ИНЖЕНЕРНАЯ ШКОЛА**


«СОГЛАСОВАНО»

Руководитель ОП  
«Профилактика и тушение природных пожаров»

  
(подпись) Олишевский А.Т.  
« 14 » 06 20 16 г.  
(Ф.И.О. рук. ОП)

«УТВЕРЖДАЮ»

Заведующий кафедрой  
Безопасность в чрезвычайных ситуациях и  
защиты окружающей среды

  
(подпись) Петухов В.И.  
« 14 » 06 20 16 г.  
(Ф.И.О. зав. каф.)

**РАБОЧАЯ ПРОГРАММА УЧЕБНОЙ ДИСЦИПЛИНЫ**  
Иностранный язык  
**Специальность 20.05.01 Пожарная безопасность**  
Специализация «Профилактика и тушение природных пожаров»  
**Форма подготовки очная**

курс 1-2 семестр 1-4  
лекции 0 час.  
практические занятия 72 час.  
лабораторные работы 0 час.  
в том числе с использованием МАО лек. 0/пр.54/лаб.0 час.  
всего часов аудиторной нагрузки 72 час.  
в том числе с использованием МАО 54 час.  
самостоятельная работа 108 час.  
в том числе на подготовку к экзамену 27 час.  
контрольные работы 0  
курсовая работа/курсовой проект – не предусмотрен  
зачет 1,2,3 семестр  
экзамен – 4 семестр

Рабочая программа составлена в соответствии с требованиями федерального государственного образовательного стандарта высшего образования, утвержденного приказом Министерства образования и науки РФ от 17.08.2015 № 851

Рабочая программа дисциплины обсуждена на заседании кафедры безопасности в чрезвычайных ситуациях и защиты окружающей среды, протокол от 14.06.2016 г. № 10.

Составители: доцент Чигарева А.В., старший преподаватель Лебедева Т.В., старший преподаватель Пепеляева С.Н.

**Оборотная сторона титульного листа РПУД**

**I. Рабочая программа пересмотрена на заседании департамента:**

Протокол от « \_\_\_\_ » \_\_\_\_\_ 20\_\_ г. № \_\_\_\_\_

Директор департамента \_\_\_\_\_  
(подпись) (И.О. Фамилия)

**II. Рабочая программа пересмотрена на заседании департамента:**

Протокол от « \_\_\_\_ » \_\_\_\_\_ 20\_\_ г. № \_\_\_\_\_

Директор департамента \_\_\_\_\_  
(подпись) (И.О. Фамилия)

## АННОТАЦИЯ

Дисциплина предназначена для специалистов специальности 20.05.01 «Пожарная безопасность» профиль «Профилактика и тушение природных пожаров». Дисциплина «Иностранный язык» является дисциплиной базовой части Блока 1 Дисциплины (модули) (согласно учебному плану – Б1.Б.4).

Общая трудоемкость освоения дисциплины составляет 180 часов (5 з.е.). Учебным планом предусмотрены практические занятия (72 час.), самостоятельная работа студента (108 часов, в том числе на подготовку к экзамену 27 часа). Дисциплина реализуется на 1, 2 курсах, в 1,2,3, 4 семестрах. Формы промежуточной аттестации – зачет в 1-3 семестрах, экзамен – после 4 семестра.

Дисциплина «Иностранный язык» логически связана с дисциплиной «Русский язык и культура речи».

Цель изучения дисциплины заключается в формировании у студентов навыков по межкультурному и межличностному общению на английском языке, которые включают в себя лексико-грамматические аспекты, основы межкультурной коммуникации, фоновые знания, стратегии общения на английском языке в устной и письменной формах.

Задачи дисциплины «Иностранный язык» направлены на:

- системное развитие у обучающихся всех видов речевой деятельности на английском языке, которые обеспечивают языковую грамотность;
- формирование средствами иностранного языка межкультурной компетенции как важного условия межличностного, межнационального и международного общения;
- содействие развитию личностных качеств у обучающихся, способствующие выбору релевантных форм и средств коммуникации, которые позволяют выбрать конструктивный формат межкультурного и межличностного взаимодействия;
- получение фоновых знаний, расширяющих кругозор и обеспечивающих успешному общению в интернациональной среде.

Для успешного изучения дисциплины «Иностранный язык» у обучающихся должны быть сформированы следующие предварительные компетенции:

- уровень владения английским языком на уровне не ниже А1–международного стандарта;
- владение нормами родного языка;
- навыками самостоятельного обучения.

В результате изучения данной дисциплины у обучающихся формируются элементы следующих компетенций:

| Код и формулировка компетенции   | Этапы формирования компетенции |   |
|--|--------------------------------|---|
| <b>ОПК-2</b> способность к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач профессиональной деятельности | Знает                          | - общенаучные термины в объеме достаточном для решения задач в сфере профессиональной деятельности  |
|  | Умеет                          | - лексически правильно и грамотно, логично и последовательно порождать устные и письменные высказывания в ситуациях межкультурного профессионального общения;<br>- употреблять изученные стратегии и технологии, необходимые в различных областях иноязычной коммуникации |
|  | Владеет                        | - навыками подготовленной и неподготовленной устной и письменной речи в ситуациях межкультурного профессионального общения в пределах изученного языкового материала  |

Для формирования вышеуказанных компетенций в рамках дисциплины «Иностранный язык» на каждом занятии применяются методы активного обучения и интерактивные формы работы, которые включают в себя дебаты, дискуссии, «мозговой» штурм (brainstorming), метод «круглого стола», блиц-опрос, ролевая игра, парные и командные формы работы.

## I. СТРУКТУРА И СОДЕРЖАНИЕ ТЕОРЕТИЧЕСКОЙ ЧАСТИ КУРСА

Лекции учебным планом не предусмотрены.

## **II. СТРУКТУРА И СОДЕРЖАНИЕ ПРАКТИЧЕСКОЙ ЧАСТИ КУРСА**

**Практические занятия (72 час. из них МАО - 54)**

**Тема 1. Знакомство. Unit I. Making Friends (lessonA, LessonB, LessonC, LessonD) – 3 час.**

### **Устно-речевая деятельность:**

Talk about getting to know you

Talk about your favorite things

Conversations with people you don't know

Making small talk

### **Лексика:**

Using responses with “too” and “either” to show what you have in common

Using “actually” to give new or surprising information

### **Грамматика:**

Present of Be and Simple Present

### **Чтение:**

Read the article “Improve your skills in a Small Talk” and the introduction.

### **Письмо:**

Write an article on one of the topics you brainstormed (Improve your friendship, Improve your social life, Improve your English) and give three tips.

**Тема 2. Свободное время. Unit II. Interests (Lesson A, lesson B, Lesson C Lesson D)- 3 час.**

### **Устно-речевая деятельность:**

Talk about your leisure time

Talk about music

Pair work about interesting hobbies

### **Лексика:**

Conversation strategy: Saying “no” in friendly way

Using “really” to make statements stronger and to make negative statements

**Грамматика:**

Can/ can't +verb (I can play the piano)

Verb+ to+verb (I love to swim)

Verb+verb+ing (I love swimming)

Preposition+ verb+ing (I' m good at drawing people)

Object pronouns; everybody, nobody

**Чтение:**

Read the online forum. What problem dose each person have?

**Письмо:**

Write a question about hobbies to post on a message board

**Тема 3. Здоровье. Unit III. Health (lesson A, Lesson B, Lesson C, Lesson D)-3 час.**

**Устно-речевая деятельность:**

Talk about exercise and how to stay healthy

Discuss common health problem

Commenting and asking follow-up questions to encourage people to say more

**Лексика:**

Using “Really?” “How come?”

**Грамматика:**

Simple Present and present continuous ( Use the simple present to talk about “all the time” ( usually or generally) and routines; use the present continuous to talk about “now” ( these days, this month) and temporary events.

**Чтение:**

Read the article “Rethink Your Way to Great Health”

**Письмо:**

Write your own suggestion how to cope with stress

**Тема 4. Праздники. Unit IV. Celebrations (lesson A, Lesson B, Lesson C, Lesson D)- 3 час.**

**Устно-речевая деятельность:**

Talk about gift giving and birthdays

Talk about how you celebrate special days

Talk about plans

**Лексика:**

Using “be going to” and indirect objects

Using “vague” expressions like and everything

Using “vague” responses like “It depends”

**Грамматика:**

The present continuous or “to be going to”

**Чтение:**

Read an article about traditions around the world

**Письмо:**

Write an invitation to a special event

**Тема 5. Моя семья и я. Unit V. Growing Up(Lesson A, Lesson B, Lesson C, Lesson D)- 3 час.**

**Устно-речевая деятельность:**

Talk about growing up and one’ childhood and your family background

Talk about school subjects people studied

**Лексика:**

Using most (of), a few (of), I mean; well, actually; no, wait

**Грамматика:**

Using Simple Past

**Чтение:**

Read an interview with someone about his teenage years

**Письмо:**

Write answers to interview questions

**Тема 6. Путешествие по городу. Unit VI. Around Town ( Lesson A, Lesson B, Lesson C, Lesson D)- 3 час.**

**Устно-речевая деятельность:**

Ask about neighborhood places

Ask for and give directions

Offer and Ask for help

**Лексика:**

Expressions like “next to”, “between”, etc.

Help with Can and Could

“Echo” questions like “It’s where?” To check information

**Грамматика:**

Is there, are there

Offers and requests with Can and Could

**Чтение:**

Exploring the city

3 Days in Istanbul

**Письмо:**

Write a guide for a walking tour in your city or town.

Write about three different places and explain why they are worth visiting.

Checkpoint Units 4-6

**Тема 7. Отъезд в отпуск. Unit VII. Going Away ( Lesson A, Lesson B, Lesson C, Lesson D)- 3 час.**

**Устно-речевая деятельность:**

Talk about getting ready for a trip

Talk about things to take on a trip

**Лексика:**

Give opinions using “It’s + adjective + to”

Use “I guess” when you’re not sure



That's a great idea; That sounds great; I'd love to

Грамматика:

Give advice and suggestions with "should", "could", "need to", etc.

**Чтение:**

Read an article about unique hotels experiences

**Письмо:**

Write a message about trip

Write notes about the travelling

**Тема 8. Дома. Unit VIII. At home. ( Lesson A, Lesson B, Lesson C, Lesson D)- 3 час.**

**Устно-речевая деятельность:**

Talk about where you keep things at home

Talk about items in the home

Say who owns things with mine, yours, etc. And whose

**Лексика:**

Use Do you mind...? Would you mind...?

Agree to requests with expressions like "Go right ahead", "No problem"

Грамматика:

Identify things using adjectives and one and ones

**Чтение:**

Read comments on a website about unusual habits

**Письмо:**

Write an article about your evening routine. Use the expressions in the

Help note that order events

**Тема 9. Всегда что-то происходит. Unit IX. Things Happen ( Lesson A, Lesson B, Lesson C, Lesson D)- 3 час**

**Устно-речевая деятельность:**

Tell anecdotes about things that went wrong

Talk about accidents

**Лексика:**

Use I bet to show you're sure or that you understand

**Грамматика:**

Using the past continuous and simple past

Using the past continuous and myself, yourself, etc.

**Чтение:**

Read an article "Every cloud has a silver lining"

**Письмо:**

Write 10 to 12 sentences about the things that went wrong

Checkpoint Units 7-9

**Тема 10. Коммуникация. Unit X. Communication ( Lesson A, Lesson B, Lesson C, Lesson D)- 3 час**

**Устно-речевая деятельность:**

Talk about how keeping in touch

Talk about kinds of things that can interrupt phone conversations

**Лексика:**

Compare communication habits using "more", "less", and "fewer"

Use "just" to soften what you say

**Грамматика:**

Using comparative adjectives

**Чтение:**

Read the article "Why all the interest in texting?"

**Письмо:**

Write a list of advantages and disadvantages of video calling, social Networking, email and texting

**Тема 11. Внешность. Unit XI. Appearances ( Lesson A, Lesson B, Lesson C, Lesson D)- 32 час**

**Устно-речевая деятельность:**

Talk about family traits and features

Talk about people's appearance

**Лексика:**

Using adjectives and have, have got

Using expressions like "What do you call...?"

Using expressions like "You mean...?"

**Грамматика:**

Using verb+ -ing and prepositions

**Чтение:**

Read an article about fashion "Fashion Statements"

**Письмо:**

Describe new trends in fashion

Write true sentences about yourself and people on how you look like

**Тема 12. Планируем все заранее. Unit XII. Looking ahead( Lesson A, Lesson B, Lesson C, Lesson D)- 3 час**

**Устно-речевая деятельность:**

Talk about making predictions

Discussing future plans

Talk about jobs

**Лексика:**

Discussing future plans with will, may, and might

Agree to something using "All right" and "OK"

**Грамматика:**

Using the simple present in "if" and "time" clauses

Making promises with "will"

**Чтение:**

Read the article "What will life be like in the future?"

**Письмо:**

Write an article about a future invention. Will it make life better or worse?

Why? Give four reasons

Checkpoint Units 10-12.

### **Тема 13. То, какие мы есть «The way we are» (3 час.)**

В данном разделе речь идет о:

- 1) Использование наречий образа действия при описании характера и поведения
- 2) Использование наречий, усиливающих эмоциональную окраску при описании внешности и черт характера человека
- 3) Словообразование
- 4) Использование наречия 'always' с глаголом в длительном времени для описания индивидуальных привычек человека
- 5) Использование 'at least' для придания позитивной окраски ситуации

#### **Занятие 1. Люди в спешке «People in a hurry»**

- Отработка интонационных моделей
- Подстановочные упражнения
- Дискуссия по теме

#### **Занятие 2. Личность и черты характера «Personality and character»**

- Отработка интонационных моделей
- Грамматические упражнения по теме
- Дискуссия по теме

#### **Занятие 3. Он всегда занят «He is always working»**

- Отработка интонационных моделей
- Грамматические упражнения по теме
- Дискуссия по теме

#### **Занятие 4. Малоизвестные факты «Little-known facts»**

- Отработка интонационных моделей
- Грамматические упражнения по теме
- Дискуссия по теме

### **Тема 14. События жизни «Experiences» (3 час.)**

В данном разделе речь идет о:

- 1) Использование настоящего совершенного времени с правильными и неправильными глаголами
- 2) Построение вопросов в перфектом времени

3) Построение диалога по теме

4) Употребление Do you? Did you? Have you? Для демонстрации заинтересованности в диалоге

### **Занятие 1. Надежды и мечты «Hopes and dreams»**

- Отработка интонационных моделей
- Подстановочные упражнения
- Дискуссия по теме

### **Занятие 2. Неожиданные события «Unusual experiences»**

- Отработка интонационных моделей
- Грамматические упражнения по теме
- Дискуссия по теме

### **Занятие 3. Я слышал, это хорошо «I have heard it is good»**

- Отработка интонационных моделей
- Грамматические упражнения по теме
- Дискуссия по теме

### **Занятие 4. Блог путешественника «Travel blogs»**

- Отработка интонационных моделей
- Грамматические упражнения по теме
- Дискуссия по теме

## **Тема 15. Чудеса света «Wonders of the world» (3 час.)**

В данном разделе речь идет о:

- 1) Использование прилагательных в превосходной форме
- 2) Использование превосходной формы прилагательного вместе с существительным
- 3) Образование вопроса как + прилагательное
- 4) Дискуссия по теме
- 5) Использование кратких ответов на вопрос
- 6) Использование превосходной степени прилагательного для усиления эмоциональной окраски

### **Занятие 1. Чудеса созданные человеком «Human wonders»**

- Отработка интонационных моделей
- Подстановочные упражнения
- Дискуссия по теме

### **Занятие 2. Чудеса созданные природой «Natural wonders»**

- Отработка интонационных моделей
- Грамматические упражнения по теме
- Дискуссия по теме

### **Занятие 3. Это самое невероятное место «This is the most incredible place!»**

- Отработка интонационных моделей
- Грамматические упражнения по теме
- Дискуссия по теме

### **Занятие 4. Это факт? «Is that a fact?»**

- Отработка интонационных моделей
- Грамматические упражнения по теме
- Дискуссия по теме

## **Тема 16. Дела семейные Family life (3 час.)**

В данном разделе речь идет о:

- 1) Использование глаголов let, make, help, have, get, want, ask, tell для обозначения правил и дисциплинарных ограничений
- 2) Использование used to\would to
- 3) Дискуссия по теме
- 4) Построение выражений с помощью конструкций it seems like\if you ask me
- 5) Использование наречий definitely, absolutely для выражения согласия

### **Занятие 1. Семейные связи «Family gripes»**

- Отработка интонационных моделей
- Подстановочные упражнения
- Дискуссия по теме

### **Занятие 2. Семейные воспоминания «Family memories»**

- Отработка интонационных моделей
- Грамматические упражнения по теме
- Дискуссия по теме

### **Занятие 3. Если спросите меня... «If you ask me...»**

- Отработка интонационных моделей
- Грамматические упражнения по теме
- Дискуссия по теме

### **Занятие 4. Детские воспоминания «Childhood memories»**

- Отработка интонационных моделей
- Грамматические упражнения по теме
- Дискуссия по теме

## **Тема 17. Вкусовые предпочтения «Food choices» (3 час.)**

В данном разделе речь идет о:

- 1) Меры измерения продуктов
- 2) Определители «мало», «много», «немного»
- 3) Употребление выражения «слишком много» в различных вариациях
- 4) Дискуссия по теме
- 5) Выражение вежливого отказа

#### **Занятие 1. Здоровое питание «Healthy food»**

- Отработка интонационных моделей
- Подстановочные упражнения
- Дискуссия по теме

#### **Занятие 2. Дело вкуса «A question of taste»**

- Отработка интонационных моделей
- Грамматические упражнения по теме
- Дискуссия по теме

#### **Занятие 3. То, что ты ешь «Whatever you are having»**

- Отработка интонационных моделей
- Грамматические упражнения по теме
- Дискуссия по теме

#### **Занятие 4. Чем перекусывают в мире «The world's favorite snacks»**

- Отработка интонационных моделей
- Грамматические упражнения по теме
- Дискуссия по теме

### **Тема 18. Управляя жизнью «Managing life» (3 час.)**

В данном разделе речь идет о:

- 1) Настоящее длительное время и настоящее простое в сравнении
- 2) Обсуждение планов на будущее
- 3) Употребление модальных глаголов ought to, have to, would rather и т.д.
- 4) Составление выражений с глаголами to make\to do и их отличия
- 5) Неформальные выражения для окончания телефонного разговора

#### **Занятие 1. Составляя планы «Making plans»**

- Отработка интонационных моделей
- Подстановочные упражнения

- Дискуссия по теме

### **Занятие 2. Проблемы и их решения «Problems and solutions»**

- Отработка интонационных моделей
- Грамматические упражнения по теме
- Дискуссия по теме

### **Занятие 3. Нужно собраться «I have got to get going»**

- Отработка интонационных моделей
- Грамматические упражнения по теме
- Дискуссия по теме

### **Занятие 4. Суматоха в жизни «Cluttered lives»**

- Отработка интонационных моделей
- Грамматические упражнения по теме
- Дискуссия по теме

## **Тема 19. Взаимоотношения «Relationships» (3 час.)**

В данном разделе речь идет о:

- 1) Составление сложных предложений (главное + придаточное)
- 2) Знакомство с фразовыми глаголами grow up, get along, break up
- 3) Дискуссия на тему
- 4) Составление комментариев на тему
- 5) Употребление вводного слова «хотя» для формирования противоположной идеи

### **Занятие 1. Круг друзей «Circle of friends»**

- Отработка интонационных моделей
- Подстановочные упражнения
- Дискуссия по теме

### **Занятие 2. Свидания «Dating»**

- Отработка интонационных моделей
- Грамматические упражнения по теме
- Дискуссия по теме

### **Занятие 3. Они вероятно заняты «They are probably just busy»**

- Отработка интонационных моделей
- Грамматические упражнения по теме
- Дискуссия по теме

### **Занятие 4. Старые друзья «Old friends»**

- Отработка интонационных моделей



- Грамматические упражнения по теме
- Дискуссия по теме

### **Тема 20. Что если...? «What if...?» (3 час.)**

В данном разделе речь идет о:

- 1) Выражение вымышленной ситуации, употребляя настоящее и будущее время
- 2) Составления предложений с употреблением пожелания чего-либо
- 3) Дискуссия на тему
- 4) Построение советов, используя 'if I were you', 'you could'
- 5) Использование сочетания «That would be», выражая вероятность или предположение

#### **Занятие 1. Мечты «Wishes»**

- Отработка интонационных моделей
- Подстановочные упражнения
- Дискуссия по теме

#### **Занятие 2. Жизнь – это дилемма «Life is little dilemmas»**

- Отработка интонационных моделей
- Грамматические упражнения по теме
- Дискуссия по теме

#### **Занятие 3. На твоём месте я бы... «If I were you...»**

- Отработка интонационных моделей
- Грамматические упражнения по теме
- Дискуссия по теме

#### **Занятие 4. Сожаления «Any regrets?»**

- Отработка интонационных моделей
- Грамматические упражнения по теме
- Дискуссия по теме

### **Тема 21. Техническая осведомлённость «Tech savvy» (3 час.)**

В данном разделе речь идет о:

- 1) Употребление вопроса внутри вопроса или утверждения
- 2) Употребление фразовых глаголов по теме turn to, plug in, throw away
- 3) Употребление конструкций how to + глагол, where to + глагол

- 4) Дискуссия на тему
- 5) Высказывание мнений на тему

### **Занятие 1. Техническая поддержка «Tech support»**

- Отработка интонационных моделей
- Подстановочные упражнения
- Дискуссия по теме

### **Занятие 2. Как это работает «How things work»**

- Отработка интонационных моделей
- Грамматические упражнения по теме
- Дискуссия по теме

### **Занятие 3. Я знаю, что ты имеешь ввиду «I know what you mean, but...»**

- Отработка интонационных моделей
- Грамматические упражнения по теме
- Дискуссия по теме

### **Занятие 4. Кибер кражи «Identity theft»**

- Отработка интонационных моделей
- Грамматические упражнения по теме
- Дискуссия по теме

## **Тема 22. Как дела? «What's up?» (3 час.)**

В данном разделе речь идет о:

- 1) Употребление настоящего длительного совершенного времени
- 2) Употребление союзов since\for\in
- 3) Употребление временных указателей already, still, yet при построении перфектного времени
- 4) Дискуссия на тему
- 5) Построение просьбы об услуге
- 6) Употребление неформальных вводных слов при построении диалога

### **Занятие 1. Увлечения «Catching up»**

- Отработка интонационных моделей
- Подстановочные упражнения
- Дискуссия по теме

### **Занятие 2. Кино «Movies»**

- Отработка интонационных моделей

- Грамматические упражнения по теме
- Дискуссия по теме

### **Занятие 3. Я интересовался... «I was wondering...»**

- Отработка интонационных моделей
- Грамматические упражнения по теме
- Дискуссия по теме

### **Занятие 4. Повторение «Reviews»**

- Отработка интонационных моделей
- Грамматические упражнения по теме
- Дискуссия по теме

## **Тема 23. Впечатления «Impressions» (3 час.)**

В данном разделе речь идет о:

- 1) Употребление модальных глаголов must, may, might, can not, could для формулировки предположения
- 2) Знакомство с прилагательными, оканчивающимися на ing\ed
- 3) Дискуссия на тему

### **Занятие 1. Предположение «Speculating»**

- Отработка интонационных моделей
- Подстановочные упражнения
- Дискуссия по теме

### **Занятие 2. Вверх и вниз «Ups and downs»**

- Отработка интонационных моделей
- Грамматические упражнения по теме
- Дискуссия по теме

### **Занятие 3. Это должно быть весело «That must be fun»**

- Отработка интонационных моделей
- Грамматические упражнения по теме
- Дискуссия по теме

### **Занятие 4. Реакции и мнения «Reactions and opinions»**

- Отработка интонационных моделей
- Грамматические упражнения по теме
- Дискуссия по теме

## **Тема 24. В новостях «In the news» (3 час.)**

В данном разделе речь идет о:

- 1) Употребление пассивного залога при пересказе новостей

- 2) Дискуссии на тему
- 3) Составление диалогов на тему с использованием выражений guess what/the thing is

#### **Занятие 1. Местные новости «Local news»**

- Отработка интонационных моделей
- Подстановочные упражнения
- Дискуссия по теме

#### **Занятие 2. Природные катастрофы «Natural disasters»**

- Отработка интонационных моделей
- Грамматические упражнения по теме
- Дискуссия по теме

#### **Занятие 3. Вы слышали? «Did you hear about?»**

- Отработка интонационных моделей
- Грамматические упражнения по теме
- Дискуссия по теме

#### **Занятие 4. Новые способы сообщать новости «A new way to report the news»**

- Отработка интонационных моделей
- Грамматические упражнения по теме
- Дискуссия по теме

### **III. УЧЕБНО-МЕТОДИЧЕСКОЕ ОБЕСПЕЧЕНИЕ САМОСТОЯТЕЛЬНОЙ РАБОТЫ ОБУЧАЮЩИХСЯ**

Учебно-методическое обеспечение самостоятельной работы обучающихся по дисциплине «Иностранный язык» представлено в Приложении 1 и включает в себя:

план-график выполнения самостоятельной работы по дисциплине, в том числе примерные нормы времени на выполнение по каждому заданию;

характеристика заданий для самостоятельной работы обучающихся и методические рекомендации по их выполнению;

требования к представлению и оформлению результатов самостоятельной работы;

критерии оценки выполнения самостоятельной работы.

#### IV. КОНТРОЛЬ ДОСТИЖЕНИЯ ЦЕЛЕЙ КУРСА

| №<br>п/п | Контролируемые разделы /<br>темы дисциплины | Оценочные средства                                       |   |
|----------|---|--|---|
|          |   | текущий контроль   | промежуточная<br>аттестация   |
| 1        | Темы – 1-24                                 | Устные опросы,<br>ПР 1 Тесты<br>ПР-12<br>Рабочая тетрадь | Зачет : Quiz 1-4; 5-9;<br>10-12. (Приложение 2)<br><br>Экзамен : Test 1, 2.<br>(Приложение 2) |

Типовые контрольные задания, методические материалы, процедуры оценивания знаний, умений и навыков, а также критерии и показатели, необходимые для оценки знаний, умений, навыков и характеризующие этапы формирования компетенций в процессе освоения образовательной программы, представлены в Приложении 2.

#### V. СПИСОК УЧЕБНОЙ ЛИТЕРАТУРЫ И ИНФОРМАЦИОННО-МЕТОДИЧЕСКОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ

##### Основная литература

1. McCarthy M.J., McCarten J., Sandiford H. Touchstone 2: Student's Book. – Cambridge: Cambridge University Press, 2014. – 151 p.

<http://lib.dvfu.ru:8080/lib/item?id=chamo:793916&theme=FEFU>

2. McCarthy M.J., McCarten J., Sandiford H. Touchstone 2: Teacher's Edition. – Cambridge: Cambridge University Press, 2014. – 197 p.

<http://lib.dvfu.ru:8080/lib/item?id=chamo:794324&theme=FEFU>

3. Rivers S., Farnoaga G. Touchstone 2: Workbook. – Cambridge: Cambridge University Press, 2010. – 97 p.

<http://lib.dvfu.ru:8080/lib/item?id=chamo:734209&theme=FEFU>

4. Комаров А.С. A Practical Grammar of English for Students. – М.: ФЛИНТА, 2012. – 248 с. <http://znanium.com/catalog.php?bookinfo=455224>

5. Michael J. McCarthy, Jeanne McCarten, Helen Sandiford. Touchstone 3 : student's book. Cambridge. New York : Cambridge University Press, 2nd ed., 2014, VIII, 151 p. <https://lib.dvfu.ru:8443/lib/item?id=chamo:793765&theme=FEFU>

6. Michael J. McCarthy, Jeanne McCarten, Helen Sandiford. Touchstone 3 : teacher's edition. Cambridge. New York : Cambridge University Press, 2nd ed., 2014, XXIX, 190 p. <https://lib.dvfu.ru:8443/lib/item?id=chamo:794328&theme=FEFU>

7. Michael J. McCarthy, Jeanne McCarten, Helen Sandiford. Touchstone 3 [Electronic resource] : class audio CDs. Class CD 1 : units 1-3 ; class CD 2 : units 4-6 ; class CD 3 : units 7-9 ; class CD 4 : units 10-12. Cambridge. New York : Cambridge University Press, 2014, 4 электрон. опт. диска (CD-ROM). <https://lib.dvfu.ru:8443/lib/item?id=chamo:794064&theme=FEFU>

8. Susan Rivers, Georgiana Farnoaga. Touchstone 3 : workbook. Cambridge. New York : Cambridge University Press, 2010, 97 p. <https://lib.dvfu.ru:8443/lib/item?id=chamo:734199&theme=FEFU>

### **Дополнительная литература**

1. Hashemi, Louise. English grammar in use. : Supplementary exercises. With answers / Louise Hashemi with Raymond Murphy. Cambridge University Press, 1995. - 126 p. <https://lib.dvfu.ru:8443/lib/item?id=chamo:318881&theme=FEFU>

2. Janet Gokay, Marcia Fisk Ong. Touchstone Level 2 Video Resource Book. Cambridge University Press, 2008

3. McCarthy, M. English idioms in use / M. McCarthy, F. O' Dell. Cambridge University Press, 2002. 190 p. <https://lib.dvfu.ru:8443/lib/item?id=chamo:340332&theme=FEFU>

4. Murphy, Raymond. English Grammar in Use. A reference and practice book for intermediate learners of English : with answers and CD-ROM / Raymond Murphy.

4th ed. Cambridge University Press, 1992. - 328 p.

<https://lib.dvfu.ru:8443/lib/item?id=chamo:708964&theme=FEFU>

5. Murphy, Raymond. Essential Grammar in USE. A self-study reference and practice book for elementary students of English. With answers / Murphy. 2-е изд.

Cambridge University Press, 2003. - 300 с.

<https://lib.dvfu.ru:8443/lib/item?id=chamo:3134&theme=FEFU>

6. Барышников, Н.В. Основы профессиональной межкультурной коммуникации: Учебник / Н.В. Барышников. - М.: Вузовский учебник: НИЦ

ИНФРА-М, 2013. - 368 с. <http://znanium.com/catalog.php?bookinfo=408974>

7. Бузаров В.В. Грамматика разговорного английского языка (с упражнениями) = Essentials of Conversational English Grammar (with Exercises) : учебное пособие для вузов / В. В. Бузаров. – М. : Академия, 2003. – 413 с.

<https://lib.dvfu.ru:8443/lib/item?id=chamo:3636&theme=FEFU>

8. Виноградов, А. История английско-американской Библии: Монография. – СПб.: Лань, 2013. – 342 с. Режим доступа:

[http://e.lanbook.com/books/element.php?pl1\\_id=32056](http://e.lanbook.com/books/element.php?pl1_id=32056)

9. Дроздова Т.Ю. English Grammar. Reference & Practice with a separate key volume : учебное пособие с углубленным изучением английского языка и неязыковых вузов / Т. Ю. Дроздова, А. И. Берестова, В. Г. Маилова. зд. 10-е, испр. и доп. - СПб.: Антология, 2007. - 464 с.

<https://lib.dvfu.ru:8443/lib/item?id=chamo:259168&theme=FEFU>

10. Колыхалова О.А. Учитесь говорить по-английски : фонетический практикум / О. А. Колыхалова, К. С. Махмурян. – М. : Владос, 2000. 231 с.

<https://lib.dvfu.ru:8443/lib/item?id=chamo:14742&theme=FEFU>

11. Комаров, А. С. A Practical Grammar of English for Students. Практическая грамматика английского языка для студентов [Электронный ресурс] : учеб. пособие / А. С. Комаров. - 2-е изд., стер. - М.: Флинта, 2012. - 248 с.

<http://znanium.com/catalog.php?bookinfo=455224>

12. Крылова И.П. Сборник упражнений по грамматике английского языка : учебное пособие / И. П. Крылова. 14-е изд. – М. : Университет, 2009. – 425 с.  
<https://lib.dvfu.ru:8443/lib/item?id=chamo:293754&theme=FEFU>

### **Перечень ресурсов информационно-телекоммуникационной сети «Интернет»**

1. CNN World News <http://www.cnn.com/WORLD> (тематические статьи по избранной тематике)
2. Longman Dictionary of Contemporary English <http://www.ldoceonline.com/>
3. Merriam-Webster Dictionary - <http://www.merriam-webster.com/>
4. Oxford Dictionaries <http://www.oxforddictionaries.com/>
5. TED Talks - <http://www.ted.com/> - частный некоммерческий фонд в США, известный прежде всего своими ежегодными конференциями. Миссия конференции состоит в распространении уникальных идей («ideas worth spreading»), избранные лекции доступны на веб-сайте конференции.
6. The Guardian <http://www.guardian.co.uk/> (тематические статьи по избранной тематике)...
7. The New York Times <http://www.nytimes.com> (тематические статьи по избранной тематике)
8. The Washington Times <http://www.washtimes.com/> (тематические статьи по избранной тематике)

### **Перечень информационных технологий**

#### **и программного обеспечения**

1. Cambridge Learning Management System. On-line рабочая тетрадь для курса Touchstone
2. <http://www.cambridgelms.org/main/> Идентификаторы курсов: Touchstone2SL(1-14)



## **VI. МЕТОДИЧЕСКИЕ УКАЗАНИЯ ПО ОСВОЕНИЮ ДИСЦИПЛИНЫ**

### **Методические рекомендации для подготовки к практическим занятиям**

В соответствии с основными «Требованиями к уровню усвоения содержания дисциплины» ««Иностранный язык» структура изучения данного курса является практикоориентированной. Основной формой работы при изучении иностранного языка являются практические занятия.

При организации учебной деятельности на практических занятиях широко используются как традиционные так и современные электронные носители информации, а также возможности информационных и коммуникационных образовательных технологий.

Использование современных образовательных технологий позволяет учитывать уровень учебной готовности каждого обучающегося, предвидеть трудности, которые могут возникнуть при выполнении аудиторной и внеаудиторной учебной деятельности, обеспечить возможность эффективного контроля и самоконтроля.

В системе подготовки студентов практические занятия позволяют приобретать и совершенствовать профессиональные компетенции. Содержание практических занятий и методика их проведения должны учитывать специфику будущей профессиональной деятельности обучающихся.

#### *Цели практических занятий:*

- создать условия для углубления и систематизации знаний по иностранному языку;
- научить студентов использовать иностранный язык для решения профессионально ориентированных задач;

- формировать учебные компетенции и познавательную мотивацию, лежащие в основе самообразования, саморазвития и самоконтроля.

Практические занятия проводятся в учебной группе. Для выполнения разнообразных учебных задач создаются условия аутентичного речевого общения. Широко привлекается информация профессионально ориентированного характера.

Работа с оригинальными текстами направлена на подготовку и проведение круглого стола, научно-практического семинара. Необходимо широко использовать парную и групповую работу для выполнения заданий ситуативного характера. Изученные материалы используются для подготовки докладов, сообщений с презентациями.

Со стороны преподавателя студентам оказывается помощь в формировании навыков чтения иноязычных текстов, их анализа, правильной подготовки презентации; в овладении умениями писать доклады, аннотации, резюме.

Следует учитывать, что основной объем информации студент должен усвоить в ходе систематической самостоятельной работы с информацией на иностранном языке, размещенной как на электронных, так и на традиционных носителях.

Целью работы с грамматикой является структурирование, систематизация и углубление знаний по иностранному языку и, на этой основе, развитие умений результативной работы с профессионально-ориентированными текстами и формирование коммуникативной компетентности студентов.

Формами текущего контроля результатов работы студентов по дисциплине «Иностранный язык» являются письменные тесты, письменные и устные переводы, написание эссе, докладов, дискуссии по материалам изучаемых тем.

Итоговый контроль по дисциплине осуществляется в форме зачета в конце 1,2 и 3 семестров и в форме экзамена в конце 4 семестра.

## **VII. МАТЕРИАЛЬНО-ТЕХНИЧЕСКОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ**

Для работы с учебными материалами и демонстрации результатов самостоятельной работы специалистов на практических занятиях по иностранному языку требуется наличие ноутбука и аудитория с мультимедийным оборудованием (проектор, монитор). Необходим также доступ к Интернету для выполнения тестов в режиме on-line и доступа к словарям и справочной литературе.



МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ  
ФЕДЕРАЦИИ  
Федеральное государственное автономное образовательное учреждение  
высшего профессионального образования  
«Дальневосточный федеральный университет»  
(ДФУ)

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ВОСТОЧНЫЙ ИНСТИТУТ – ШКОЛА РЕГИОНАЛЬНЫХ И МЕЖДУНАРОДНЫХ  
ИССЛЕДОВАНИЙ

**УЧЕБНО-МЕТОДИЧЕСКОЕ ОБЕСПЕЧЕНИЕ САМОСТОЯТЕЛЬНОЙ  
РАБОТЫ ОБУЧАЮЩИХСЯ**  
по дисциплине «Иностранный язык»  
Специальность 20.05.01 Пожарная безопасность  
Специализация «Профилактика и тушение природных пожаров»  
Форма подготовки очная

**Владивосток**

**2016**

## План-график выполнения самостоятельной работы по дисциплине

| № п/п | Дата/сроки выполнения               | Вид самостоятельной работы   | Примерные нормы времени на выполнение | Форма контроля                                  |
|-------|-------------------------------------|--|---------------------------------------|---|
| 1.    | <i>первый семестр</i><br>1-3 неделя | 1. подготовка к аудиторным занятиям<br>2. выполнение теста<br>3. подготовка устного сообщения “Making Friends”   | 3                                     | устный опрос<br>тест<br>устный опрос            |
| 2.    | 4-7 неделя                          | 1. подготовка к аудиторным занятиям<br>2. чтение и перевод дополнительных текстов по теме “Interests”<br>3. выполнение теста<br>4. подготовка презентации на тему “ Various Interests of People” | 3                                     | устный опрос<br>перевод<br>тест<br>доклад       |
| 3.    | 7-9 неделя                          | 1. подготовка к аудиторным занятиям<br>2. чтение и перевод дополнительных текстов по теме “Health”<br>3. выполнение теста<br>4. написание эссе на тему “Healthy Lifestyle”                       | 3                                     | устный опрос<br>перевод<br>тест<br>эссе         |
| 4.    | 10-12 неделя                        | 1. подготовка к аудиторным занятиям<br>2. чтение и перевод дополнительных текстов по теме “ Celebrations”<br>3. выполнение теста<br>4. подготовка устного сообщения “My Favourite Holiday”       | 3                                     | устный опрос<br>перевод<br>тест<br>устный опрос |
| 5     | 13-15 неделя                        | 1. подготовка к аудиторным занятиям<br>2. чтение и перевод дополнительных текстов по теме “ Growing up”<br>3. выполнение теста<br>4. написание эссе на тему “Problems of Youth”                  | 3                                     | устный опрос<br>перевод<br>тест<br>эссе         |
| 6.    | 16-18 неделя                        | 1. подготовка к аудиторным занятиям<br>2. чтение и перевод дополнительных текстов по теме “ Around Town”<br>3. Написание итогового тест  | 3                                     | устный опрос<br>перевод<br>тест                 |
|       | Итого за 1 семестр                  |  | 18                                    |   |
| 7.    | <i>Второй семестр</i><br>1-3неделя  | 1. подготовка к аудиторным занятиям<br>2. чтение и перевод дополнительных текстов по теме “ Going away”<br>3. выполнение теста   | 3                                     | устный опрос<br>перевод<br>тест                 |

|     |                                     |   |    |   |
|-----|-------------------------------------|---|----|---|
|     |                                     | 4. подготовка устного сообщения "Place of Interest"   |    | устный опрос  |
| 8.  | 4-6 неделя                          | 1. подготовка к аудиторным занятиям<br>2. чтение и перевод дополнительных текстов по теме "At Home"<br>3. выполнение теста<br>4. подготовка устного сообщения "My Home Habits"                        | 3  | устный опрос<br><br>перевод<br><br>тест<br><br>устный опрос |
| 9.  | 7-9 неделя                          | 1. подготовка к аудиторным занятиям<br>2. чтение и перевод дополнительных текстов по теме " Things happen"<br>3. выполнение теста<br>4. подготовка устного сообщения "An accident from my life"       | 3  | устный опрос<br><br>перевод<br><br>тест<br><br>устный опрос |
| 10  | 10-12 неделя                        | 1. подготовка к аудиторным занятиям<br>2. чтение и перевод дополнительных текстов по теме "Communication"<br>3. выполнение теста<br>4. подготовка презентации на тему " Modern Ways of Communication" | 3  | устный опрос<br><br>перевод<br><br>тест<br><br>доклад       |
| 11  | 13-15 неделя                        | 1. подготовка к аудиторным занятиям<br>2. чтение и перевод дополнительных текстов по теме "Apperances"<br>3. выполнение теста   | 3  | устный опрос<br><br>перевод<br><br>тест                     |
| 12. | 16-18 неделя                        | 1. подготовка к аудиторным занятиям<br>2. чтение и перевод дополнительных текстов по теме "Looking ahead"<br>3. выполнение итогового теста  | 3  | устный опрос<br><br>перевод<br><br>тест                     |
|     | Итого за 2 семестр                  |   | 18 |   |
| 1.  | <b>Третий семестр</b><br>1-3 неделя | 1. подготовка к аудиторным занятиям<br>2. выполнение теста<br>3. подготовка устного сообщения "The way we are"  | 3  | устный опрос<br><br>тест<br><br>устный опрос                |
| 2.  | 4-7 неделя                          | 1. подготовка к аудиторным занятиям<br>2. чтение и перевод дополнительных текстов по теме "Experiences"<br>3. выполнение теста<br>4. написание эссе на " My travel blog "                             | 3  | устный опрос<br><br>перевод<br><br>тест<br>эссе             |

|    |                                       |   |    |   |
|----|---------------------------------------|---|----|---|
| 3. | 7-9 неделя                            | 1. подготовка к аудиторным занятиям<br>2. чтение и перевод дополнительных текстов по теме “Wonders of the World”<br>3. выполнение теста<br>4. подготовка устного сообщения на тему “worlds records” | 3  | устный опрос<br><br>перевод<br><br>тест<br>устный опрос |
| 4. | 10-12 неделя                          | 1. подготовка к аудиторным занятиям<br>2. чтение и перевод дополнительных текстов по теме “Family life”<br>3. выполнение теста<br>4. подготовка устного сообщения “My Favourite Family Memory”      | 3  | устный опрос<br><br>перевод<br><br>тест<br>устный опрос |
| 5  | 13-15 неделя                          | 1. подготовка к аудиторным занятиям<br>2. чтение и перевод дополнительных текстов по теме “Food Choices”<br>3. выполнение теста<br>4. написание эссе на тему “My favourite snack”                   | 3  | устный опрос<br><br>перевод<br><br>тест<br>эссе         |
| 6. | 16-18 неделя                          | 1. подготовка к аудиторным занятиям<br>2. чтение и перевод дополнительных текстов по теме “Managing Life”<br>3. Написание итогового тест  | 3  | устный опрос<br><br>перевод<br><br>тест                 |
|    | Итого за 3 семестр                    |   | 18 |   |
| 7. | <b>Четвертый семестр</b><br>1-3неделя | 1. подготовка к аудиторным занятиям<br>2. чтение и перевод дополнительных текстов по теме “Relationship”<br>3. выполнение теста<br>4. подготовка устного сообщения “My circle of Friends”           | 4  | устный опрос<br><br>перевод<br><br>тест<br>устный опрос |
| 8. | 4-6 неделя                            | 1. подготовка к аудиторным занятиям<br>2. чтение и перевод дополнительных текстов по теме “What if”<br>3. выполнение теста<br>4. подготовка устного сообщения “How I Would change my life”          | 4  | устный опрос<br><br>перевод<br><br>тест<br>устный опрос |
| 9. | 7-9 неделя                            | 1. подготовка к аудиторным занятиям<br>2. чтение и перевод дополнительных текстов по теме “Tech Savvy”<br>3. выполнение теста<br>4. подготовка устного сообщения “Ways of                           | 4  | устный опрос<br><br>перевод<br><br>тест<br>устный опрос |

|     |                       |   |     |   |
|-----|-----------------------|---|-----|---|
|     |                       | protecting personal Information”  |     |   |
| 10  | 10-12 неделя          | 1. подготовка к аудиторным занятиям<br>2. чтение и перевод дополнительных текстов по теме “What’s up?”<br>3. выполнение теста<br>4. написание эссе на тему “Movie Review” | 6   | устный опрос<br><br>перевод<br><br>тест<br><br>Эссе |
| 11  | 13-15 неделя          | 1. подготовка к аудиторным занятиям<br>2. чтение и перевод дополнительных текстов по теме “Impressions”<br>3. выполнение теста  | 6   | устный опрос<br><br>перевод<br><br>тест             |
| 12. | 16-18 неделя          | 1. подготовка к аудиторным занятиям<br>2. чтение и перевод дополнительных текстов по теме “In the News”<br>3. выполнение итогового теста                                  | 3   | устный опрос<br><br>перевод<br><br>тест             |
|     |                       | Подготовка к экзамену   | 27  |   |
|     | Итого за 4 семестр    |   | 54  |   |
|     | Итого за 1-4 семестры |   | 108 |   |

### **Характеристика заданий для самостоятельной работы обучающихся и методические рекомендации по их выполнению**

Самостоятельная работа студентов является неотъемлемой частью образовательного процесса и рассматривается как организационная форма обучения. Целями СРС являются овладение фундаментальными знаниями, общекультурными, общепрофессиональными, профессиональными и специальными компетенциями, формирование у студентов способности и навыков непрерывного самообразования и профессионального совершенствования.

Самостоятельная работа по дисциплине «Иностранный язык» осуществляется в виде аудиторных и внеаудиторных форм познавательной деятельности. Самостоятельная работа студентов включает в себя:

- Подготовку к аудиторным практическим занятиям;
- Чтение дополнительной литературы;
- Составление плана и тезисов ответа;
- Выполнение переводов;



- Выполнение тестов;
- Компьютерное и Интернет тестирование;
- Подготовка устного сообщения;
- Подготовка докладов;
- Подготовка презентаций;
- Написание эссе;
- Подготовка к участию в деловой игре, конкурсе, творческом соревновании и многое другое.

Для студентов 1-2 курсов уровень владения английским языком измеряется следующим образом: А1-А2 – «удовлетворительно», В1 – «хорошо», В2 – «отлично». Соответствующие уровням критерии оценки для разных видов работ приведены в таблицах ниже. Различные виды самостоятельной работы студентов являются взаимно дополняющими, и часто один из видов является элементом другого, более масштабного. Поэтому ниже описаны основные формы работы, проясняющие все элементы самостоятельной подготовки. Текущая подготовка к лабораторным занятиям включает в основном работу над текстами уроков. Это самостоятельная отработка чтения, перевод текста, ответы на вопросы после текстов или продумывание предполагаемых ответов на возможные вопросы преподавателя. Заучивание новых лексических единиц, тренировка грамматических конструкций.

Далее представлены некоторые задания для самостоятельной работы обучающихся и методические рекомендации по их выполнению.

### **Методические указания к тестовым заданиям**

Тесты воспринимаются студентами как своеобразная игра. Тем самым снимается целый ряд психологических проблем – страхов, стрессов, которые, к сожалению, характерны для обычных форм контроля знаний студентов.

Основное достоинство тестовой формы контроля – это простота и скорость, с которой осуществляется первая оценка уровня обученности по

конкретной теме, позволяющая, к тому же, реально оценить готовность к итоговому контролю в иных формах и, в случае необходимости, откорректировать те или иные элементы темы.

Предлагаемые тестовые задания разработаны в соответствии с Программой по дисциплине «Иностранный язык». Данные тесты могут использоваться:

- студентами при подготовке к зачету в форме самопроверки знаний;
- преподавателями для проверки знаний в качестве формы промежуточного контроля;
- для проверки остаточных знаний студентов, изучивших данный курс.

Тестовые задания рассчитаны на самостоятельную работу без использования вспомогательных материалов. То есть при их выполнении не следует пользоваться текстами законов, учебниками, литературой и т.д.

Для выполнения тестового задания, прежде всего, следует внимательно прочитать поставленный вопрос. После ознакомления с вопросом следует приступить к прочтению предлагаемых вариантов ответа. Необходимо прочитать все варианты и в качестве ответа следует выбрать лишь один индекс (цифровое обозначение), соответствующий правильному ответу. Тесты составлены таким образом, что в каждом из них правильным является лишь один из вариантов. Выбор должен быть сделан в пользу наиболее правильного ответа.

На выполнение теста отводится ограниченное время. Оно может варьироваться в зависимости от уровня тестируемых, сложности и объема теста. Как правило, время выполнения тестового задания определяется из расчета 30-45 секунд на один вопрос.

Критерии оценки выполненных студентами тестов могут определяться автоматически, если осуществляются на электронных платформах, либо определяются (закладываются) преподавателем самостоятельно. Наиболее распространены следующие критерии оценки: 90% – 100% правильных ответов – «отлично»; 75% – 89% правильных ответов – «хорошо»; 61% – 74%

правильных ответов – «удовлетворительно»; менее 60% правильных ответов – «неудовлетворительно». Студенту при подведении итогов по тесту и в целях самоанализа рекомендуется проанализировать допущенные ошибки и дополнительно проработать определенные аспекты. Платформы LMS это позволяют.

## Unit 1 Quiz

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Teacher Scoring Section**

**A** Listen to the two conversations between strangers. Check (✓) the correct answers.

**Conversation 1: At a bus stop**

1. The man works \_\_\_\_\_.  
 part-time  
 as a teacher  
 in a bookstore

2. The woman's job is \_\_\_\_\_.  
 at school  
 an hour from school  
 nearby

**Conversation 2: At a friend's apartment**

3. Bill and Charlie \_\_\_\_\_.  
 are at a birthday party  
 work together  
 are in high school together

4. Bill can't eat \_\_\_\_\_.  
 birthday cake  
 chocolate  
 ice cream

**B** Put the words in the correct order to make questions. Then complete the answers.

*Example: A Is your name Jack \_\_\_\_\_? (name / your / is / Jack)*  
*B No, it's not \_\_\_\_\_. It's Jake.*

1. A \_\_\_\_\_? (student / you / a / are / part-time)  
 B \_\_\_\_\_, \_\_\_\_\_. I only go to class twice a week.

2. A \_\_\_\_\_? (your / go out / sister / does / a lot)  
 B \_\_\_\_\_, \_\_\_\_\_. She likes to stay home.

3. A \_\_\_\_\_? (here / do / parents / live / your / near)  
 B \_\_\_\_\_, \_\_\_\_\_. They live nearby.

4. A \_\_\_\_\_? (have / do / sisters / any / you)  
 B \_\_\_\_\_, \_\_\_\_\_. But I have a brother.

**C** Write the questions for the answers. Use the words in parentheses.

*Example: A What's your middle name \_\_\_\_\_? (middle name)*  
*B It's James.*

1. A \_\_\_\_\_? (your parents)  
 B They're from Greece.

2. A \_\_\_\_\_? (get to school)  
 B I take the bus.

3. A \_\_\_\_\_? (do your homework)  
 B In the evenings.

4. A \_\_\_\_\_? (do for fun)  
 B I play sports.

5. A \_\_\_\_\_? (favorite food)  
 B I love pizza.

6. A \_\_\_\_\_? (do on Saturdays)  
 B My brother? He usually works.

**A 8 points**  
(2 points each)

1. \_\_\_\_ 3. \_\_\_\_

2. \_\_\_\_ 4. \_\_\_\_

**B 8 points**  
(1 point each)

1. A \_\_\_\_  
 B \_\_\_\_

2. A \_\_\_\_  
 B \_\_\_\_

3. A \_\_\_\_  
 B \_\_\_\_

4. A \_\_\_\_  
 B \_\_\_\_

**C 12 points**  
(2 points each)

1. \_\_\_\_

2. \_\_\_\_

3. \_\_\_\_

4. \_\_\_\_

5. \_\_\_\_

6. \_\_\_\_

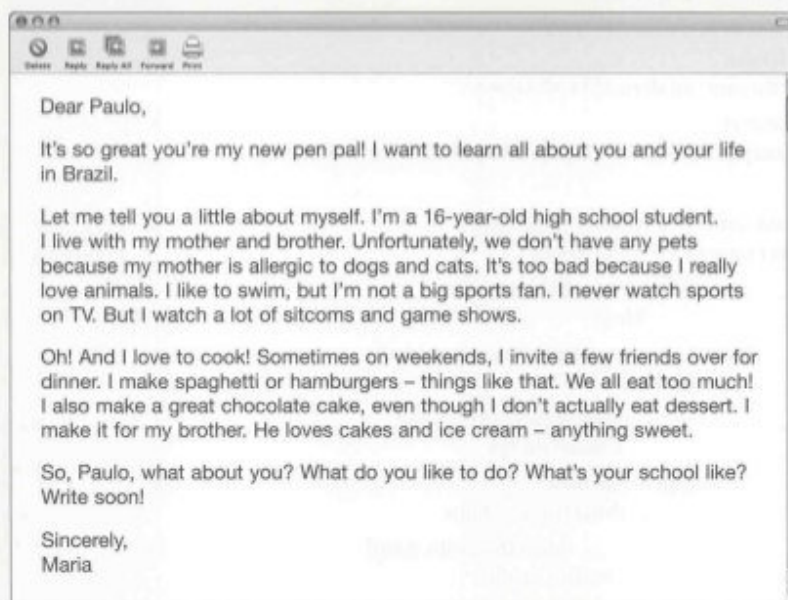
**D** Circle the correct responses.

1. *A* I love baseball.  
*B* **I do too. / Me either.**
2. *A* I can't speak Russian.  
*B* **I can too. / I can't either.**
3. *A* I don't like to shop.  
*B* **Me either. / I'm not either.**
4. *A* I'm from a big family.  
*B* **Me too. / I do too.**

**E** Read the situations. Check (✓) the best conversation starter for each one.

1. You're in your English class. A new student is sitting next to you.  
 Are you a teacher?  
 Do you have a lot of friends?  
 Hi. What's your name?
2. You're waiting in a line in front of a jazz club. It's a nice evening.  
 Where do your parents live?  
 Do you like this warm weather?  
 How old are you?
3. You're in the school cafeteria. Someone sits down at your table.  
 The food's not bad here, huh?  
 Nice to meet you.  
 I'm really tired today.
4. You're at your friend Susan's party. You meet someone new.  
 Do you come here a lot?  
 Do you make a lot of money?  
 So, do you know Susan well?

**F** Read the e-mail message, and circle the correct answers.



1. **Maria / Paulo** lives in Brazil.
2. Maria lives with her **mother and brother / parents and brother.**
3. Maria isn't **an animal lover / a sports fan.**
4. Maria **watches / doesn't watch** a lot of TV.
5. **Maria / Maria's brother** loves dessert.

**D 4 points**  
(1 point each)

1. \_\_\_ 3. \_\_\_  
2. \_\_\_ 4. \_\_\_

**E 8 points**  
(2 points each)

1. \_\_\_ 3. \_\_\_  
2. \_\_\_ 4. \_\_\_

**F 10 points**  
(2 points each)

1. \_\_\_  
2. \_\_\_  
3. \_\_\_  
4. \_\_\_  
5. \_\_\_

**Total:**  
\_\_\_ out of 50

# Unit 2 Quiz

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Teacher Scoring Section

**A** Listen to the conversations about hobbies. Check (✓) the correct answers.

### Conversation 1

1. Jack \_\_\_\_\_ with his friends on weekends.
- goes to the gym
  - goes jogging
  - eats lunch

### Conversation 2

2. Beth listens to jazz \_\_\_\_\_.
- CDs
  - on the radio
  - to relax

### Conversation 3

3. Adam is good at \_\_\_\_\_ things.
- fixing
  - learning
  - making

### Conversation 4

4. Alice doesn't \_\_\_\_\_ jewelry.
- collect
  - wear
  - buy

**A 8 points**  
(2 points each)

1. \_\_\_\_\_ 3. \_\_\_\_\_

2. \_\_\_\_\_ 4. \_\_\_\_\_

**B** Circle the correct words.

1. *A* So, you and your brother like to watch football, right?  
*B* Yeah. Actually **everyone** / **no one** in my family is a football fan.
2. *A* Do you and your friends like country music?  
*B* Not really. **Everybody** / **Nobody** in my class listens to country.
3. *A* Connie's a wonderful dancer.  
*B* That's true. **Everyone** / **No one** can dance like she does.
4. *A* I love to swim in the summer.  
*B* Yeah, me too. Almost **everybody** / **nobody** enjoys swimming in hot weather.

**B 4 points**  
(1 point each)

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

**C** Complete the conversations with the correct verb forms.

There is more than one correct answer for some items.

1. *A* Can you \_\_\_\_\_ (play) a musical instrument?  
*B* No, but I like \_\_\_\_\_ (sing).
2. *A* What do you enjoy \_\_\_\_\_ (do) in your free time?  
*B* Well, I love \_\_\_\_\_ (paint).
3. *A* Would you like \_\_\_\_\_ (take) a carpentry class?  
*B* Yes, I'm good at \_\_\_\_\_ (make) things.
4. *A* I hate \_\_\_\_\_ (shop) at the mall.  
*B* Me too. I prefer \_\_\_\_\_ (buy) things online.
5. *A* Are you interested in \_\_\_\_\_ (join) the swim team?  
*B* Not really. I can't \_\_\_\_\_ (swim) at all.

**C 10 points**  
(1 point each)

1. *A* \_\_\_\_\_

*B* \_\_\_\_\_

2. *A* \_\_\_\_\_

*B* \_\_\_\_\_

3. *A* \_\_\_\_\_

*B* \_\_\_\_\_

4. *A* \_\_\_\_\_

*B* \_\_\_\_\_

5. *A* \_\_\_\_\_

*B* \_\_\_\_\_

**D** Circle the correct words.

1. Sam plays **pool** / **the piano** / **tennis** really well. He's in a jazz band.
2. Joe loves **golfing** / **cooking** / **gardening**, so he knows a lot about plants and flowers.
3. Tina's good at **writing** / **fixing** / **baking** things. She's very mechanical.
4. Kate likes **knitting** / **carpentry** / **drawing**. She can make sweaters and things.

**D 4 points**  
(1 point each)

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

**E** Complete the sentences with object pronouns.

Example: I like Mrs. Roberts. What do you think of her?

- I listen to classical music a lot. Do you listen to \_\_\_\_\_, too?
- My wife does photography. Look, I'm in this next photo. That's \_\_\_\_\_ on the right.
- Robbie Williams is a singer from England. Do you know \_\_\_\_\_?
- Bill and Jean are in your meditation class. Do you ever see \_\_\_\_\_ there?

**E 8 points**  
(2 points each)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**F** Read the questions. Check (✓) the best answer to make the response sound friendly.

- |   |   |
|---|---|
| 1. A Are you into sports?<br>B _____<br><input type="checkbox"/> No, I'm not.<br><input type="checkbox"/> Not really, but I watch soccer on TV.<br><input type="checkbox"/> No, I'm not good with my hands. | 3. A Do you like to play computer games?<br>B _____<br><input type="checkbox"/> No, I'm not very mechanical.<br><input type="checkbox"/> Um, no. I'm not really into games.<br><input type="checkbox"/> No, not at all. |
| 2. A Do you like jazz?<br>B _____<br><input type="checkbox"/> No, I don't have a lot of free time.<br><input type="checkbox"/> No, I don't.<br><input type="checkbox"/> No, I prefer Latin music.           | 4. A Can you draw or paint?<br>B _____<br><input type="checkbox"/> No, I don't like to take pictures.<br><input type="checkbox"/> No, it's boring.<br><input type="checkbox"/> Not really. I'm not very artistic.       |

**F 8 points**  
(2 points each)

1. \_\_\_\_\_ 3. \_\_\_\_\_
2. \_\_\_\_\_ 4. \_\_\_\_\_

**G** Read the information on the Web site. Then read about the people. What heading should each person click on? Write the correct headings.

**G 8 points**  
(2 points each)



## The Online Photography Club

Welcome to the Online Photography Club! Do you want to learn how to take better pictures? Are you ready to buy a new camera, but need more information? Or do you just want to talk with other photography fans? You can do all these things and more here at the Online Photography Club.

|                                     |  |
|-------------------------------------|--|
| <b>Chat Groups</b>                  | What kinds of photography are you interested in doing? Do you like to take photos of people? animals? flowers? Join your own chat group. |
| <b>Photograph of the Month</b>      | Enter our photo competition. Send in your best photo, and win a digital camera!  |
| <b>Ask Our Advice</b>               | So you think you have a great photograph, but you're not sure. Ask us here.  |
| <b>Monthly Newsletter</b>           | In photography, there's always something new to learn. Click here for some great ideas and tips from our readers!                        |
| <b>Shopping Tips</b>                | Get information on prices and the best places to shop.   |
| <b>Mini-Lessons (For Beginners)</b> | You love to take photos, but you don't know much about photography. This is a great place to start.                                      |

- Jeffrey is a great photographer, but he wants to learn some new things. \_\_\_\_\_
- Melissa would like to sell a photograph to a magazine. She wants an opinion about it. \_\_\_\_\_
- Ken is a beginning photographer. He wants to learn more. \_\_\_\_\_
- Barb wants to buy a good camera, but she doesn't want to pay a lot of money. \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Total:  
\_\_\_\_\_ out of 50

# Unit 3 Quiz

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Teacher Scoring Section

**A** Listen to Kim and Alex talk about their health habits. Check (✓) the correct answers.

- |  |   |
|--|---|
| 1. Alex goes to the gym _____.<br><input type="checkbox"/> every day<br><input type="checkbox"/> twice a week<br><input type="checkbox"/> three or four times a week | 3. Kim likes to eat _____.<br><input type="checkbox"/> meat<br><input type="checkbox"/> vegetables<br><input type="checkbox"/> dessert                    |
| 2. Alex eats a lot of _____.<br><input type="checkbox"/> snacks<br><input type="checkbox"/> junk food<br><input type="checkbox"/> salads                             | 4. Kim doesn't have time _____.<br><input type="checkbox"/> to cook<br><input type="checkbox"/> to exercise<br><input type="checkbox"/> to see her family |

**A 8 points**  
(2 points each)

1. \_\_\_ 3. \_\_\_

2. \_\_\_ 4. \_\_\_

**B** Complete the conversations with the simple present or the present continuous. Use contractions where possible.

1. A \_\_\_\_\_ you ever \_\_\_\_\_ (get) colds?  
 B Yeah, I do. Actually, I think I \_\_\_\_\_ (get) a cold right now.  
 A \_\_\_\_\_ you usually \_\_\_\_\_ (take) something when you \_\_\_\_\_ (have) a cold?  
 B No, not usually.
2. A What \_\_\_\_\_ you generally \_\_\_\_\_ (do) to stay in shape?  
 B Well, for one thing, I \_\_\_\_\_ (walk) to work every day.  
 A Uh-huh. \_\_\_\_\_ you ever \_\_\_\_\_ (go) to the gym?  
 B Not these days. I \_\_\_\_\_ (not work out) at all. I'm too busy.
3. A What \_\_\_\_\_ you \_\_\_\_\_ (do) these days to stay healthy?  
 B Actually, I \_\_\_\_\_ (get) a lot of exercise these days.  
 A That's great. \_\_\_\_\_ you usually \_\_\_\_\_ (eat) healthy food, too?  
 B Oh, yeah. My diet's great because my husband \_\_\_\_\_ (cook) wonderful meals.

**B 12 points**  
(1 point each)

1. \_\_\_

2. \_\_\_

3. \_\_\_

4. \_\_\_

5. \_\_\_

6. \_\_\_

7. \_\_\_

8. \_\_\_

9. \_\_\_

10. \_\_\_

11. \_\_\_

12. \_\_\_

**C** Complete the sentences with the problems in the box.

a fever   a toothache   a headache   a stomachache   a cough   allergies



1. She has \_\_\_\_\_.   2. He has \_\_\_\_\_.   3. He has \_\_\_\_\_.

1. \_\_\_ 2. \_\_\_ 3. \_\_\_



4. She has \_\_\_\_\_.   5. She has \_\_\_\_\_.   6. She has \_\_\_\_\_.

4. \_\_\_ 5. \_\_\_ 6. \_\_\_

**D** Write answers to the questions. Use the words in parentheses.

Example: A What do you do if you're very tired?

B When I'm very tired, I take a hot bath. (take a hot bath)

1. A What do you do when you get a sore throat?  
B \_\_\_\_\_ (drink tea with honey)
2. A What do you do if you have a high fever?  
B \_\_\_\_\_ (take some medicine)
3. A What do you do when you get a headache?  
B \_\_\_\_\_ (not do anything)
4. A What do you do if you get an upset stomach?  
B \_\_\_\_\_ (lie down for a while)

**E** Read each statement. Check (✓) the best response to encourage the people to continue talking.

- |   |  |
|---|--|
| <p>1. A I don't like exercise.<br/>B _____<br/><input type="checkbox"/> Oh, really? How come?<br/><input type="checkbox"/> Yeah, exercise is boring.<br/><input type="checkbox"/> I don't either.</p>   | <p>3. A Sometimes I have interesting dreams.<br/>B _____<br/><input type="checkbox"/> I never have any dreams.<br/><input type="checkbox"/> Really? Like what?<br/><input type="checkbox"/> I like my dreams.</p>                              |
| <p>2. A I have a terrible toothache.<br/>B _____<br/><input type="checkbox"/> I'm sorry.<br/><input type="checkbox"/> Yeah. I had a toothache last month.<br/><input type="checkbox"/> That's too bad. Do you have a dentist's appointment?</p> | <p>4. A I work out about twelve hours a week.<br/>B _____<br/><input type="checkbox"/> Everyone is working out these days.<br/><input type="checkbox"/> Oh. That's a lot.<br/><input type="checkbox"/> You're kidding! Do you go to a gym?</p> |

**F** Read the leaflet about a new class. What can you learn about in this class? Check (✓) the four things.

Do you feel tired? Do you avoid exercise? Do you need to improve your diet?

### Then join our class on **Healthy Lifestyles!**

Why "lifestyles," and not "lifestyle"? Because there are many different ways to have a healthy lifestyle. However, **diet**, **exercise** and **stress control** are the three keys to a healthy life for everyone. In this class, learn answers to these questions:

**Diet**

- Am I eating the right foods?
- When I go to the supermarket, what foods do I choose?
- What meals can I order when I eat out in a restaurant?
- How can I make quick, healthy meals at home?

**Exercise**

- Am I getting enough exercise?
- What kind of exercise is best?
- How can I find time to exercise?

**Stress Control**

- Is stress always bad?
- Am I too stressed?
- What can I do about stress in my life?

In this class, you can learn how to ...

- |  |   |
|--|---|
| <input type="checkbox"/> find a better job         | <input type="checkbox"/> cope with stress         |
| <input type="checkbox"/> shop for healthy food     | <input type="checkbox"/> make new friends         |
| <input type="checkbox"/> find time to exercise     | <input type="checkbox"/> choose a good restaurant |
| <input type="checkbox"/> improve your sleep habits | <input type="checkbox"/> cook healthy meals       |

**D 8 points**  
(2 points each)

1. \_\_\_\_
2. \_\_\_\_
3. \_\_\_\_
4. \_\_\_\_

**E 8 points**  
(2 points each)

1. \_\_\_\_ 3. \_\_\_\_
2. \_\_\_\_ 4. \_\_\_\_

**F 8 points**  
(2 points each)

1. \_\_\_\_
2. \_\_\_\_
3. \_\_\_\_
4. \_\_\_\_

Total:  
\_\_\_\_ out of 50



# Unit 4 Quiz

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

## Teacher Scoring Section

**A** Listen to the conversations. Circle the correct answers.

**Conversation 1: Jonathan and Jill are talking about his birthday.**

- Jonathan is going to **work** / **have a party** on his birthday.
- Jill invites him to **dinner at her house** / **a movie**.

**Conversation 2: Brian and Lisa are talking about their parents' anniversary.**

- Their parents are having their **29th** / **30th** anniversary.
- She wants to plan a dinner **at home** / **in a restaurant**.

**B** Complete the conversation with (*not*) *going to*. Use contractions where possible.

**Rick** How \_\_\_\_\_ you and Marcia \_\_\_\_\_ celebrate New Year's Eve, Tim?  
\_\_\_\_\_ you \_\_\_\_\_ go to any parties?

**Tim** No. We \_\_\_\_\_ go out for dinner. Our favorite restaurant  
\_\_\_\_\_ serve a special meal, and our friends \_\_\_\_\_ join us there. But we \_\_\_\_\_ stay out late.

**Rick** So, you \_\_\_\_\_ be home before midnight, huh?

**Tim** That's right. It \_\_\_\_\_ be a quiet celebration.

**C** Write the answers. Use indirect object pronouns and the words in parentheses.

*Example:* A What are you going to give your Dad for his birthday?  
B I'm going to give him a watch. (watch)

- A What are you going to do for your parents' anniversary?  
B \_\_\_\_\_ (get / tickets for a trip)
- A What are your grandparents going to give your father for his birthday?  
B \_\_\_\_\_ (book)
- A What's your sister going to do for your birthday?  
B \_\_\_\_\_ (bake / a cake)
- A What are you going to give your mother on Mother's Day?  
B \_\_\_\_\_ (box of chocolates)

**D** Match the special days with the activities. Use each expression only once.

- |                          |                                 |
|--------------------------|---------------------------------|
| 1. Valentine's Day _____ | a. exchange rings               |
| 2. New Year's Eve _____  | b. get a diploma                |
| 3. birthday _____        | c. go out for a romantic dinner |
| 4. Halloween _____       | d. go trick-or-treating         |
| 5. graduation day _____  | e. blow out candles on a cake   |
| 6. wedding _____         | f. shout "Happy New Year"       |

**A 8 points**  
(2 points each)

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

**B 8 points**  
(1 point each)

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_ 5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

**C 8 points**  
(2 points each)

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

**D 6 points**  
(1 point each)

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

**E** Read the pairs of sentences. Which are correct? Circle **a**, **b**, or both.

1. **a.** Donna is moving into her new house this weekend.  
**b.** Donna is going to move into her new house this weekend.
2. **a.** It's raining tomorrow.  
**b.** It's going to rain tomorrow.
3. **a.** I'm graduating next month.  
**b.** I'm going to graduate next month.
4. **a.** Bill is going to be a great lawyer.  
**b.** Bill is being a great lawyer.

**E 4 points**  
(1 point each)

1. \_\_\_\_

2. \_\_\_\_

3. \_\_\_\_

4. \_\_\_\_

**F** What do you think the "vague" expressions mean? Check (✓) **two** ideas for each.

1. Jenna loves to go to cultural events *and stuff like that*.  
 concerts       festivals       restaurants
2. It's going to be a big wedding. There's going to be a band *and everything*.  
 nice decorations       a big parade       special food
3. Do you like celebrations *and things like that*?  
 folk songs       parties       special events
4. Anna's going to get lots of presents *and stuff* at her birthday party.  
 flowers       cards       costumes

**F 8 points**  
(2 points each)

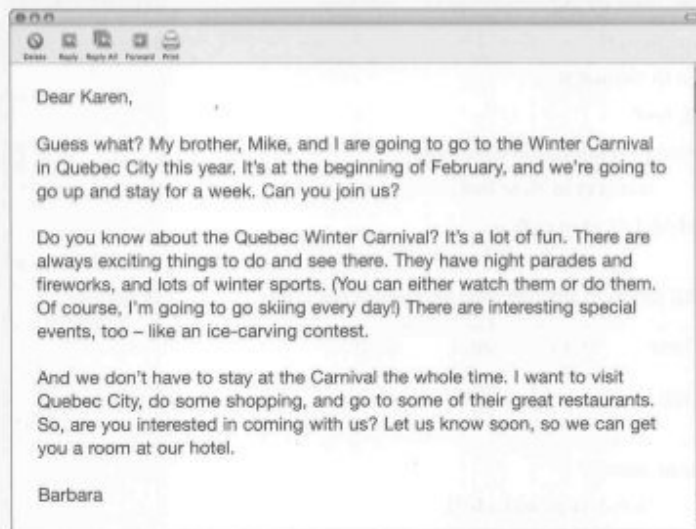
1. \_\_\_\_

2. \_\_\_\_

3. \_\_\_\_

4. \_\_\_\_

**G** Read the e-mail message. Then check (✓) true or false for each sentence.



**G 8 points**  
(2 points each)

1. \_\_\_\_

2. \_\_\_\_

3. \_\_\_\_

4. \_\_\_\_

Total:

\_\_\_\_ out of 50

1. Mike and Barbara are going to Quebec City for two weeks.
2. You can go skiing during the Quebec Winter Carnival.
3. Barbara wants to go shopping in Quebec City.
4. Karen can stay in Barbara's hotel room.

**True**


**False**

# Unit 5 Quiz

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Teacher Scoring Section

**A**  Read these incorrect statements. Then listen to four people talk about their childhood memories. Cross out the incorrect words. Write the correct information.

**A 8 points**  
(2 points each)

- Diane's family usually moved every six or seven years when she was a child.
- Greg's grandmother told a lot of stories about her childhood in Texas.
- Jeffrey and a friend had bikes. They rode them around the neighborhood together.
- Liz had three good friends when she was a child. Now she never talks to them.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

**B** Read each sentence. Circle the correct determiner.

**B 5 points**  
(1 point each)

- Some** / **Some of** my friends take evening classes.
- There are **a lot** / **a lot of** new students in our school this year.
- Most** / **Most of** high school students have to study a language.
- Only **a few** / **a few of** high school students study calculus.
- Bob has three brothers and sisters. **All** / **All of** them are going to college.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

**C** Complete the conversation with *was*, *were*, or *did*.

**C 6 points**  
(1 point each)

- Amy \_\_\_\_\_<sup>(1)</sup> you born in France, Pierre?  
 Pierre No, actually, I \_\_\_\_\_<sup>(2)</sup> born in Montreal.  
 Amy \_\_\_\_\_<sup>(3)</sup> you grow up there, too?  
 Pierre Yes, but when I \_\_\_\_\_<sup>(4)</sup> fifteen, we moved to New York.  
 Amy Oh, really? How long \_\_\_\_\_<sup>(5)</sup> you stay in New York?  
 Pierre Until I \_\_\_\_\_<sup>(6)</sup> eighteen. Then I went to college.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

**D** Complete the conversations with the words in the box. Use each word only once.

**D 8 points**  
(1 point each)

|     |      |     |    |      |      |       |      |
|-----|------|-----|----|------|------|-------|------|
| ago | when | for | in | long | from | until | then |
|-----|------|-----|----|------|------|-------|------|

- A Did you move here \_\_\_\_\_ 2001?  
 B No. We came here three years \_\_\_\_\_.
- A Were you in Japan \_\_\_\_\_ many years?  
 B No, we didn't live there \_\_\_\_\_. Only a year and a half.
- A We lived in London \_\_\_\_\_ 1995 to 2000.  
 B Where did you go \_\_\_\_\_?
- A So, you came here \_\_\_\_\_ you were six, right?  
 B No, we lived in Hong Kong \_\_\_\_\_ I was eight.

1. A \_\_\_\_\_

B \_\_\_\_\_

2. A \_\_\_\_\_

B \_\_\_\_\_

3. A \_\_\_\_\_

B \_\_\_\_\_

4. A \_\_\_\_\_

B \_\_\_\_\_

**E** Match the sentences with the corrections. Use each answer only once.

- |   |                                     |
|---|-------------------------------------|
| 1. I met my best friend in first grade. ____            | a. No, wait. It was biology.        |
| 2. My favorite class in school was social studies. ____ | b. Well, my math teacher was OK.    |
| 3. I had violin lessons until I was eleven. ____        | c. Uh, no, wait. It was five years. |
| 4. I didn't like any of my high school teachers. ____   | d. No, actually, I was twelve.      |
| 5. I took dance classes for six years. ____             | e. I mean, third grade.             |

**E 10 points**  
(2 points each)

1. \_\_\_\_
2. \_\_\_\_
3. \_\_\_\_
4. \_\_\_\_
5. \_\_\_\_

**F** These people are talking about their subjects in school. Circle the correct words.

1. *Wendy* I didn't play any musical instruments, but I was in the **choir / orchestra**.
2. *Tina* I was really good in P.E. I was on the **drama / gymnastics** team.
3. *Sandra* I liked to draw, so I enjoyed my **dance / art** classes a lot.
4. *Bill* I didn't get very good grades in science subjects. For example, I failed **physics / literature**.
5. *Jason* Most **social studies / mathematics** classes were easy for me. I even got an A in calculus.

**F 5 points**  
(1 point each)

1. \_\_\_\_
2. \_\_\_\_
3. \_\_\_\_
4. \_\_\_\_
5. \_\_\_\_

**G** Katy Gutierrez is looking for a job as a teacher, so she created this Web site. Read her Web site. Then write answers to the questions.

**G 8 points**  
(2 points each)

### *Ms. Katy Gutierrez*

|                                       |   |
|---------------------------------------|---|
| <b>Job Wanted</b>                     | I would like to teach kindergarten, first grade, or second grade in a bilingual program in Oregon or California.  |
| <b>Family Background</b>              | My parents are from El Salvador. I was born in El Salvador, but my family moved to Los Angeles when I was two. We moved to Portland, Oregon, in 1998. I am bilingual in Spanish and English.          |
| <b>Education</b>                      | I finished high school in Portland and graduated from Portland State University in 2002. I got my teaching diploma from the University of Oregon in 2004. I can teach all elementary school subjects. |
| <b>Favorite Subjects/<br/>Hobbies</b> | My favorite subjects in school were music and social studies. My hobbies are skiing and playing the guitar.   |
| <b>Experience</b>                     | When I was a student at the University of Oregon, I helped a first-grade teacher for one semester. I taught Spanish to her students.  |

1. Where does Katy want to teach? \_\_\_\_\_
2. When did Katy's family move to Portland, Oregon? \_\_\_\_\_
3. What were Katy's favorite subjects in school? \_\_\_\_\_
4. How long did Katy teach Spanish? \_\_\_\_\_

1. \_\_\_\_
2. \_\_\_\_
3. \_\_\_\_
4. \_\_\_\_

Total:

\_\_\_\_\_ out of 50

# Unit 6 Quiz

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Teacher Scoring Section

**A** Listen to the people give directions. Put the sentences in the correct order. Number them from 1 to 4.

### Conversation 1

- \_\_\_ Turn left on Market Street, and go two blocks.
- \_\_\_ It's the big building behind the parking lot.
- \_\_\_ You're going to see it on the right.
- \_\_\_ Go right at the next street, and walk a block.

### Conversation 2

- \_\_\_ Go two blocks to Birch Street.
- \_\_\_ Go outside, and make a right.
- \_\_\_ Turn right on Birch Street.
- \_\_\_ Go three blocks to Nash Avenue.

**A 8 points**  
(1 point each)

Conv. 1    Conv. 2

- |     |     |
|-----|-----|
| ___ | ___ |
| ___ | ___ |
| ___ | ___ |
| ___ | ___ |

**B** Circle the correct words to complete the conversation.

A Excuse me. Is there **an** / **any** electronics store around here?

B Let me think . . . there's **one** / **some** on Front Street - Mack's Electronics.

A Can I park there? I mean, **is** / **are** there a parking lot near there?

B Yeah, there **is** / **are**. It's right **across** / **on** the street from the store.

A Thanks. Oh, by the way, are there **a** / **any** pay phones nearby?

B Sure, there are **one** / **some** at the gas station.

It's on Front Street, too, **between** / **next to** Mack's.

**B 8 points**  
(1 point each)

1. \_\_\_
2. \_\_\_
3. \_\_\_
4. \_\_\_    5. \_\_\_
6. \_\_\_
7. \_\_\_
8. \_\_\_

**C** Write the words in the correct order to make questions. Is each question an offer or a request? Circle the correct answers.

1. (help / you / could / me)

\_\_\_\_\_ ?    Offer    Request

2. (can / I / how / help)

\_\_\_\_\_ ?    Offer    Request

3. (recommend / good / you / can / hotel / a)

\_\_\_\_\_ ?    Offer    Request

4. (airport / to / give / directions / me / can / you / the)

\_\_\_\_\_ ?    Offer    Request

5. (do / I / can / what)

\_\_\_\_\_ ?    Offer    Request

**C 10 points**  
(1 point each)

1. \_\_\_
2. \_\_\_
3. \_\_\_
4. \_\_\_
5. \_\_\_

**D** Complete the conversations with the words in the box. Use each word only once.

block corner directions make right straight tell turn

1. *A* Excuse me. Can you \_\_\_\_\_ me how to get to the Bradford Hotel?  
*B* Sure. Go \_\_\_\_\_ ahead for three blocks. Then \_\_\_\_\_ right and go to the end of the \_\_\_\_\_. You can't miss it.
2. *A* Can you give me \_\_\_\_\_ to the zoo?  
*B* Sure. Go four blocks. Then \_\_\_\_\_ a left. Turn left again at the \_\_\_\_\_, and walk up a block. It's \_\_\_\_\_ there, on the right.

**E** Read the questions. Then complete the checking responses. Repeat words and/or add a question word.

1. *A* Could you tell me how to get to the stadium?  
*B* \_\_\_\_\_, did you say?
2. *A* The art museum is just three blocks away.  
*B* Excuse me. It's \_\_\_\_\_?
3. *A* Is there a place to play golf around here?  
*B* I'm sorry? A place to \_\_\_\_\_?
4. *A* Are there any jewelry stores in the neighborhood?  
*B* Sorry, what did you say? \_\_\_\_\_?

**F** Read the e-mail. Then check (✓) the correct answers.

TO: Our Friends  
 FROM: Mark and Betty Keller

We're so happy all of you can come to our 20th anniversary celebration at the French Bistro. The food is wonderful there, and I know we're going to have a great time!

Some of you asked for directions to the restaurant. (Sorry! We didn't send them with the invitation – we forgot!) Here they are:

**From the north:** Go south on Chase Avenue to First Street. Make a right (go west) on First Street, and drive six blocks. Turn right on Kelly Way, and go to the end of the block. The restaurant is on the right, across from Spring Park, just past the movie theater. There's a parking lot behind the restaurant.

**From the south:** Go north on Chase Avenue to First Street. Turn left (west) on First Street. Continue the directions above.

1. Mark and Betty Keller are going to \_\_\_\_\_.  
 invite people to their home  
 have a big birthday party  
 meet people at a restaurant
2. They already \_\_\_\_\_.  
 invited people  
 sent directions  
 had dinner
3. The French Bistro is \_\_\_\_\_.  
 on Chase Avenue  
 on Kelly Way  
 on First Street
4. The restaurant is \_\_\_\_\_.  
 next to a movie theater  
 behind a parking lot  
 in the middle of a block

**D 8 points**  
(1 point each)

1. \_\_\_\_  
 2. \_\_\_\_ 3. \_\_\_\_  
 4. \_\_\_\_  
 5. \_\_\_\_  
 6. \_\_\_\_  
 7. \_\_\_\_ 8. \_\_\_\_

**E 8 points**  
(2 points each)

1. \_\_\_\_  
 2. \_\_\_\_  
 3. \_\_\_\_  
 4. \_\_\_\_

**F 8 points**  
(2 points each)

1. \_\_\_\_ 3. \_\_\_\_

2. \_\_\_\_ 4. \_\_\_\_

Total:  
 \_\_\_\_ out of 50

# Unit 7 Quiz

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Teacher Scoring Section

**A** Josh and Lisa are talking about a trip to Denmark. Listen and check (✓) true or false for each sentence.

- |  | True                     | False                    |
|--|--------------------------|--------------------------|
| 1. Lisa is going to Europe for the first time.     | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Lisa is going to spend a week at the beach.     | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. It's hard to find bargains in Copenhagen.       | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. It's necessary to know the language in Denmark. | <input type="checkbox"/> | <input type="checkbox"/> |

**A 8 points**  
(2 points each)

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

**B** Mike is going on a trip to Italy, so he wrote the "to do" list below. Why does he need to do these things? Find the correct reasons in the box. Then write sentences using infinitives.

|                   |                       |                                |
|-------------------|-----------------------|--------------------------------|
| change some money | find out about hotels | learn some Italian expressions |
| ✓ buy a sweater   | check on flights      | borrow a suitcase              |

**To Do**

go shopping  
go to the bank  
take a class  
talk to Al  
get a guidebook  
call the airline

Example: He needs to go shopping to buy a sweater.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

**C** Complete the conversations. Use the words in the box in sentences with *It's* + adjective + *to*.

|                                    |                        |                           |
|------------------------------------|------------------------|---------------------------|
| good / make reservations           | good / use a guidebook | hard / get a cheap flight |
| important / take comfortable shoes | nice / travel by train | easy / get cash           |

1. A Are you going to go to France in July?  
B I don't know. \_\_\_\_\_ in the middle of summer.
2. A How are you going to travel around Europe?  
B I'm not sure. \_\_\_\_\_.
3. A We're going to do a lot of walking on this trip.  
B Yeah. \_\_\_\_\_.
4. A Do I need to change money in a bank?  
B Not really. \_\_\_\_\_ from ATMs.
5. A How can I find out about the interesting places to see?  
B \_\_\_\_\_ for that.
6. A Are you going to go online to find out about hotels?  
B Yeah. \_\_\_\_\_ early.

**C 12 points**  
(2 points each)

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

**D** Write the advice in the correct order. Use capital letters where necessary.

1. (take / forget / good / a / to / map / don't)

\_\_\_\_\_

2. (need / insect / you / to / have / repellent)

\_\_\_\_\_

3. (Spanish / you / don't / learn / some / why)

\_\_\_\_\_?

4. (take / idea / good / a / kit / first-aid / a / to / it's)

\_\_\_\_\_

**E** Read the situations. Then match the suggestions with the best responses.

a. I'd like to, but I already have plans.

c. I guess we could, but . . .

b. That sounds great. What time?

d. I'd like to, but I'm busy tonight.

1. Carol likes to go to movies, and she's free Thursday night.

*Amy* Why don't we go to a movie after work on Thursday?

*Carol* \_\_\_\_\_

3. Gene went backpacking last summer, but this summer he has a job.

*Sam* Do you want to go backpacking again this summer?

*Gene* \_\_\_\_\_

2. Dan went camping when he was a child, and he hated it.

*Mark* We should go camping together.

*Dan* \_\_\_\_\_

4. Celia loves to go shopping, but she has a big test tomorrow.

*Jill* Let's go shopping after school.

*Celia* \_\_\_\_\_

**F** Read the postcard and circle the correct answers.

Dear Carla,

I'm having a wonderful time at the famous Treetops Hotel in Kenya. I'm here on a tour for two days. I can't believe it — when I was a child, I always wanted to go to Africa to see the wild animals, and now I'm really here! I saw this tour online, so I decided to take it.

They call this the Treetops Hotel because the rooms are actually up in the trees. It's a great place to see a lot of different animals. They come to the area to drink the water. They're so close! You can look down on them from your hotel room. This morning we saw four or five elephants, and a family of lions. The animals usually come very early, so it's a good idea to get up around 5 a.m.

Today a guide is going to take us to see an African village. I want to buy some African crafts.

See you soon,  
Jeanne

Carla Sanchez  
123 First Street  
Palatino, CA 97792

- Jeanne is traveling **alone** / **on a tour**.
- Jeanne found out about the tour **on the Internet** / **from a magazine**.
- You need to **get up early** / **stay up late** to see the animals.
- Jeanne going to go and **visit a village** / **make some crafts**.

**D** 4 points  
(1 point each)

1. \_\_\_

2. \_\_\_

3. \_\_\_

4. \_\_\_

**E** 8 points  
(2 points each)

1. \_\_\_ 3. \_\_\_

2. \_\_\_ 4. \_\_\_

**F** 8 points  
(2 points each)

1. \_\_\_

2. \_\_\_

3. \_\_\_

4. \_\_\_

Total:

\_\_\_ out of 50



# Unit 8 Quiz

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Teacher Scoring Section

**A** Listen to the conversations in people's homes. Check (✓) the correct answers.

### Conversation 1

- What does Katie have to do?
  - Meet a friend.
  - Go to the library.
  - Read a book.
- What's Jane going to do?
  - Stay at home.
  - Study with a friend.
  - Get a book from the library.

### Conversation 2

- How many meetings does Bill have in the morning?
  - One.
  - Two.
  - Three.
- When is Rita going to call the doctor's office?
  - Right away.
  - Between eight-thirty and nine.
  - After nine.

**A 8 points**  
(2 points each)

1. \_\_\_\_ 3. \_\_\_\_

2. \_\_\_\_ 4. \_\_\_\_

**B** Circle the correct words to complete the conversations.

- A Which sofa do you like? Do you like the green **one / ones**?  
B No, I like the **brown large / large brown one**.
- A I love the **big square / square big** clocks.  
B I don't. I prefer those round **one / ones**.
- A I want to buy a **beautiful silk / silk beautiful** rug.  
B But you already have two nice **one / ones**.
- A Look at those lamps. Which **one / ones** do you like?  
B I like that **cool Russian / Russian cool** lamp.

**B 8 points**  
(1 point each)

1. A \_\_\_\_

B \_\_\_\_

2. A \_\_\_\_

B \_\_\_\_

3. A \_\_\_\_

B \_\_\_\_

4. A \_\_\_\_

B \_\_\_\_

**C** Complete the conversations with *mine, yours, hers, his, ours, or theirs*.

- A This is a really nice apartment. Wow! Is this your TV?  
B No. Everything in the living room is Ken's.  
A What about the CD player? Is that \_\_\_\_\_, too?  
B Yeah, I have \_\_\_\_\_ in the kitchen. I like to listen to music while I cook.  
A Really? We keep \_\_\_\_\_ in the kitchen, too. . . .
- A I've got my tickets. Do you have \_\_\_\_\_?  
B Yes, I do. Do you have Karen's, too?  
A No, she has \_\_\_\_\_. Are we taking Mom and Dad's car to the theater?  
B No, we can't take \_\_\_\_\_. They're going to need it. Let's go in my car.

**C 6 points**  
(1 point each)

1. \_\_\_\_

2. \_\_\_\_

3. \_\_\_\_

4. \_\_\_\_

5. \_\_\_\_

6. \_\_\_\_

**D** Add two items to each group. Use each word in the box only once.

bathtub coffee table dishwasher dresser nightstand sofa stove toilet

- bathroom:** sink, mirror, \_\_\_\_\_, \_\_\_\_\_
- bedroom:** bed, clock, \_\_\_\_\_, \_\_\_\_\_
- living room:** armchair, lamp, \_\_\_\_\_, \_\_\_\_\_
- kitchen:** cabinets, oven, \_\_\_\_\_, \_\_\_\_\_

**D 8 points**  
(1 point each)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**E** Read each situation. Complete the request. Then circle the polite response.

*Example:* You need a ride to school tomorrow, so you ask a friend.

A Can you give me a ride to school tomorrow \_\_\_\_\_?

B (Sure, no problem) / No.

1. You're at a friend's house. You would like to listen to the radio.

A Do you mind \_\_\_\_\_?

B Sure. / No, not at all.

2. You ask a friend to water your plants while you're away for a few days.

A Could you \_\_\_\_\_, please?

B No, go ahead. / No problem.

3. A friend is visiting you in your home. You need help in the kitchen.

A Would you mind \_\_\_\_\_?

B No, not at all. / Yes.

4. You are in a friend's apartment. The window is open and you feel cold.

A Can I \_\_\_\_\_?

B No, you can't. / Sure, go ahead.

**E 12 points**  
(2 points each A answer; 1 point each B answer)

1. A \_\_\_\_\_  
B \_\_\_\_\_

2. A \_\_\_\_\_  
B \_\_\_\_\_

3. A \_\_\_\_\_  
B \_\_\_\_\_

4. A \_\_\_\_\_  
B \_\_\_\_\_

**F** Read the column. Then check (✓) the four true statements.

### My Family's Photos

By Steve Barry

I wonder if your family is like mine. We have a lot of old family photos, but we never organized them in a scrapbook, and they don't have dates on them or anything. My parents keep all of our photos in a box in the closet. Every two or three years, when we're together, we decide to look at them. We talk about the people in the photos and the events. We usually remember a lot about the recent photos, but not about the old

ones. And we have trouble with some of the recent photos, too. For example, all of the Thanksgiving holiday pictures show the family around a big table with lots of food on it. They almost all look the same, and it's difficult to know the exact year, so we argue about that. But it's something we enjoy doing – talking about the family photos. It helps us remember our many good times together.

- |  |  |
|--|--|
| <input type="checkbox"/> Steve's family's photos are in a scrapbook. | <input type="checkbox"/> They don't remember much about the recent photos. |
| <input type="checkbox"/> The photos have dates on the back.          | <input type="checkbox"/> A lot of the photos look the same.                |
| <input type="checkbox"/> The photos are at Steve's parents' house.   | <input type="checkbox"/> They don't always agree about the photos.         |
| <input type="checkbox"/> They look at the photos every year.         | <input type="checkbox"/> They enjoy looking at family photos.              |

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Total:**  
\_\_\_\_\_ out of 50

# Unit 9 Quiz

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Teacher Scoring Section

- A** Listen to the conversations about things that went wrong. Check (✓) true or false for each statement.

**Conversation 1**

- Tony went hiking with some friends.
- Tony was climbing a rock when another hiker came by.

**True**  **False**

**Conversation 2**

- Deb was deleting her e-mail when she saw a new message.
- Deb didn't do anything after she lost her e-mail.

**True**  **False**

**A 8 points**  
(2 points each)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

- B** Complete the anecdotes with the past continuous or the simple past.

- I \_\_\_\_\_<sup>(1)</sup> (hurt) my arm yesterday. I \_\_\_\_\_<sup>(2)</sup> (look) for something in the cabinets in the kitchen. I \_\_\_\_\_<sup>(3)</sup> (stand) on a chair, and I \_\_\_\_\_<sup>(4)</sup> (fall) off the chair.
- Last Sunday, Lee \_\_\_\_\_<sup>(5)</sup> (drive) in the country, and he \_\_\_\_\_<sup>(6)</sup> (not notice) a dog in the middle of the road. Luckily, he \_\_\_\_\_<sup>(7)</sup> (stop) his car in time, so he \_\_\_\_\_<sup>(8)</sup> (not hit) it.

**B 8 points**  
(1 point each)

1. \_\_\_\_\_ 2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_ 6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

- C** Read the situations. Write follow-up questions with the past continuous.

wear gloves    drive to work    cook something    ✓ go fast    lift something

*Example* A I fell off my bike last weekend.

B Oh, no! Were you going fast \_\_\_\_\_?

- |  |  |
|--|--|
| 1. A Tom hurt his back at work.<br>B That's too bad.<br>_____?         | 3. A I burned myself this morning.<br>B _____<br>on the stove? |
| 2. A I cut my thumb in the garden.<br>B How did that happen?<br>_____? | 4. A Julie had a car accident.<br>B Really?<br>_____?          |

**C 8 points**  
(2 points each)

1. \_\_\_\_\_ 3. \_\_\_\_\_
2. \_\_\_\_\_ 4. \_\_\_\_\_

- D** Complete the conversations with reflexive pronouns.

- A Did Jeff travel to England by \_\_\_\_\_?  
B No, he went with his parents.
- A I fell down when I was playing soccer yesterday.  
B Oh, did you hurt \_\_\_\_\_?
- A What's wrong with your hand?  
B I burned \_\_\_\_\_ while I was making breakfast.
- A Did you go out to dinner for your anniversary?  
B No, we made dinner \_\_\_\_\_.

**D 4 points**  
(1 point each)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**E** Write the words in the box under the correct headings. Use each word only once.

ankle eye finger knee nose thumb

| face     | hand     | leg      |
|----------|----------|----------|
| 1. _____ | 3. _____ | 5. _____ |
| 2. _____ | 4. _____ | 6. _____ |

**E 6 points**  
(1 point each)

1. \_\_\_ 3. \_\_\_ 5. \_\_\_  
2. \_\_\_ 4. \_\_\_ 6. \_\_\_

**F** Read each story and check (✓) the best response.

- I was running to a bus stop the other day, and I wasn't paying attention, so I ran into this woman. She fell down, and her purse spilled all over the sidewalk.
  - I bet that was boring.
  - Oh, no! That's terrible.
  - Boy, you were lucky.
- I saw a friend in a restaurant, so I went and sat down at her table. I was talking to her for about a minute when I realized I didn't know her! She wasn't my friend!
  - Wow! How embarrassing!
  - I bet she didn't notice.
  - I hear it's a nice place.
- I bought some expensive tickets for a football game, but I forgot about them. The day after the game, I remembered them.
  - Oh, that sounds nice.
  - Did you enjoy the game?
  - I bet you were upset.
- I took a taxi home from the airport. The driver put one of my bags in the front seat. When I got home, I forgot about the bag, and he drove away with it.
  - Oh, no! Did you get it back?
  - I bet you were really happy.
  - Wow! That's really funny.

**F 8 points**  
(2 points each)

1. \_\_\_ 3. \_\_\_  
2. \_\_\_ 4. \_\_\_

**G** Read this letter to Nelson Hunter's column. Then check (✓) the correct answers.

Something nice happened last weekend. I was with my girlfriend in a really expensive restaurant. We were celebrating our birthdays – both our birthdays are in the first week of June. Anyway, while we were looking at the menus, a cell phone rang. It was the guy next to us. When he finished his conversation, he and his wife got up right away, paid the bill, and left the restaurant. A few minutes later, the owner of the restaurant

came to our table. He asked if we wanted a free dinner. The meal was from the people at the next table. They had to leave because they had an emergency, and they didn't have time to eat anything. It was this really nice big meal for two people – salad, steak, everything. So we had a delicious dinner, and we didn't have to pay for it!

– Rick Holden

- Rick and his girlfriend's birthdays are \_\_\_\_\_.
  - the same day
  - the same year
  - the same week
- When the cell phone rang, Rick and his girlfriend were \_\_\_\_\_.
  - leaving the restaurant
  - eating their meal
  - looking at their menus
- The other customers didn't eat their meal because \_\_\_\_\_.
  - they didn't like it
  - it was too expensive
  - they had to leave
- Rick and his girlfriend didn't \_\_\_\_\_ the meal.
  - order
  - eat
  - want

**G 8 points**  
(2 points each)

1. \_\_\_ 3. \_\_\_  
2. \_\_\_ 4. \_\_\_

Total:  
\_\_\_\_\_ out of 50

# Unit 10 Quiz

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**A** Listen to the telephone conversations. Check (✓) the correct answers.

### Conversation 1

- Amy wants her Mom to \_\_\_\_\_.  
 come home right now  
 go to the supermarket  
 buy something else
- Amy's Mom interrupts to \_\_\_\_\_.  
 talk to Amy  
 pay for the food  
 buy some chocolate

### Conversation 2

- Peter interrupts to \_\_\_\_\_.  
 give dinner to his cat  
 open the door for his cat  
 talk to his cat
- Peter is calling Ginny to \_\_\_\_\_.  
 ask about hotels  
 borrow her map  
 check on guidebooks

**B** Complete the conversations with the comparative forms of the adjectives (↑ = more; ↓ = less).

- A E-cards are \_\_\_\_\_ (↑ fun) than regular cards.  
B Yeah, but real cards are \_\_\_\_\_ (↑ nice).
- A E-mail is \_\_\_\_\_ (↓ expensive) than regular mail.  
B I know. It's \_\_\_\_\_ (↑ fast), too.
- A I don't like to send text messages. It's \_\_\_\_\_ (↑ easy) to make a phone call.  
B But sometimes it's \_\_\_\_\_ (↑ convenient) to just send a message.
- A Do you think letters are \_\_\_\_\_ (↑ good) than e-mail?  
B Yes. I like them because they're \_\_\_\_\_ (↑ personal).

**C** Read the situations. Write sentences with the words in parentheses.

*Example:* I get a lot of voice-mail messages. I don't get a lot of text messages. (fewer)  
I get fewer text messages than voice-mail messages.

- Judy gets 20 phone calls a day. Janet gets 15 phone calls a day. (more)  
\_\_\_\_\_
- I spend a lot of time on the phone. My brother doesn't spend a lot of time on the phone. (less)  
\_\_\_\_\_
- My parents didn't send many e-mails two years ago. They send a lot of e-mails now. (more)  
\_\_\_\_\_
- Last year, I wrote one or two letters a month. Now I only write one or two letters a year. (fewer)  
\_\_\_\_\_
- Beth talks on the phone a lot. Marie doesn't talk on the phone very much. (less)  
\_\_\_\_\_

### Teacher Scoring Section

**A 8 points**  
(2 points each)

1. \_\_\_\_ 3. \_\_\_\_

2. \_\_\_\_ 4. \_\_\_\_

**B 8 points**  
(1 point each)

1. A \_\_\_\_

B \_\_\_\_

2. A \_\_\_\_

B \_\_\_\_

3. A \_\_\_\_

B \_\_\_\_

4. A \_\_\_\_

B \_\_\_\_

**C 10 points**  
(2 points each)

1. \_\_\_\_

2. \_\_\_\_

3. \_\_\_\_

4. \_\_\_\_

5. \_\_\_\_

**D** Match the sentences in these telephone conversations.

- |  |  |
|--|--|
| 1. Can you hear me? ____               | a. You're not easy to get hold of, either.   |
| 2. Did you get my message? ____        | b. Sure. Are you at the office?              |
| 3. Could I speak to Jack, please? ____ | c. Not really. We have a bad connection.     |
| 4. You're hard to reach. ____          | d. Yeah, I think so. When did you leave it?  |
| 5. Please leave a message. ____        | e. Uh, I'm sorry. You have the wrong number. |
| 6. Call me back, OK? ____              | f. Hi, Josh! This is Marjorie.               |

**D 6 points**  
(1 point each)

1. \_\_\_\_  
2. \_\_\_\_  
3. \_\_\_\_  
4. \_\_\_\_  
5. \_\_\_\_  
6. \_\_\_\_

**E** Number the scrambled sentences in each conversation from 1 to 4.

1. *David* Hello, Ken? It's David.  
*Ken* Oh, hi, David.  
*David* Listen. Do you want to go to a movie tonight?  
*Ken* \_\_\_\_ So, what were you saying?  
\_\_\_\_ That sounds good.  
\_\_\_\_ Someone's at the door. . . .  
\_\_\_\_ Oh, hold on a second.  
*David* About a movie tonight. There's a good one at the Cineplex. . . .
2. *Steve* Hello.  
*Sarah* Hi, Steve. It's Sarah. Do you have a minute? It's about Marsha's birthday.  
*Steve* \_\_\_\_ I spilled something on my pants. . . .  
\_\_\_\_ You were saying something about Marsha's birthday.  
\_\_\_\_ OK. Where were we?  
\_\_\_\_ Uh-oh. Can you excuse me for a second, Sarah?  
*Sarah* Right. We're planning a surprise birthday party for her this year, and . . .

**E 8 points**  
(1 point each)

1. \_\_\_\_  
\_\_\_\_  
\_\_\_\_  
\_\_\_\_  
2. \_\_\_\_  
\_\_\_\_  
\_\_\_\_

**F** Read the article. Then check (✓) true or false for each statement.

**F 10 points**  
(2 points each)

**INSTANT MESSAGING GETTING BIGGER**

Instant Messaging (IM) isn't just a hobby for bored teenagers anymore. Here are some interesting facts about IM use in the United States today:

- Young people still use IM much more than their parents. However, about 40% of adult Internet users use IM software.
- In one survey, 27% of IM users say that they send instant messages at work. IM use in the workplace is more and more popular (up more than 70% last year).
- Almost 30% of IM users say that IM is more important for them than e-mail. That is, they send more instant messages than e-mails every day.
- Nearly 25% of IM users send messages to people in the same location, such as in a home. For example, a teenager in his bedroom could send a message to his father in the living room.
- Most IM users send messages regularly to only a small group of people – six or fewer.

- |   |                          |                          |
|---|--------------------------|--------------------------|
| 1. Fewer than half of adult Internet users use IM software.     | <b>True</b>              | <b>False</b>             |
| 2. IM use is becoming more popular in the workplace.            | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. All IM users send more IM messages than e-mails every day.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. People sometimes use IM to contact people in the same place. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Most IM users send messages to a lot of different people.    | <input type="checkbox"/> | <input type="checkbox"/> |

1. \_\_\_\_  
2. \_\_\_\_  
3. \_\_\_\_  
4. \_\_\_\_  
5. \_\_\_\_

**Total:**  
\_\_\_\_ out of 50

# Unit 11 Quiz

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Teacher Scoring Section

- A** Listen to the people talk about their friends from high school. Check (✓) the correct answers.

### Conversation 1

- In high school, Steve didn't \_\_\_\_\_.
  - play the drums
  - wear dark clothes
  - have short hair
- These days, Steve \_\_\_\_\_.
  - has a mustache
  - is weird
  - wears glasses

### Conversation 2

- In the photo, Maureen \_\_\_\_\_.
  - has short hair
  - is in a black sweater
  - is wearing cornrows
- Maureen \_\_\_\_\_ these days.
  - doesn't wear jewelry
  - is very fashionable
  - wears casual clothes

- B** Circle the correct words.

- A Who's the girl **next to** / **wearing** the red suit?  
B That's Gina.
- A Who's Jennifer?  
B She's the woman **in** / **with** short red hair.
- A Who's that guy next to Lisa?  
B You mean the one **by** / **in** the blue shirt? That's Greg.
- A Which one is Dan?  
B He's over there, **by** / **standing** the window.

- C** Write questions for the answers. Use the words in parentheses.

Example: A What color is Jenny's hair \_\_\_\_\_? (Jenny's hair)  
B It's black.

- A \_\_\_\_\_? (your father)  
B He's five foot eleven inches.
- A \_\_\_\_\_? (you and your sister)  
B No, we look totally different.
- A \_\_\_\_\_? (Sally / brown eyes)  
B No, she has blue eyes.
- A \_\_\_\_\_? (Jeff)  
B He looks like his father.

- D** Circle the correct words.

- Tom wears his hair in a **ponytail** / **bald**.
- Who's the **muscular** / **long** guy in the T-shirt?
- Ken has **shaved** / **spiked** hair.
- Jill wears her hair in **braces** / **braids**.
- Who's the woman with **tall** / **curly** hair?
- Sandra has **pierced** / **long** fingernails.

**A 8 points**  
(2 points each)

1. \_\_\_\_ 3. \_\_\_\_

2. \_\_\_\_ 4. \_\_\_\_

**B 4 points**  
(1 point each)

1. \_\_\_\_

2. \_\_\_\_

3. \_\_\_\_

4. \_\_\_\_

**C 8 points**  
(2 points each)

1. \_\_\_\_

2. \_\_\_\_

3. \_\_\_\_

4. \_\_\_\_

**D 6 points**  
(1 point each)

1. \_\_\_\_ 4. \_\_\_\_

2. \_\_\_\_ 5. \_\_\_\_

3. \_\_\_\_ 6. \_\_\_\_

**E** Write sentences with *have got*. Use contractions where possible.

Example: *I've got straight hair* \_\_\_\_\_ (I / straight hair)

1. \_\_\_\_\_ (we / freckles)
2. \_\_\_\_\_? (who / a mustache)
3. \_\_\_\_\_ (you / a nice smile)
4. \_\_\_\_\_ (he / a shaved head)

**F** Complete the conversations. Use expressions like those in the box.

what's his / her name    what do you call it / them    what do you call that ... / those ...

1. *A* Do you remember when all the boys had - \_\_\_\_\_ haircut? You know, the really short one with the flat top?  
*B* Oh, do you mean the crew cut? Yeah, everybody had that in the '50s.
2. *A* Who was that actress with the red hair - \_\_\_\_\_?  
She was really funny, and she and her husband had their own TV show.  
*B* You mean Lucille Ball. Yeah, she *was* funny.
3. *A* Those pants are back in style. \_\_\_\_\_? They're narrow around the knee and wide around the ankle. People wore them in the '70s.  
*B* Oh, bell-bottoms? No! You're kidding!
4. *A* He was a really famous baseball player. \_\_\_\_\_?  
You know, he was married to Marilyn Monroe.  
*B* Oh, sure. That's Joe DiMaggio.

**G** Read the e-mail message. Then circle the correct answers.

1. Erica needs to **be on time / get the flight information**.
2. Brad is **shorter / thinner** than Alicia.
3. Alicia has **long / curly** hair.
4. Carly is going to meet Erica **at the airport / at her apartment**.

**E 8 points**  
(2 points each)

1. \_\_\_\_
2. \_\_\_\_
3. \_\_\_\_
4. \_\_\_\_

**F 8 points**  
(2 points each)

1. \_\_\_\_
2. \_\_\_\_
3. \_\_\_\_
4. \_\_\_\_

**G 8 points**  
(2 points each)

1. \_\_\_\_
2. \_\_\_\_
3. \_\_\_\_
4. \_\_\_\_

Total:  
\_\_\_\_\_ out of 50



# Unit 12 Quiz

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Teacher Scoring Section

**A** Listen to the people talk about their plans for the summer. Circle the correct answers.

### Conversation 1

1. Pete wants to **take it easy / look for a job** this summer.
2. Megan is going to **work / take a class** this summer.

### Conversation 2

3. Linda is going to **move / start graduate school** in the summer.
4. Linda wants to live **by herself / in a house**.

**A 8 points**  
(2 points each)

1. \_\_\_\_

2. \_\_\_\_

3. \_\_\_\_

4. \_\_\_\_

**B** Complete the sentences with the correct verb forms. Use the simple present or the future with *will*. Use contractions where possible.

1. After I \_\_\_\_\_ (graduate) in June, I guess I \_\_\_\_\_ (look for) a job.
2. John \_\_\_\_\_ (travel) around Asia this summer if he \_\_\_\_\_ (not have to) work for the family firm.
3. If Beth \_\_\_\_\_ (not get) excellent grades, she \_\_\_\_\_ (not be able to) go to medical school.
4. Before we \_\_\_\_\_ (have) children, we \_\_\_\_\_ (buy) a bigger house.
5. Sandra thinks she \_\_\_\_\_ (move) to Florida when she \_\_\_\_\_ (retire) next April.

**B 10 points**  
(2 points each)

1. \_\_\_\_

2. \_\_\_\_

3. \_\_\_\_

4. \_\_\_\_

5. \_\_\_\_

**C** Write new sentences with a similar meaning. Use the words in parentheses.

*Example:* If I have the money, I might travel around the world next year.  
If I have the money, maybe I'll travel around the world next year.  
(maybe / will)

1. Jim is going to be 38 in August.  
\_\_\_\_\_. (will)
2. I guess I'll go to graduate school in the fall.  
\_\_\_\_\_. (may)
3. If it rains tomorrow, I probably won't go running.  
\_\_\_\_\_. (might not)
4. We may have enough money to travel around Europe for a month.  
\_\_\_\_\_. (maybe / will)
5. Sue's not happy at work, so she may look for another job.  
\_\_\_\_\_. (will / probably)

**C 10 points**  
(2 points each)

1. \_\_\_\_

2. \_\_\_\_

3. \_\_\_\_

4. \_\_\_\_

5. \_\_\_\_

**D** Write the words in the box under the correct headings. Use each word only once.

architect    business executive    carpenter    doctor    nurse    receptionist

| helps sick people | works in an office | builds houses |
|-------------------|--------------------|---------------|
| 1. _____          | 3. _____           | 5. _____      |
| 2. _____          | 4. _____           | 6. _____      |

**D 6 points**  
(1 point each)

1. \_\_\_ 3. \_\_\_ 5. \_\_\_  
2. \_\_\_ 4. \_\_\_ 6. \_\_\_

**E** Match the comments with the responses. Then decide if each response is an offer or a promise. Circle the correct answer.

- |   |  |              |                |
|---|--|--------------|----------------|
| 1. I really want to go to the beach today, but I can't. I don't have a car. _____     | a. Don't worry. I won't be late.               | <b>Offer</b> | <b>Promise</b> |
| 2. We don't have anything to drink for the party. _____                               | b. No problem. I'll get them at the drugstore. | <b>Offer</b> | <b>Promise</b> |
| 3. Don't forget. Our dinner reservation at the restaurant is for 8 p.m. _____         | c. That's OK. I'll drive.                      | <b>Offer</b> | <b>Promise</b> |
| 4. If we go on a camping trip, we'll need insect repellent and a first-aid kit. _____ | d. OK. I'll bring some soda.                   | <b>Offer</b> | <b>Promise</b> |

**E 8 points**  
(1 point each)

1. \_\_\_ \_\_\_  
2. \_\_\_ \_\_\_  
3. \_\_\_ \_\_\_  
4. \_\_\_ \_\_\_

**F** Read the article. Then check (✓) the four true statements.

**F 8 points**  
(2 points each)

### Jobs in the Future

**W**hat will work in the United States be like in the future? No one knows exactly, of course, but everyone agrees that there will be some major changes. Here are some predictions:

- There will be more older people in the workplace. Why? There will be fewer young people in the U.S. population, and older workers will retire later.
- People will change their jobs more often. It's normal now for people to make one or two big career changes in their lives. In the future,

people may change their careers many times before they stop working.

- People will need an education to get a good job, but a college education won't be enough. Many college graduates will have to go back to school for more training, especially if they change jobs.
- Technology will continue to change the workplace, but it probably won't make jobs any easier. Workers in factory jobs will need more skills because they will have to understand how to use new technology.

- Everyone thinks there will be important changes in the U.S. workplace.
- There will be more young people in the workplace.
- Most older people will retire sooner.
- These days, people often change their careers once or twice.
- A college education will be less important.
- College graduates will probably need to go back to school.
- Technology will make it a lot easier to work in a factory.
- Factory workers will need to learn new skills.

1. \_\_\_  
2. \_\_\_  
3. \_\_\_  
4. \_\_\_

**Total:**  
\_\_\_ out of 50

# Test 1

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Teacher Scoring Section

**A** Tim is talking with a clerk in a tourist office. Listen to the conversation. Check (✓) true or false for each statement.

- |   | True                     | False                    |
|---|--------------------------|--------------------------|
| 1. You can go shopping in Old Town.                           | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Old Town is within walking distance of the tourist office. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Tim asks for directions to the art museum.                 | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The tourist office is on Beach Street.                     | <input type="checkbox"/> | <input type="checkbox"/> |

**A 8 points**  
(2 points each)

1. \_\_\_\_

2. \_\_\_\_

3. \_\_\_\_

4. \_\_\_\_

**B** Martin and Vicky are talking about the weekend. Listen and check (✓) the correct answers.

- |  |  |
|--|--|
| 1. How long is the jazz festival on Saturday?<br><input type="checkbox"/> From 9 a.m. to 6 p.m.<br><input type="checkbox"/> From 10 a.m. to 4 p.m. | 3. What's Martin planning to do?<br><input type="checkbox"/> Buy sandwiches there.<br><input type="checkbox"/> Bring some extra food.              |
| 2. What does Vicky ask about?<br><input type="checkbox"/> The musicians.<br><input type="checkbox"/> The food.                                     | 4. What's Vicky going to do on Saturday?<br><input type="checkbox"/> She's not sure.<br><input type="checkbox"/> She's going to the jazz festival. |

**B 8 points**  
(2 points each)

1. \_\_\_\_ 3. \_\_\_\_

2. \_\_\_\_ 4. \_\_\_\_

**C** Complete the conversations with the correct form of the verbs in parentheses.

- |  |  |
|--|--|
| 1. A Can you _____ (play) basketball?<br>B No, but I enjoy _____ (watch) basketball games on TV.                           |  |
| 2. A Would you like _____ (learn) French?<br>B No, not really. I'm not interested in _____ (study) another language.       |  |
| 3. A Could you _____ (tell) me how to get to the ferry terminal?<br>B Sorry. I'm not very good at _____ (give) directions. |  |

**C 6 points**  
(1 point each)

1. A \_\_\_\_

B \_\_\_\_

2. A \_\_\_\_

B \_\_\_\_

3. A \_\_\_\_

B \_\_\_\_

**D** Circle the correct responses.

- |   |  |
|---|--|
| 1. A I'm a big soccer fan.<br>B <b>I am too. / Me neither.</b>          |  |
| 2. A I can't stand game shows.<br>B <b>I can too. / I can't either.</b> |  |
| 3. A I love movies.<br>B <b>I am too. / Me too.</b>                     |  |
| 4. A I hate vegetables.<br>B <b>I do too. / Me neither.</b>             |  |

**D 4 points**  
(1 point each)

1. \_\_\_\_

2. \_\_\_\_

3. \_\_\_\_

4. \_\_\_\_

**E** Complete the conversation with the simple present or the present continuous. Use contractions where possible.

Dan What \_\_\_\_\_ you usually \_\_\_\_\_ (do) to stay healthy, Kate?

Kate Well, actually, I \_\_\_\_\_ usually \_\_\_\_\_ (not think) about my health very much, but right now I \_\_\_\_\_ (try) to lose some weight.

Dan So, \_\_\_\_\_ you \_\_\_\_\_ (eat) a lot of fruit and vegetables these days?

Kate Yes, fruit and vegetables, and no junk food. But it's not easy.

My husband and I both \_\_\_\_\_ (love) junk food.

**F** Circle the correct words.

- I have a terrible **toothache** / cough / fever. I guess I need to go to a dentist.
- Rick always does really well in science. This year he was the best student in his **geography** / biology / geometry class.
- I don't like sitcoms or soap operas very much. Anyway, I almost never **go shopping** / go to movies / watch TV.
- It's easy to get to the stadium. First, **make** / go / turn a right at the next corner. . . .
- The kids usually have a lot of fun on **Halloween** / Valentine's Day / their birthdays. They love to wear costumes and go trick-or-treating.
- I really like **folk** / country / rock music from the '60s and '70s. You know, the Beatles, the Rolling Stones, Elton John, . . .

**G** Complete the conversations. Use *going to* and the words in parentheses. Use indirect object pronouns in the answers.

Example: A What are you going to buy (you / buy) your son for his graduation?

B I'm going to buy him (buy) a watch.

1. A \_\_\_\_\_ (you / give) Paul anything for his birthday?

B Yes, \_\_\_\_\_ (get) some CDs.

2. A What \_\_\_\_\_ (Anne / cook) you for your birthday?

B Nothing. \_\_\_\_\_ (take) out for dinner.

3. A What \_\_\_\_\_ (Tom and Judy / get) their parents for their anniversary?

B \_\_\_\_\_ (send) some flowers.

**E 5 points**  
(1 point each)

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

**F 6 points**  
(1 point each)

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

**G 12 points**  
(2 points each)

1. A \_\_\_\_\_

B \_\_\_\_\_

2. A \_\_\_\_\_

B \_\_\_\_\_

3. A \_\_\_\_\_

B \_\_\_\_\_

**H** Circle the correct words to complete the conversation.

A Excuse me. **Is / Are** there any coffee shops around here?  
(1)

B Yes. There are **one / some** on State Street. I like the Busy Bee.  
(2)

It's on State, **between / next to** a big supermarket.  
(3)

A Oh, and is there **a / any** gas station near here?  
(4)

B Yes, there's **one / any** on Randall Road. Just go straight ahead for three blocks.  
(5)

It's **across / on** the corner of Randall and Adams.  
(6)

**I** Write the conversations using the words in parentheses. Follow the example.

Example: A What do you do if you get a bad cough? (if / get a bad cough)

B If I get a bad cough, I take medicine. (take medicine)

1. A \_\_\_\_\_? (when / feel sick)

B \_\_\_\_\_ . (go to a doctor)

2. A \_\_\_\_\_? (if / get really tired)

B \_\_\_\_\_ . (take a nap)

**J** Circle the correct determiners.

1. **All / All of** high school students study a foreign language.

2. **A few / A few of** my friends are taking French and Spanish.

3. **A lot / A lot of** Bill's classmates are going to college next year.

4. However, **no / none of** them did well on their exams.

**K** Complete the conversation with *was, were, or did*. Use capital letters where necessary.

Janet Where \_\_\_\_\_ you born, Mario?  
(1)

Mario I \_\_\_\_\_ born in Chile.  
(2)

Janet Really? That's cool. How long \_\_\_\_\_ you live there?  
(3)

Mario Until I \_\_\_\_\_ 18. Then we came here to Los Angeles.  
(4)

Janet \_\_\_\_\_ you learn English in Chile?  
(5)

Mario Yes, I \_\_\_\_\_. But just a little.  
(6)

**H 6 points**  
(1 point each)

1. \_\_\_\_

2. \_\_\_\_

3. \_\_\_\_

4. \_\_\_\_

5. \_\_\_\_

6. \_\_\_\_

**I 8 points**  
(2 points each)

1. A \_\_\_\_

B \_\_\_\_

2. A \_\_\_\_

B \_\_\_\_

**J 4 points**  
(1 point each)

1. \_\_\_\_

2. \_\_\_\_

3. \_\_\_\_

4. \_\_\_\_

**K 6 points**  
(1 point each)

1. \_\_\_\_

2. \_\_\_\_

3. \_\_\_\_

4. \_\_\_\_

5. \_\_\_\_

6. \_\_\_\_

**L** Complete the questions with object pronouns. Complete the answers with *everybody* or *nobody*. Use capital letters where necessary.

**L 6 points**  
(1 point each)

Example: A Listen to this song. Do you know it \_\_\_\_\_?

B Oh, sure. That's "Daydream Believer." Everybody knows that song.

1. A Listen to this band – the Maniacs. I think they're great. Do you like \_\_\_\_\_?

1. A \_\_\_\_\_

B Sure. Almost \_\_\_\_\_ likes the Maniacs.

B \_\_\_\_\_

2. A Listen. This is Garth Brooks. Do you know \_\_\_\_\_?

2. A \_\_\_\_\_

B Yeah, he's a country singer. \_\_\_\_\_ knows Garth Brooks.

B \_\_\_\_\_

3. A I love rap. Do you like \_\_\_\_\_, too?

3. A \_\_\_\_\_

B Yeah, I do. But \_\_\_\_\_ in my family likes it very much.

B \_\_\_\_\_

**M** Read the first part of each conversation. Check (✓) the best response to sound friendly and encourage the people to continue talking.

**M 5 points**  
(1 point each)

1. A So are you a big rock music fan?

1. \_\_\_\_\_

B \_\_\_\_\_

Yeah, but my sister isn't.

Not really. Are you?

No, I'm not.

2. A Do you have any hobbies?

2. \_\_\_\_\_

B \_\_\_\_\_

No. Hobbies are boring.

No, I'm not very mechanical.

Um, no. I don't have much time for hobbies.

3. A I don't feel well.

3. \_\_\_\_\_

B \_\_\_\_\_

I'm sorry. What's wrong?

Yeah, I know. I got a cold yesterday.

Well, I feel terrible!

4. A Do you want to go to the *Cinco de Mayo* celebration on Thursday?

4. \_\_\_\_\_

B \_\_\_\_\_

No. I don't speak Spanish.

It depends. What is it exactly?

No. It's going to rain Thursday.

5. A I'd like to go to that new Italian restaurant tonight.

5. \_\_\_\_\_

B \_\_\_\_\_

Excuse me. Did you say Italian?

Oh, I can't stand Italian food.

Yeah? I like French food.

**N** Read the interview. Then check (✓) true or false for each statement.

**N 8 points**  
(2 points each)

## THE STUDENT TIMES

The *Student Times* interviewed Diana Walker, the new senior class president. We asked her about her studies, her hobbies, and her plans for the coming year. Here's what she said.

**Student Times:** What are your favorite classes? And what classes don't you like?

**Diana Walker:** Well, I love history and Mr. Thompson's literature class. Everybody likes his classes, right? And classes I don't like? I guess that's physics – I'm terrible at physics.

**ST:** Do you have any hobbies?

**DW:** Yeah, I'm into nature, actually. I like to go hiking and bird-watching with my friends.

**ST:** What about music? Do you play a musical instrument?

**DW:** Well, not really. I played the piano when I was a kid, but then I stopped. I enjoy listening to music, of course.

**ST:** Do you have any plans as class president? I mean, are you going to make any changes?

**DW:** Well, I'm just starting the job now, so I don't know yet. But this is going to be an interesting year. Why don't you come back and interview me again next month? I'll know better then.

- |   | True                     | False                    |         |
|---|--------------------------|--------------------------|---------|
| 1. Diana Walker is interviewing the senior class president. | <input type="checkbox"/> | <input type="checkbox"/> | 1. ____ |
| 2. Diana Walker likes all of her classes.                   | <input type="checkbox"/> | <input type="checkbox"/> | 2. ____ |
| 3. Diana Walker doesn't play the piano now.                 | <input type="checkbox"/> | <input type="checkbox"/> | 3. ____ |
| 4. Diana Walker is planning to make a lot of changes.       | <input type="checkbox"/> | <input type="checkbox"/> | 4. ____ |

- Read the article. Then read about the people and their habits. Which habits are helpful for sleep? Check (✓) the four people with the helpful habits.

○ 8 points  
(2 points each)

## Are You Getting Enough Sleep?

Everybody sleeps, but many people don't get enough sleep for their health. In recent surveys, 60% of Americans reported problems with their sleep at least one or two nights a week. If you are having problems with your sleep, here are some things you can do.

- **Exercise regularly.** Regular exercise helps you sleep, but don't exercise right before you go to bed. Your body needs time to slow down.
- **Don't read, study, or watch TV in bed.** Think about your bed as a place just for sleeping. That way when you go to bed, you will probably fall asleep right away!
- **Don't have coffee or tea after 7 p.m.** And remember to be careful of soda, because many of them will keep you awake, too.
- **Control eating late in the day.** It's OK to have a light snack, but don't eat a big meal.
- **If you feel stressed at bedtime, turn off the lights and listen to relaxing music for a while.** Or just lie there and imagine you are in a quiet, peaceful place.

- Barbara likes to go jogging at night – around 9 p.m.
- Ron doesn't drink coffee or tea after dinner.
- At bedtime, Alicia turns off the light and tries to think about nice things.
- Jane usually gets home from work late and eats a big dinner.
- Jerry often does his homework in bed.
- Maria loves soda. She drinks it all day and night.
- Jack exercises every afternoon.
- Pam has an early dinner, and she usually doesn't eat after that.

1. \_\_\_\_
2. \_\_\_\_
3. \_\_\_\_
4. \_\_\_\_

Total:  
\_\_\_\_ out of 100



# Test 2

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Teacher Scoring Section

**A** Alice is calling a restaurant. Listen to the telephone conversation. Check (✓) the correct answers.

**A 8 points**  
(2 points each)

- |   |   |
|---|---|
| 1. Alice is calling the restaurant to ____. | 3. Rebecca isn't ____.                    |
| <input type="checkbox"/> talk with Alberto  | <input type="checkbox"/> old              |
| <input type="checkbox"/> find something     | <input type="checkbox"/> tall             |
| <input type="checkbox"/> make a reservation | <input type="checkbox"/> thin             |
| 2. Alice feels ____.                        | 4. The restaurant is going to close ____. |
| <input type="checkbox"/> hungry             | <input type="checkbox"/> early            |
| <input type="checkbox"/> embarrassed        | <input type="checkbox"/> at 7:00          |
| <input type="checkbox"/> worried            | <input type="checkbox"/> at 9:00          |

1. \_\_\_\_ 3. \_\_\_\_

2. \_\_\_\_ 4. \_\_\_\_

**B** Liz and Bill are taking a break at work. Listen to their conversation. Check (✓) true or false for each sentence.

**B 8 points**  
(2 points each)

- |   | True                     | False                    |
|---|--------------------------|--------------------------|
| 1. Bill sometimes takes a bath right after work.    | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Liz is going to go running with Bill.            | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Bill likes to read the newspaper in the evening. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Liz doesn't usually go online in the evening.    | <input type="checkbox"/> | <input type="checkbox"/> |

1. \_\_\_\_

2. \_\_\_\_

3. \_\_\_\_

4. \_\_\_\_

**C** Complete the conversation. Use the simple present, the present continuous, or *going to* and the verbs in parentheses. Use contractions where possible.

**C 5 points**  
(1 point each)

- Tony How \_\_\_\_\_ your semester \_\_\_\_\_ (go), Mona?  
(1)
- Mona Not very well, actually. I \_\_\_\_\_ (take) five classes this semester.  
(2)
- It's a lot. I \_\_\_\_\_ (not have) time to do all the work.  
(3)
- Tony \_\_\_\_\_ you still \_\_\_\_\_ (graduate) in June?  
(4)
- Mona No, I \_\_\_\_\_ (not think) so. Maybe in September.  
(5)

1. \_\_\_\_

2. \_\_\_\_

3. \_\_\_\_

4. \_\_\_\_

5. \_\_\_\_

**D** Tim is going on a camping trip, and a friend gives him some advice. Write the words in the correct order to make suggestions.

**D 3 points**  
(1 point each)

- (flashlight / to / with / don't / take / a / batteries / forget)  
\_\_\_\_\_
- (should / pack / repellent / you / insect / some)  
\_\_\_\_\_
- (bag / need / warm / take / sleeping / you / to / a)  
\_\_\_\_\_

1. \_\_\_\_

2. \_\_\_\_

3. \_\_\_\_

**E** These people are planning a trip to a foreign country. Write the conversations. Use *need* + the infinitive for reasons and *Is it* + adjective for questions.

**E 8 points**  
(2 points each)

Example: A I need to go online to get a hotel room.  
(go online / get a hotel room)  
B Is it important to make a reservation early?  
(important / make a reservation early)

1. A \_\_\_\_\_.  
(call a travel agent / ask about public transportation)  
B \_\_\_\_\_?  
(easy / get around)
2. A \_\_\_\_\_.  
(get a phrase book / learn some expressions)  
B \_\_\_\_\_?  
(necessary / understand the language)

1. A \_\_\_\_

B \_\_\_\_

2. A \_\_\_\_

B \_\_\_\_

**F** Write answers to the questions. Put the adjectives in parentheses in the correct order, and use *one* or *ones*.

**F 6 points**  
(2 points each)

Example: A Which armchair do you like?  
B I like the large brown one. (brown / large)

1. A Which dress do you like?  
B \_\_\_\_\_ (green / pretty)
2. A Which curtains would you like?  
B \_\_\_\_\_ (Chinese / silk)
3. A Which table do you want?  
B \_\_\_\_\_ (glass / round)

1. \_\_\_\_

2. \_\_\_\_

3. \_\_\_\_

**G** Read the pairs of sentences. Write a sentence with the same meaning using the word in parentheses.

**G 6 points**  
(2 points each)

Example: I make a lot of calls from my office. I don't make many calls from my home.  
I make more phone calls from my office than from my home. (more)

1. I use a cell phone a lot. Frank doesn't use a cell phone very much.  
\_\_\_\_\_. (more)
2. We don't spend much time online. Our kids spend a lot of time online.  
\_\_\_\_\_. (less)
3. You don't send many text messages. I send a lot of text messages.  
\_\_\_\_\_. (fewer)

1. \_\_\_\_

2. \_\_\_\_

3. \_\_\_\_

**H** Maria is asking Judy to describe Steve. Write the questions for the answers.

Example: Maria Do Steve and his brother look alike?  
Judy No, Steve and his brother look totally different.

1. Maria \_\_\_\_\_?

Judy He's short and thin, and he has long brown hair.

2. Maria \_\_\_\_\_, exactly?

Judy He's five six.

3. Maria \_\_\_\_\_?

Judy No, his hair is curly.

**I** Circle the correct words.

1. I'll graduate in June if I **don't** / **won't** fail any courses.
2. After I **graduate** / **will graduate**, I'll take a trip to Brazil.
3. When I come back from my trip, I **'ll look** / **look** for a job.
4. Then I **may** / **'ll** probably move out of my parents' house.

**J** Complete the conversations. Use reflexive pronouns.

1. A Did you go to a movie with Paul?

B No, I went by \_\_\_\_\_.

2. A What happened to Mark's leg?

B He was playing tennis with Liz, and he hurt \_\_\_\_\_.

3. A Did you burn \_\_\_\_\_?

B Yes. I spilled some hot water on my hand.

**K** Complete the conversations with the verbs in parentheses.

Use the simple past or the past continuous.

Erica \_\_\_\_\_ you \_\_\_\_\_ (hurt) your arm, Gary?

Gary Yes, I \_\_\_\_\_ (sprain) it.

Erica How? What \_\_\_\_\_ you \_\_\_\_\_ (do) when it \_\_\_\_\_ (happen)?

Gary I \_\_\_\_\_ (paint) the house, and I \_\_\_\_\_ (fall) off a ladder.

Erica Ouch! Well, at least you \_\_\_\_\_ (not break) anything!

**L** Circle the correct words to complete the conversation.

Dave **Who's** / **Whose** keys are these? Are they **your** / **yours**, Gary?

Gary No, **my** / **mine** are in **my** / **mine** pocket. Maybe they're Anna's. She just left.

Sue Yeah, I think they're **her** / **hers**. Don't worry. She'll be right back.

She probably needs them to get into **her** / **hers** car.

**H 6 points**  
(2 points each)

1. \_\_\_\_

2. \_\_\_\_

3. \_\_\_\_

**I 4 points**  
(1 point each)

1. \_\_\_\_

2. \_\_\_\_

3. \_\_\_\_

4. \_\_\_\_

**J 3 points**  
(1 point each)

1. \_\_\_\_

2. \_\_\_\_

3. \_\_\_\_

**K 7 points**  
(1 point each)

1. \_\_\_\_

2. \_\_\_\_

3. \_\_\_\_ 4. \_\_\_\_

5. \_\_\_\_ 6. \_\_\_\_

7. \_\_\_\_

**L 6 points**  
(1 point each)

1. \_\_\_\_ 2. \_\_\_\_

3. \_\_\_\_ 4. \_\_\_\_

5. \_\_\_\_

6. \_\_\_\_

**M** Circle the best words to complete the sentences.

1. Sarah is going on a business trip to Tokyo. She needs to take her **tent / makeup / first-aid kit**.
2. We're shopping for some new furniture for the living room. Last weekend, we saw some nice **nightstands / dressers / armchairs**.
3. The boys were in a fight at school yesterday. Terry **got / broke / hurt** a black eye.
4. Hello? Josh? I can't hear you. I think we have a bad **message / connection / number**.
5. Jill is the woman **by / standing / wearing** the red suit. She's talking to Joe.

**N** Read the situations and the beginnings of the conversations. Check (✓) the best response for each situation.

1. You're in the kitchen, and you're making lunch for a friend. Your friend is sitting in the living room next to the telephone. The phone rings.  
*You* Would you mind answering the phone?  
*Your friend* \_\_\_\_\_  
 Oh, no. No problem.  
 The phone? It's not mine.  
 No, go ahead.
2. David helped a friend move some heavy furniture last weekend, and he hurt his back. He's talking with his friend Janice.  
*David* I really hurt myself. I could hardly move for a couple of days.  
*Janice* \_\_\_\_\_  
 Oh, I bet he wasn't too happy.  
 Oh, no! Are you better now?  
 Wow. That was lucky.
3. Bill loves to go to car races. Matt went with him a few weeks ago, and he had an awful time.  
*Bill* There's another race this Saturday. Do you want to go?  
*Matt* \_\_\_\_\_  
 That sounds great. Let's go!  
 What time does it start?  
 Uh, I guess we could, but . . .
4. Cathy and Judy are planning a big party at Judy's apartment. Suddenly, Judy thinks of something they forgot.  
*Judy* Oh, no! I just realized – there aren't enough places for people to sit.  
*Cathy* Don't worry. \_\_\_\_\_  
 I'll sit on the couch.  
 I'll bring some chairs.  
 I won't forget. I promise!

**M 5 points**  
(1 point each)

1. \_\_\_\_

2. \_\_\_\_

3. \_\_\_\_

4. \_\_\_\_

5. \_\_\_\_

**N 4 points**  
(1 point each)

1. \_\_\_\_

2. \_\_\_\_

3. \_\_\_\_

4. \_\_\_\_

**O** Complete the conversation with the comparative forms of the adjectives (↑ = more; ↓ = less).

**Rob** So, how do you like your new cell phone, Anna?

Is it \_\_\_\_\_ (1) (↑ good) than your regular phone?

**Anna** Well, it's a lot \_\_\_\_\_ (2) (↑ convenient) for me because

I travel a lot, and it's \_\_\_\_\_ (3) (↑ easy) to make calls anytime.

**Rob** Is it \_\_\_\_\_ (4) (↓ expensive) than your regular phone?

**Anna** Well, I use my cell phone a lot, so it isn't \_\_\_\_\_ (5) (↑ cheap) for me!

**O 5 points**  
(1 point each)

1. \_\_\_\_
2. \_\_\_\_
3. \_\_\_\_
4. \_\_\_\_
5. \_\_\_\_

**P** Read the article. Then check (✓) the four true statements.

**P 8 points**  
(2 points each)

## Next Time Try a Slow Trip to Europe

**S**low travel is becoming more popular with visitors to Europe these days. A slow traveler doesn't go slowly from place to place. A slow traveler goes to only one place – and stays there for at least a week. Interesting idea, you may say, but where do you stay? Not in a hotel, respond experienced slow travelers. You need to rent a vacation home.

This kind of travel has many advantages. Good European rental homes are fairly easy to get, and they are usually cheaper than hotels – especially for large groups. And the trip will be even less expensive because you can cook at home. But best of all, you'll have more time to just relax and explore the area.



Of course, slow travel isn't for everyone. If you rent a house, no one will come in to make your bed and clean every day, and you might not have all the modern conveniences. Also, it can take some time to plan the trip and find the right rental. But slow travelers say it's the only way to go.

- A slow traveler only visits a few different places.
- Slow travelers usually stay in hotels.
- It isn't hard to find a vacation rental in Europe.
- Rental homes can be inexpensive for large groups.
- If you slow travel, you won't save money.
- You'll have more time to learn about one place if you slow travel.
- In a rental home, you have to do more for yourself.
- It doesn't take a lot of planning to be a slow traveler.

1. \_\_\_\_
2. \_\_\_\_
3. \_\_\_\_
4. \_\_\_\_

Q Read the article. Then check (✓) true or false for each statement.

Q 8 points  
(2 points each)

## I Hate Moving!

by Chris Steiner

It's getting harder for me to move these days. Why? I'm a pack rat. And I collect a lot of heavy things. For instance, I have lots of books. And I have records. Most of my friends gave away their records when CDs became more popular, but I didn't. Instead, I got theirs.

I remember my first move – from my parents' house to college. It was pretty easy. I packed my clothes, my stereo, and a few books into my car – that was it! However, my last move was a nightmare. It took me weeks to pack.

You see, I'm also not very organized. Other people pack related items into neat little boxes and label them carefully, but I don't. When I move, my boxes are all full of different stuff – some clothing, a golf ball, a book, and a bathroom towel, for example – so I can't find things for weeks.

I moved here six years ago, and I'll probably move again in a couple of years. Will my next move be easier? I doubt it. You can collect a lot of things in eight years.

1. Chris got some of his records from his friends.
2. Chris's move to college wasn't hard.
3. Chris packs different kinds of things together.
4. Chris's last move was eight years ago.

|    | True                     | False                    |
|----|--------------------------|--------------------------|
| 1. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | <input type="checkbox"/> | <input type="checkbox"/> |

1. \_\_\_\_
2. \_\_\_\_
3. \_\_\_\_
4. \_\_\_\_

Total:  
\_\_\_\_ out of 100

## **2. Методические указания по чтению и переводу дополнительных текстов**

Прежде чем приступить к чтению и переводу текста необходимо предварительно ознакомиться с пояснениями к тексту.

Затем нужно прочитать внимательно весь текст до конца, чтобы познакомиться с его содержанием. Читая текст, нужно отметить все трудные места, затем разбить текст на абзацы и внимательно по предложениям начать переводить его. Если в абзаце имеются сложные предложения, следует разобраться в каждом отдельно, связывая его затем с последующим.

Предложения следует анализировать так:

а) найти подлежащее и сказуемое; б) разбить все предложение на смысловые элементы; в) перевести дословно; г) не глядя на предложение, рассказать себе простыми словами основной смысл его, д) сделать окончательный перевод, строя русское предложение согласно правилам русского языка.

Переведя предложение, следует выписывать незнакомые слова и одновременно отыскивать в словаре значение, соответствующее данному контексту.

Часто при переводе можно встретить идиомы, которые на русский язык дословно не переводятся, поэтому перевод их надо делать, либо исходя из общего смысла данного предложения, либо прибегать к помощи специального словаря. Переведя все абзацы текста, следует его еще раз прочитать, чтобы установить, хорошо ли читается перевод, понятен ли его смысл, а также обработать встречающиеся шероховатости стиля.

### **ТЕХТ 1**

There is something really unusual about hobbies and interests. They vary from person to person distinguishing one personality from the other. They also bring different people together, taking the mind off the monotony that sets in with the daily routine. The best thing that can happen to you is to be able to live your hobby every day, making a living out of doing what gives you a sense of pleasure

and satisfaction.

Did you know that there are so many millionaires in this world, who would never have achieved what they did, if there field of success was not their hobby! Let's take an example of an application that was created as a hobby, and is now a part of everyone's life - Facebook. Do I need to tell you the rewards Mark Zuckerberg has received because of his hobby?

Many of us let go of our interests and hobbies to meet the daily demands of life; don't do that. Life is about being happy, about being able to enjoy what you do, and trust me, there are many things that people enjoy doing!

### Hobbies Related to Nature

Let us begin with the activities that remind us of our natural self - hobbies related to the nature in which we live! What makes this category special is that these activities can also contribute to the environmental issues that we are facing globally. Issues, like global warming, deforestation, animal conservation, etc., may be taken care of in our own little way. Have a look at the hobbies that can help you make the earth greener and healthier.

- ◆ Recycling
- ◆ Organic farming
- ◆ Composting
- ◆ Landscape gardening
- ◆ Hydroponic gardening
- ◆ Making birdfeeders/birdhouses
- ◆ Creating art from used material
- ◆ Making recycled paper
- ◆ Animal care (volunteering at an animal shelter)

### Hobbies Related to Sports and Adventure

Most people confine hobbies related to sports and adventure to men. I fail to agree. Adventure is something that every human seeks because it gives them a sense of



thrill and achievement. There are various activities in this category, and each one is worth a try!

- ◆ Scuba diving
- ◆ River rafting
- ◆ Bungee jumping
- ◆ Skiing
- ◆ Trekking
- ◆ Ice skating
- ◆ Surfing
- ◆ Racing
- ◆ Gymnastics
- ◆ Hunting

## **TEXT 2**

Creativity, to me, is another form of a true blessing! The ability to think and create something beautiful is a true art. If you have the creative spark in you, then there is nothing that can stop you from exploring your inner potential. Below is a list of hobbies that you would love to do!

- ◆ Cook foods in disguise (dishes that look something but are something else)
- ◆ Painting
- ◆ Graffiti art
- ◆ Creative writing
- ◆ Dancing/choreography
- ◆ Singing/composing music
- ◆ Sculpting
- ◆ Model building
- ◆ Interior decorating

## ◆ Jewelry-making

### Hobbies Related to Computers and Technology

Almost half of the population today is tech savvy, using technology-based applications for doing half of the routine work, be it sending and receiving e-mails, educating yourself on various topics through search engines, or socializing through Facebook, Twitter, or Skype. Some of the most popular hobbies are those associated with the virtual world. The following are some examples.

- ◆ Computer games
- ◆ Video gaming
- ◆ Social networking
- ◆ Keeping virtual pets
- ◆ Creating software
- ◆ Internet browsing
- ◆ Blogging
- ◆ Building computers and robots

### Observational Hobbies

Being observant is a natural skill, and a true observer is the one that notices even the minute details without making it obvious to others. These hobbies teach us a lot of things including patience, perseverance, and appreciation. The world that we live in is a marvel in itself, the beauty of which we seldom notice due to our busy schedule. These hobbies will help you think beyond your usual sphere.

- ◆ Birdwatching
- ◆ Geocaching
- ◆ Photography
- ◆ Cloud watching
- ◆ Stargazing

- ◆ People watching
- ◆ Herping (looking for reptiles)
- ◆ Amateur meteorology
- ◆ Reading

### **TEXT 3**

#### Outdoor Hobbies

A hobby is something that we enjoy doing, something that relaxes our minds!

While the best place to relax is home, there are many people, who define relaxing as something that is done outdoors. Below is a list of hobbies that tend to relax and refresh your mind and body in the midst of nature.

- ◆ Fishing
- ◆ Archery
- ◆ Boating
- ◆ Traveling
- ◆ Camping
- ◆ Kayaking
- ◆ Kart racing
- ◆ Golfing
- ◆ Swimming
- ◆ Skateboarding

Talking about outdoor hobbies reminds me of Ernest Hemingway and his love for fishing! Knowing the popular author and journalist that he was, he always took time out for outdoor fishing trips with his friends. He started fishing at the age of 3, and wrote many write ups, like Tuna Fishing in Spain, Trout Fishing All Across Europe: Spain Has the Best, Then Germany. His first novel published in 1952, The

Old Man and the Sea, was also based on the life of an old fisherman.

### Indoor Hobbies

Have you come across this situation at home, when your brother wants to play soccer on a Sunday morning but your sister wants to stay at home and play cards? For some people, the ultimate way to refresh their minds and relax, is not by doing something out in the open, but something within the coziness of the indoors. Like I said, not all of us are the same!

- ◆ Playing cards
- ◆ Tarot card reading
- ◆ Playing board games
- ◆ Watching movies
- ◆ Cubing
- ◆ Bowling
- ◆ Billiards
- ◆ Ping pong/table tennis
- ◆ Pottery

### **TEXT 4**

#### ***Why I Love New York***

By Regis St Louis, Author

I've lived in NY since 2001, and I'm excited about how green the city has become in recent years. The Brooklyn Bridge Park in my neighborhood, the High Line, the Hudson River Park, the growing number of farmers markets around town, the new CitiBike program, Bloomberg's plant-a-million-trees campaign: New York is no longer 'the concrete jungle' of yesteryear. Culturally speaking, it's an exciting time to be in New York, with the arrival of new theaters, cultural centers and

sporting arenas (Theatre for a New Audience, BRIC, Barclays Center). I also feel fortunate to be here during the Brooklyn renaissance, when there's so much creativity in the air.

### ***Nexus of the Arts***

The Met, the MoMA and the Guggenheim are just the beginning of a dizzying list of art-world icons. You'll find museums devoted to everything from fin de siècle Vienna to immigrant life in the Lowest East Side, and sprawling galleries filled with Japanese sculpture, postmodern American painting, Himalayan textiles and New York City lore. For a glimpse of current and future greats, delve into the cutting-edge galleries of Chelsea and the Lowest East Side, with their myriad exhibition spaces, and festive opening-night parties (usually Thursday night if you want to join in).

### ***The Night Is Young***

When the sun sinks slowly beyond the Hudson and luminous skyscrapers light up the night, New York transforms into one grand stage. Well-known actors take to the legendary theaters of Broadway as world-class soloists, dancers and musicians perform at venues large and small across town. Whether high culture or low, New York embraces it all: in-your-face rock shows at Williamsburg dives, lavish opera productions at the Lincoln Center, and everything in between. This is a city of experimental theater, improv comedy, indie cinema, ballet, poetry readings, burlesque, world music, jazz and so much more. If you can dream it up, it's probably happening in NYC.

### ***Urban Wanderers***

With its compact size and streets packed with eye-candy of all sorts – architectural treasures, old-world cafes, atmospheric booksellers and curiosity shops – NYC is an urban wanderer's delight. Crossing continents is as easy as walking over a few avenues in this jumbled city of 200-plus nationalities. You can lose yourself in the crowds of Chinatown amid brightly painted Buddhist temples, steaming noodle shops and fragrant fishmongers, then stroll up to Nolita for enticing boutiques and coffee-tasting among the craft-minded scenesters. Every

neighborhood offers a dramatically different version of New York City – from the 100-year-old Jewish delis of the Upper West Side to the meandering cobblestone lanes of Greenwich Village. And the best way to experience this city is to walk its streets.

## TEXT 5

### Top 10 Places To Visit in Tokyo

I love Tokyo! I never thought I would say this, but after 10 days spent there, Tokyo became my favorite city in the world (over Paris!!). I always was a city girl, and though I love nature, I could never live too far, nor too long away from the concrete and electric jungle. And I'm afraid I will never again be able to stay away for too long from Tokyo - the most civilized and well-organized jungle of them all. The most famous of Tokyo's attractions can be reached by subway or train, and though huge and a bit intimidating at first, you will get anywhere in no time.

Tokyo was the first city we visited in Asia, and comparing it with all the other places we've visited before (and after), **Tokyo is a different world altogether**. If I were to recommend you only one city to visit in the world (given that you are not Japanese), I would recommend you Tokyo. You get the idea, I'm in love with this city! And this is not only because for me it represents the peak of civilization, law, order and fashion, it is also because from all the places I've visited so far, this is the one that stands out most, in all the good ways.

The following list of *places to visit in Tokyo* is based on our personal experience and organized in no particular order. Please feel free to add your favorite places in Tokyo in the comment section below.

### *THINGS TO DO & PLACES TO VISIT IN TOKYO*

#### *Shibuya 109 & Shibuya Crossing*

Shibuya is the point zero of Japanese fashion and the Mecca of chic; and it fascinated me so much, I must be a Shibuya girl in a parallel universe or something. The way these girls dress, the contact lenses that make the eyes look bigger, all that lace, ruffles, colorful socks, and ribbons, make for the most elegant

casual outfits I've ever seen. I get goose bumps every time I remember the time I spent shopping in the trendy boutiques at Shibuya 109. I left part of my heart there, and ever since I got back home all I want is to go back.

The Shibuya Crossing is a couple of minutes from Shibuya 109 and just outside Shibuya Station served by JR Yamanote Line. This crossing, made famous by the *'Lost in Translation'* movie, is one of the busiest in the world and the quintessence of organized chaos. The traffic lights from all directions turn red all at the same time and for the next couple of minutes people invade the crossing like spilled beans out of a can.

You can observe the spectacle of lights and people from the Starbucks on the crossing's north side or you can experience the madness for yourself, which in my opinion is far better. My husband and I crossed quite a few times here just for fun and not one single time did we bump into another person or people bumped into us. Everybody matched their pace at the speed of the person in front, walking at unison, on lanes. Now if this is not the ultimate example of civilization, I don't know what is.

### *Meiji Shrine (traditional Tokyo)*

Meiji Shrine is a Shinto shrine located in the Shibuya Ward, in the middle of a beautiful forest with huge Torii gates leading to the main hall and it is accessible from the Harajuku Station on the JR Yamanote Line. Dedicated to the deified spirits of Emperor Meiji and his wife, it is now a favorite place for wedding ceremonies.

We were lucky to witness such a procession. Led by two shrine priests and two shrine maidens, the couple followed under a big red umbrella. Family and friends came next, but we were surprised by both the reduced numbers of participants and by the lack of joy on their faces. Apparently Shinto wedding ceremonies are very solemn and quite unique.

Also there were lots of worshipers ruminating around the shrine's grounds, and many of the ladies and young girls were dressed in gorgeous kimonos. As

opposed to the nearby Yoyogi Park, Meiji Shrine is the place to go contemplate the old Japan and Japanese traditions.

### *Yoyogi Park on a Sunday*

There is no better place for people watching in Tokyo than the Yoyogi Park. The park is very popular with young Japanese people, especially on Sundays, and you can spot the unleashed wackiness of an otherwise reserved nation.

We spotted from shy Lolitas and classy girls drinking red wine from crystal glasses while seated on a picnic cloth, to couples in love, club meetings, teenagers rehearsing plays, and homeless people giving a ride to their cats in supermarket trolleys. Everything goes and nobody feels out of place.

The park is pretty huge and doesn't give the feeling of being crowded at all, but then again, this is part of a special Japanese talent - in spite of Tokyo being the world's most populous metropolis, we never felt overwhelmed by the number of people around us.

### **3. Методические указания к подготовке сообщения, доклада или презентации**

Подготовка сообщения, доклада или презентации (далее – Сообщение) на английском языке является важной формой работы, которая расширяет общий кругозор студента за счет использования дополнительных англоязычных источников; учит планировать длительное высказывание на английском языке с логическими переходами от одной мысли к другой, расширяет словарный запас.

#### **1. ВЫБОР ТЕМЫ**

1.1. При выборе темы Сообщения следует предпочесть тему, которая:

- a. наиболее интересна;
- b. достаточно широко представлена в профессиональной англоязычной прессе и Интернете качественными и доступными материалами;
- c. актуальна и может заинтересовать аудиторию.



## 2. РЕГЛАМЕНТ ВЫСТУПЛЕНИЯ И ОБЪЕМ СООБЩЕНИЯ

2.1. Объем Сообщения должен соответствовать оговоренному регламенту.

2.2. Как правило, длительность звучания устной презентации составляет около 5 минут при следующих параметрах напечатанного текста: текст в объеме 1800 знаков, т.е. одной печатной страницы А4 с использованием шрифта Times New Roman, кегль 14 пт и интервала 1,5.

2.3. Если студент не укладывается в регламент, решение о продлении времени выступления будет принято преподавателем в зависимости от качества Сообщения и от оставшегося объема.

2.4. Если Сообщение имеет недостаточный объем, возможно снижение оценки.

## 3. СТАДИИ ПОДГОТОВКИ СООБЩЕНИЯ

Следует иметь в виду, что подготовка Сообщения на английском языке имеет свою специфику и должна включать в себя следующие шаги:

3.1. Поиск англоязычных и русскоязычных материалов по заданной теме.

3.2. Составление плана Сообщения, исходя из понимания темы студентом и исходя из найденных материалов;

3.3 Составление текста Сообщения, включая:

a. прочтение найденных материалов и выделение в них отрезков, которые будут использованы в Сообщении;

b. составление списка неизвестных студенту английских слов и выражений, проверка их значений по словарю;

c. проверка по словарю произношения новых английских слов и слов.

d. анализ и компоновка готовых отрезков англоязычного текста;

e. самостоятельное дописывание на английском языке недостающих связок;

g. проверка текста.

### 3.4 Проверка текста Сообщения преподавателем и тренировочное проговаривание студентом.

| Баллы  | Содержание   | Взаимодействие с собеседником   | Лексический запас  | Грамматическая правильность речи  | Произношение   |
|--------|--|---|--|---|--|
| 100-86 | Задание полностью выполнено: цель общения полностью достигнута. Тема раскрыта в заданном объеме и представлена в виде логичных и связных высказываний. | Демонстрирует способность начинать и активно поддерживать беседу, соблюдая очередность в обмене репликами: способность быстро реагировать и проявлять инициативу при смене темы.            | Имеет большой словарный запас, соответствующий поставленной задаче.  | Использует разнообразные грамматические структуры в соответствии с поставленной задачей: в более сложных структурах допускает небольшое количество ошибок, которые не мешают пониманию. | Речь понятна: соблюдает правильный ритм и интонационный рисунок. Все звуки в потоке речи произносятся правильно.   |
| 85-76  | Задание выполнено: цель общения достигнута; однако, тема раскрыта не в полном объеме; высказывания в основном логичные и связные.                      | В большинстве случаев демонстрирует способность начинать при необходимости и поддерживать беседу, реагировать и проявлять инициативу при смене темы. В некоторых случаях наблюдаются паузы. | Имеет достаточный словарный запас, в основном соответствующий поставленной задаче. Однако, наблюдается некоторое затруднение при подборе слов и отдельные неточности в беседе. | Использует структуры, в целом, соответствующие поставленной задаче; допускает ошибки как в простых, так и сложных структурах, однако, они не препятствуют пониманию.                    | В основном, речь понятна: звуки в потоке речи произносятся правильно <sup>4</sup> однако, в ритме и интонационном рисунке прослеживается заметное влияние родного языка. |
| 75-50  | Задание выполнено частично: цель общения достигнута не полностью, тема раскрыта недостаточно.  | Не стремится начинать и поддерживать беседу; передает наиболее общие идеи в ограниченном контексте; в значительной степени зависит от помощи со стороны                                     | Имеет ограниченный словарный запас, в некоторых случаях недостаточный для выполнения задания.  | Делает многочисленные ошибки или допускает ошибки, затрудняющие понимание.  | В отдельных случаях понимание речи может быть затруднено из-за неправильного ритма, интонационного рисунка и неправильного произнесения                                  |

|                 |  |                             |   |   |   |
|-----------------|--|-----------------------------|---|---|---|
|                 |  | собеседника.                |   |   | отдельных звуков; требуется напряженное внимание со стороны слушающего. |
| <b>Менее 50</b> | Задание не выполнено; цель общения не достигнута | Не может поддержать беседу. | В целом не соответствует поставленной задаче. | В целом не соответствует поставленной задаче. | Содержание высказывания не воспринимается.                              |

#### 4. Методические указания по написанию эссе

Написание эссе – это вид внеаудиторной самостоятельной работы по написанию сочинения небольшого объема и свободной композиции на частную тему, трактуемую субъективно и обычно неполно.

Эссе пишется в формальном (деловом) стиле. В эссе обучающему требуется выразить свою точку зрения на заданную тему, а так же привести противоположные вашей точки зрения других людей и объяснить, почему он с ними не согласен. Обучающиеся должны подкрепить свое мнение примерами или доказательствами.

В эссе должны активно использоваться конструкции типа «In my opinion», «I think». Необходимо использование вводных слов и конструкций типа “On the one hand, on the other hand”..., слов - связок (Nevertheless, Moreover, Despite...). Запрещается использование сокращения, типа “I’m”, “they’re” “don’t”. Эссе состоит из четырех абзацев:

##### 1) Introduction (вступление)

Во вступлении необходимо четко сформулировать тему-проблему, указав, что существуют две противоположные точки зрения на проблему (Some people claim that mobile phones are very useful devices while others argue that life could be less stressful without them.) и высказать свое мнение, не используя слишком много личных конструкций. Однако первое предложение не должно слово в слово повторять заданную тему сочинения. Рекомендуемое

окончание первого абзаца: Now I would like to express my point of view on the problem of ....

## **2) Основная часть**

**1 абзац.** Привести 2-3 аргумента, подтверждающих вашу точку зрения, подкрепляя их примерами или доказательствами. Во втором абзаце вы должны придерживаться только ОДНОЙ точки зрения, например: Mobile phones in my opinion are very useful devices. ИЛИ I consider the mobile phone to be a harmful and useless invention. Необходимо привести 2-3 аргумента с доказательствами в поддержку собственного мнения

**2 абзац.** Привести противоположные точки зрения (1-2), и объяснить, почему вы с ними НЕ согласны. Пример: However, some people think that mobile phones not only keep you in touch with your relatives and friends but also provide you with a great number of facilities. I can't agree with this statement because...

Ваши контраргументы мнению других людей не должны повторять 2ой абзац.

## **3) Conclusion (заключение)**

Необходимо сделать вывод, обратившись к заданной в 1-м параграфе теме, что существуют 2 точки зрения на проблему, а также подтвердить собственную точку зрения. Например: «There are different points of view on this problem. I think that...» или «Taking everything into consideration, there are two different points of view on this problem. I believe that...»

### **1 абзац. Вводные фразы**

- It is popularly believed that....
- People often claim that... Some people argue that...
- A lot of people think that...
- It is often suggested /believed that...

- Many people are in favour of idea that... Many people are convinced that...

- Some people are against...

**2 абзац. Фразы, выражающие свою точку зрения:**

- I would like to explain my point of view on this situation.
- I would like to express my opinion on this problem.

**Фразы, характеризующие преимущества обсуждаемой проблемы:**

- As already stated I'm in favor of... for a number of reasons...
- There are many things to be said in favour of...
- The best/ thing about..... is...

**Фразы, перечисляющие точки зрения:**

- Firstly, /First of all....
- In the first place
- To start with, / To begin with,
- Secondly, Thirdly, Finally,
- Last but not least,

**Фразы, добавляющие новые аргументы:**

- Furthermore, /Moreover, /What is more,
- As well as.... /In addition to this/that...
- Besides, /.....also....
- Not only...., but..... as well.
- Apart from this/that....
- not to mention the fact that

**3 абзац.**

- Some people believe that... however they fail to understand that...
- they fail to consider that... they forget that...
- Some people argue that .... I can not agree with it as ...
- I disagree with this point of view (statement, opinion) because ...
- It has become fashionable for some people to argue that...

- Contrary to what most people believe, I think that...
- As opposed to the above ideas...I believe that...

#### 4 абзац. Заключительные фразы:

- In conclusion,
- On the whole,
- To conclude,
- To sum up,
- All in all,
- All things considered
- Finally,
- Lastly,
- Taking everything into account,
- Taking everything into consideration

#### Выражение личного мнения:

- In my opinion this subject is very controversial
- In my view...
- To my mind...
- To my way of thinking...
- Personally I believe that...
- I feel strongly that...
- It seems to me that...
- As far as I am concerned...

| критерий              | A1-A2<br>«удовлетворительно» /<br>«зачтено»  | B1<br>«хорошо» /<br>«зачтено»   | B2<br>«отлично» /<br>«зачтено»  | C1<br>«отлично» /<br>«зачтено»  |
|-----------------------|--|---|---|---|
| Общее содержание эссе | Тезисы сформулированы упрощенно, тема раскрыта слабо, пояснение не содержит позицию автора, отсутствует аргументация, анализ | Тезисы сформулированы, однако тема недостаточно развернута, позиция автора нечеткая, аргументы подобраны неубедительные | сформулирован тезис, состоящий из темы и пояснения, аргументы подобраны и проанализированы, хотя они могут трактоваться шире заявленной темы, заключение в соответствии с содержанием | верно сформулирован тезис, состоящий из темы и пояснения, подобраны и проанализированы аргументы четко по теме эссе, заключение соответствует содержанию абзаца / эссе. |

|                                  |  |  |  |   |
|----------------------------------|--|--|--|---|
|                                  |  |  | абзаца / эссе  |   |
| Грамматическая правильность речи | Студент использует простые грамматические структуры, которые не вполне позволяют раскрыть суть эссе          | Студент допускает некоторые грамматические ошибки, что не мешает пониманию содержания работы.                | Студент демонстрирует хорошее владение грамматикой, в более сложных структурах допускает небольшое количество ошибок.  | Студент демонстрирует отличное владение грамматикой и использует разнообразные грамматические структуры в соответствии с поставленной задачей |
| Лексический запас                | Словарный запас студента достаточный для изложения мыслей в упрощенной форме, активная лексика присутствует. | При изложении темы эссе студент показывает достаточный словарный запас, соответствующий поставленной задаче. | Основная суть эссе отражена, активная лексика присутствует. При изложении темы эссе студент показывает владение необходимой лексикой, что позволяет правильно и разнообразно сформулировать мысль. | При изложении темы студент демонстрирует богатый лексический запас, что позволяет придать работе самобытность и особенный стиль.              |



МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ  
Федеральное государственное автономное образовательное учреждение  
высшего профессионального образования  
«Дальневосточный федеральный университет»  
(ДВФУ)

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ВОСТОЧНЫЙ ИНСТИТУТ – ШКОЛА РЕГИОНАЛЬНЫХ И МЕЖДУНАРОДНЫХ  
ИССЛЕДОВАНИЙ

**ФОНД ОЦЕНОЧНЫХ СРЕДСТВ**  
**по дисциплине «Иностранный язык»**  
**Специальность 20.05.01 Пожарная безопасность**  
Специализация «Профилактика и тушение природных пожаров»  
**Форма подготовки очная**

**Владивосток**

**2016**



## Паспорт ФОС

| Код и формулировка компетенции   | Этапы формирования компетенции |   |
|--|--------------------------------|---|
| ОПК-2 способностью к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач профессиональной деятельности | Знает                          | - общенаучные термины в объеме достаточном для решения задач в сфере профессиональной деятельности  |
|  | Умеет                          | - лексически правильно и грамотно, логично и последовательно порождать устные и письменные высказывания в ситуациях межкультурного профессионального общения;<br><br>- употреблять изученные стратегии и технологии, необходимые в различных областях иноязычной коммуникации |
|  | Владеет                        | - навыками подготовленной и неподготовленной устной и письменной речи в ситуациях межкультурного профессионального общения в пределах изученного языкового материала  |

### Контроль достижений целей курса

| №<br>п<br>/<br>п | Контролируемые разделы /<br>темы дисциплины | Оценочные средства  |   |
|------------------|---|---|---|
|                  |   | текущий контроль  | промежуточная аттестация  |
| 1                | Темы 1-24                                   | Устные опросы (УО-3),<br>ПР 1 Тесты<br>ПР-12<br>Рабочая тетрадь | Зачет : Quiz 1-4; 5-9; 10-12. (Приложение 2)<br><br>Экзамен : Test 1, 2. (Приложение 2) |

### Шкала оценивания уровня сформированности компетенций

| №<br>п/п | Код и формулировка компетенции  | Этапы формирования компетенции | Критерии  | Показатели   | оценочные средства   |                       |
|----------|---|--------------------------------|---|--|--|-----------------------|
| 1.       | ОПК-2 способностью к коммуникации в устной и письменной формах на русском и | Знает (пороговый уровень)      | особенности делового и научного стилей общения; основы публичной речи; культуру и традиции стран изучаемого языка | Знание разнообразных языковых средств необходимых для устного общения и письменной | Способность осуществлять коммуникацию с носителями иноязычной культуры | УО-3<br>ПР-1<br>ПР-12 |

|   |                             |  |  |  |                       |
|---|-----------------------------|--|--|--|-----------------------|
| иностранном языке для решения задач профессиональной деятельности |                             |  | коммуникации с носителями иноязычной культуры  |  |                       |
|   | Умеет (продвинутый уровень) | использовать различные формы, виды устной и письменной коммуникации на родном и иностранном языках в учебной и профессиональной деятельности | Умение использовать адекватные языковые средства коммуникации с носителями иноязычной культуры в рамках заданного типа общения | Способность решать коммуникативную или тестовую задачу правильно, но упрощенно, с наличием отдельных языковых или речевых ошибок, не влияющих на взаимопонимание в рамках заданного типа общения | УО-3<br>ПР-1<br>ПР-12 |
|   | Владеет (высокий уровень)   | различными способами вербальной и невербальной коммуникации; навыками коммуникации в родной и иноязычной среде                               | Владение навыками аудирования и говорения, которые позволяют осуществлять монологическую, диалогическую речь на обсуждаем      | -способность использовать навыки письменной и устной речи в пределах изученной тематики; навыки просмотрового, поискового, ознакомительного и изучающего чтения.                                 | УО-3<br>ПР-1<br>ПР-12 |

### **Методические рекомендации, определяющие процедуры оценивания результатов освоения дисциплины**

**Промежуточная аттестация студентов.** Промежуточная аттестация студентов по дисциплине «Иностранный язык» проводится в соответствии с локальными нормативными актами ДВФУ и является обязательной. Промежуточный контроль проводится в виде зачета/экзамена по семестрам. Объектом контроля являются коммуникативные умения во всех видах речевой деятельности (аудирование, говорение, чтение, письмо), ограниченные тематикой и проблематикой изучаемых разделов курса. Итоговый контроль проводится в виде выпускного экзамена за весь курс обучения иностранному языку. Объектом контроля является достижение заданного Программой уровня владения иноязычной коммуникативной компетенцией (Основного/Повышенного).

**Текущая аттестация студентов.** Текущая аттестация студентов по дисциплине «Иностранный язык» проводится в соответствии с локальными нормативными актами ДВФУ и является обязательной.

Текущая аттестация по дисциплине «Иностранный язык» проводится в форме контрольных мероприятий (устных опросов, выполнения контрольных работ, тестирования, выполнение заданий в рабочей тетради) по оцениванию фактических результатов обучения студентов и осуществляется ведущим преподавателем.

Объектами оценивания выступают:

- учебная дисциплина (активность на занятиях, своевременность выполнения различных видов заданий, посещаемость всех видов занятий по аттестуемой дисциплине);
- степень усвоения теоретических знаний;
- уровень овладения практическими умениями и навыками по всем видам учебной работы;
- результаты самостоятельной работы.

Основными целями обучения иностранным языкам в неязыковом вузе является формирование/совершенствование иноязычных коммуникативных умений студентов на двух уровнях:

Основном (A1 – A2+) и Повышенном (A2+ - B1+) в зависимости от исходного уровня иноязычной коммуникативной компетенции студентов.

Исходя из этого, в качестве требований, предъявляемых к студенту по окончании курса обучения иностранному языку, выдвигаются требования владения именно коммуникативными умениями. При этом минимально-достаточные требования ограничиваются рамками Основного уровня. Таким образом, по окончании курса обучения иностранному языку в неязыковом вузе обучающиеся должны уметь в рамках обозначенной проблематики общения:

- в области аудирования:

воспринимать на слух и понимать основное содержание несложных аутентичных общественно-политических, публицистических (медийных) и прагматических текстов, относящихся к различным типам речи (сообщение, рассказ), а также выделять в них значимую/запрашиваемую информацию

- в области чтения:

понимать основное содержание несложных аутентичных общественно-политических, публицистических и прагматических текстов (информационных буклетов, брошюр/проспектов), научно-популярных и научных текстов, блогов/веб-сайтов; детально понимать общественно-политические, публицистические (медийные) тексты, а также письма личного характера; выделять значимую/запрашиваемую информацию из прагматических текстов справочно-информационного и рекламного характера

- в области говорения:

начинать, вести/поддерживать и заканчивать диалог-расспрос об увиденном, прочитанном, диалог-обмен мнениями и диалог-интервью/собеседование при приеме на работу, соблюдая нормы речевого этикета, при необходимости используя стратегии восстановления сбоя в процессе коммуникации (переспрос, перефразирование и др.); расспрашивать собеседника, задавать вопросы и отвечать на них, высказывать свое мнение, просьбу, отвечать на предложение собеседника (принятие предложения или отказ); делать сообщения и выстраивать монолог-описание, монолог-повествование и монолог-рассуждение

- в области письма:

Заполнять формуляры и бланки прагматического характера; вести запись основных мыслей и фактов (из аудиотекстов и текстов для чтения), а также запись тезисов устного выступления/письменного доклада по изучаемой проблематике; поддерживать контакты при помощи электронной почты (писать электронные письма личного характера); оформлять Curriculum

Vitae/Resume и сопроводительное письмо, необходимые при приеме на работу, выполнять письменные проектные задания (письменное оформление презентаций, информационных буклетов, рекламных листовок, коллажей, постеров, стенных газет и т.д.

**Критерии выставления оценки студенту на зачете/ экзамене  
по дисциплине «Иностранный язык»:**

| Баллы<br>(рейтинговой<br>оценки) | Оценка зачета/<br>экзамена<br>(стандартная) | Требования к сформированным компетенциям   |
|----------------------------------|---|--|
| 100-86                           | «зачтено»/<br>«отлично»                     | Оценка «отлично» выставляется студенту, если он глубоко и прочно усвоил программный материал, исчерпывающе, последовательно, четко и логически стройно его излагает, умеет тесно увязывать теорию с практикой, свободно справляется с задачами, вопросами и другими видами применения знаний, причем не затрудняется с ответом при видоизменении заданий, использует в ответе материал монографической литературы, правильно обосновывает принятое решение, владеет разносторонними навыками и приемами выполнения практических задач. |
| 85-76                            | «зачтено»/<br>«хорошо»                      | Оценка «хорошо» выставляется студенту, если он твердо знает материал, грамотно и по существу излагает его, не допуская существенных неточностей в ответе на вопрос, правильно применяет теоретические положения при решении практических вопросов и задач, владеет необходимыми навыками и приемами их выполнения.   |
| 75-61                            | «зачтено»/<br>«удовлетворительно»           | Оценка «удовлетворительно» выставляется студенту, если он имеет знания только основного материала, но не усвоил его деталей, допускает неточности, недостаточно правильные формулировки, нарушения логической последовательности в изложении программного материала, испытывает затруднения при выполнении практических работ.   |
| 60-50                            | «не зачтено»/<br>«неудовлетворительно»      | Оценка «неудовлетворительно» выставляется студенту, который не знает значительной части программного материала, допускает существенные ошибки, неуверенно, с большими затруднениями выполняет практические работы. Как правило, оценка «неудовлетворительно» ставится студентам, которые не могут продолжить обучение без дополнительных занятий по соответствующей дисциплине.  |

**Критерии оценки (письменный ответ)**

✓ 100-86 баллов - если ответ показывает глубокое и систематическое знание всего программного материала и структуры конкретного вопроса, а также основного содержания и новаций лекционного курса по сравнению с учебной литературой. Студент демонстрирует отчетливое и свободное владение концептуально-понятийным аппаратом, научным языком и терминологией соответствующей научной области. Знание основной литературы и знакомство с дополнительно рекомендованной литературой. Логически корректное и убедительное изложение ответа.

✓ 85-76 - баллов - знание узловых проблем программы и основного содержания лекционного курса; умение пользоваться концептуально-понятийным аппаратом в процессе анализа основных проблем в рамках данной темы; знание важнейших работ из списка рекомендованной литературы. В целом логически корректное, но не всегда точное и аргументированное изложение ответа.

✓ 75-61 - балл – фрагментарные, поверхностные знания важнейших разделов программы и содержания лекционного курса; затруднения с использованием научно-понятийного аппарата и терминологии учебной дисциплины; неполное знакомство с рекомендованной литературой; частичные затруднения с выполнением предусмотренных программой заданий; стремление логически определено и последовательно изложить ответ.

✓ 60-50 баллов – незнание, либо отрывочное представление о данной проблеме в рамках учебно-программного материала; неумение использовать понятийный аппарат; отсутствие логической связи в ответе.

### **Критерии оценки (устный ответ)**

✓ 100-85 баллов - если ответ показывает прочные знания основных процессов изучаемой предметной области, отличается глубиной и полнотой раскрытия темы; владение терминологическим аппаратом; умение объяснять

сущность, явлений, процессов, событий, делать выводы и обобщения, давать аргументированные ответы, приводить примеры; свободное владение монологической речью, логичность и последовательность ответа; умение приводить примеры современных проблем изучаемой области.

✓ 85-76 - баллов - ответ, обнаруживающий прочные знания основных процессов изучаемой предметной области, отличается глубиной и полнотой раскрытия темы; владение терминологическим аппаратом; умение объяснять сущность, явлений, процессов, событий, делать выводы и обобщения, давать аргументированные ответы, приводить примеры; свободное владение монологической речью, логичность и последовательность ответа. Однако допускается одна - две неточности в ответе.

✓ 75-61 - балл – оценивается ответ, свидетельствующий в основном о знании процессов изучаемой предметной области, отличающийся недостаточной глубиной и полнотой раскрытия темы; знанием основных вопросов теории; слабо сформированными навыками анализа явлений, процессов, недостаточным умением давать аргументированные ответы и приводить примеры; недостаточно свободным владением монологической речью, логичностью и последовательностью ответа. Допускается несколько ошибок в содержании ответа; неумение привести пример развития ситуации, провести связь с другими аспектами изучаемой области.

✓ 60-50 баллов – ответ, обнаруживающий незнание процессов изучаемой предметной области, отличающийся неглубоким раскрытием темы; незнанием основных вопросов теории, несформированными навыками анализа явлений, процессов; неумением давать аргументированные ответы, слабым владением монологической речью, отсутствием логичности и последовательности. Допускаются серьезные ошибки в содержании ответа; незнание современной проблематики изучаемой области.

**Образец задания для контрольной работы студентов**

## **FAMILY BACKGROUND**

### Vocabulary

|                       |                               |
|-----------------------|-------------------------------|
| to get away with      | - повернуть какое-нибудь дело |
| to stay up            | - не ложиться спать           |
| to be close           | - быть в близких отношениях   |
| outskirts             | - пригород                    |
| to bury               | - зарывать                    |
| substantial           | - плотный                     |
| chores                | - домашняя работа             |
| to fetch              | - принести, сходить за чем-то |
| to do window shopping | - рассматривать витрины       |
| part – time job       | - временная работа            |
| regional tournament   | - районные соревнования       |
| spare time            | - свободное время             |
| to ask permission     | - спрашивать разрешение       |
| Further Math          | - высшая математика           |
| to assure yourself    | - удостовериться              |
| to change one's mind  | - изменить решение            |
| shabby                | - старенький                  |



map of the - карта созвездий  
constellations

to stand in awe - испытывать благоговейный трепет

## **Text A**

### **MY FAMILY**

Hi! My name is Thomas (though my friends call me Tom). I'm fifteen. I've got a Mum, a Dad, a brother and two sisters, three aunts and uncles and two grandmothers who live in New Zealand. I'm the youngest. It is pretty dire at times when my older sisters and brother try to boss me around, but sometimes it's OK because I get away with doing things with them – like going off up to London for the day, staying up really late to watch videos and going off to the pub for a drink (cola, of course, because I'm not 18 yet). I think there are some advantages of being the youngest. I can learn from my sisters' and brother's mistakes, and they've fought some of the battles with my parents for freedom.

My eldest brother Mark is 20 and is studying at the university in York. My sister Laura is 18 and in her last year at school. She is doing Biology, Chemistry, Math and Further Math "A" levels. She wants to become a doctor.

Liz is my other sister. She is 16. My sister Liz was born lucky. She has a beautiful smile. When she does something bad, she smiles and my parents are not angry with her. She eats a lot and does not get fat. Her favorite meal is a double cheeseburger with French fries, a milkshake, and an ice cream sundae. She does not study hard but

always gets good marks. After school she does her homework in five minutes while she watches television at the same time.

I'm close to all three but possibly closest to Liz. She sometimes comes to me for advice and I sometimes go to her. But I would have liked to have a younger brother. I'd have liked to have someone to have a laugh with, someone to take out to football with me. My sisters and Mark don't always share my sense of humor.

My Dad is a civil servant and works in central London. Mum is a teacher and works in Croydon, a town on the outskirts of London.

If I go out, my parents like to know where I'm going, who I'm with and what time I'm coming home, but that's fair enough.

Of all my relatives best of all I like my Granny Dotty. She loves adventure. On her sixtieth birthday she went mountain climbing in the Alps. On her seventieth birthday she went on a trip to the North Pole. When she was eighty, she drove, alone, across the United States. She loves to eat chocolate. We all wonder what she will do when she is ninety.

**Assignment:**

Answer the following questions:

- 1) What members of the family do you have? Do you live together?
- 2) Do you think there are some advantages or disadvantages in being the youngest or the eldest? What are they?
- 3) What do your parents do? Are they busy with their work?
- 4) Are your parents strict with you?

5) Are you close to all members of your family? Who are you closest to?

Write a composition "My family".

### **Text B**

#### **MY WORKING DAY**

On week days the alarm-clock wakes me up and my working day begins. It is seven o'clock. If it is spring or summer I jump out of bed, run to the window and open it wide to let the fresh morning air in. In winter I am not so quick to leave my bed, and I bury my head under the pillows pretending not to hear the alarm-clock. But all the same, it is time to get up and I start getting ready for my work.

I make my bed and go to the bathroom where I brush my teeth and have a shower. While I am having breakfast, I turn on my tape-recorder and listen to pop-music. Breakfast, as my parents say, must be the most substantial meal of the day. But usually neither my mother nor me have any time to cook it, so I just have a cup of tea or coffee and some sandwiches. I leave my house at ten minutes to eight, and, as I live quite near the bus stop, I am there in five minutes. It takes me about twenty minutes to get to school. I arrive at school at a quarter past eight. On my way to school I often meet my classmates and we go school together.

Our lessons start at half past eight. We usually have seven or even eight lessons a day. It is not easy to study at our school, but it is reputed to be the best in our region. My working day is not over even when the lessons come to the end, because I have a lot of work to do at home. It usually takes me about three hours to get ready for the next working day at school. But when at last my working day is over I feel both tired and satisfied.

Sometimes in the evening my friends come to my place and we talk or play; sometimes we go for a walk, but not very often. I go to bed at about eleven o'clock.

**Assignment:**

Study the contexts in which the words given below are used: bathroom, substantial, bus stop, classmates, region, satisfied.

Shorten the second paragraph. Make each sentence as short as you can.

Give the information about your own working day.

**Text C**

**DOMESTIC CHORES**

A comfortable home makes our everyday life and work easier and more pleasant. And what should you do to make your home comfortable? Perhaps the first thing is to keep it clean and tidy. If you haven't done your room, your mother may say to you, "Go and do your room!"

Domestic chores are numerous. You must air the room, wash or sweep the floor, clean the table after meals. What else can you do about the house? You can polish the floor or the furniture, clean the carpets with the vacuum-cleaner.

Most of the cooking in your family is probably done by your mother or grandmother, but you can help them by laying the table and cleaning it after meals, and washing the dishes up.

On washing – day you can also help your mother. If your washing is sent to the laundry, you can take it there and fetch it when it's ready.

If you have pets at home, you must take care of them.

Here are teenagers' opinions on their attitude to domestic chores.

"I get some week pocket money, but most of my friends get much more. When I ask my Mum and Dad for more, they say I can have more if I help in the house, but I don't see why I should. I think it's not fair. Mum's at home all day, and it's her job to look after the house, not mine. What do you think?"

"On Fridays I usually clean my room which is in terrible mess by the end of a week. It is awfully boring, but it's my duty."

"If you have a dog, it's usually great fun, but you have to take him for a walk twice a day. Besides you have to wash him sometimes. I have pets that are exotic, but easy to keep. They are insects. I feed my insects on leaves which I get in my garden. They are always clean, and I don't have to take them for a walk!"

**Assignment:**

Answer the following questions:

- 1) Do you have any chores at home?
- 2) Who usually does your room? When do you do it?
- 3) Do you have a pet at home? Who takes care of it?
- 4) Who usually cooks in your family? Can you make something to eat if your mother is not at home?
- 5) Do you have younger brother or sisters at home? What do you do to help your mother with them?

Write a composition "My domestic chores".

**Text D**

## MY LEISURE TIME

There's plenty to do after school hours, particularly sport which I enjoy most. My favorite sport is hockey. Almost all my friends are here. We train hard and we play for the school and in various regional youth tournaments.

As most young people I spend my after school hours at home watching TV, or doing domestic chores, or listening to music, or reading. We don't have a computer at home, so I spend a considerable time playing computer games at my friend's. Of course, all these I do when there are no training spells.

I think, it's common with most young people to spend some time outdoors. Street life is important for us. We meet somewhere in streets and talk and then go to town centre to do window shopping and 'see what's going on'.

My friends use some of their spare time to earn money by working in different places. Some of them wash cars for people, others do a part-time job for shops and cafes. As for me I earn my pocket money delivering newspapers three times a week.

I've usually got enough to do the things I want. I can buy the records and CDs I want without asking the permission from my parents.

### **Assignment:**

Give some facts from the text to complete the following sentences:

- 1) We train hard and we play for...
- 2) A most young people...

- 3) We meet somewhere in streets...
- 4) My friends use some of their spare time...
- 5) As for me I earn my pocket money...

Write a short summary of the text.

### **Text E**

#### **MY PLANS FOR THE FUTURE**

‘What do you want to be after finishing school?’ – I have often heard this question. Sometimes it is difficult to answer this question, sometimes not. Little children usually dream of having an extremely unusual profession. Some of them want to become spacemen, others want to discover new lands, yet others-to dive in deep seas. But most of them want to be famous, so they usually want to become a star – a film star, a pop star, a football star and so on. I used to dream of being a film star as well, but changed my mind as the years passed.

There are always some young people who know very well what they are going to do after school. They can tell you lots of interesting things about their future profession and what college or university they should graduate from to get the specialty they’ve chosen. I think I’m one of them.

So, I want to be a doctor. At the age of 11 I read books about doctors. It was so exciting. Then I was lucky to meet a wonderful surgeon who operated on me. I was deeply impressed. Since then I’ve been trying to learn as much as possible about this profession, and now I often think about how well I will fit with it. That’s why I am always interested in young people’s plans for the future and ask them what they are going to do in life. I have found out different people are

interested in absolutely different fields of activities. You have an opportunity to assure yourself of it reading the notes below.

Angela Duffy is a schoolgirl from Brighton. She also wants to be a doctor. She is going to medical school next year. It's a long course – about six years – but she is going to work very hard. She thinks that it's a difficult job, but she likes working with people, and she likes the idea of working in a caring profession. She says that later she would like to specialize and perhaps be a pediatrician. “I love children, and looking after them would be wonderful.”

Deena Patel is doing Biology, Chemistry, Math and Further Math “A” levels and will sit the exams next summer. “I'd like to train as a dentist when I've finished college. I want to do something medically orientated and decided in favor of dentistry because there aren't so many years studying as there are to become a doctor.”

Steve Barnes wants to be a chef. His favorite room in the house is the kitchen, where he spends most of the day. “I love cooking, especially for lots of people. I have over a hundred cook books.” He is going to work in a restaurant in Paris, where he hopes to learn how to prepare sauces. One day he'd like to have his own restaurant.

Pippa Wilson is studying marketing at university. She enjoys travelling, and would probably like to work for a tour company. “I'm not sure yet exactly what I want to do. After university, I'm going to have a year off, and I'm going round the world with another girl. We hope to find work on the way.”

Nick Watson doesn't know for certain what he will do. He says: “I think the best way to prepare myself for a future job is to get a good education. Jobs are changing and new ones are constantly appearing. In a few years, there will be many more new jobs and



nobody knows what they will be. But good education cannot solve the problem alone. It is important to have good health to face difficulties and changes. That's why I pay great attention to sports.”

**Assignment:**

Answer the following questions:

- 1) What field would you like to work in?
- 2) What do you know about your future profession?
- 3) Is this profession new or old?
- 4) What do you need to get this profession?
- 5) Is education or training necessary to be successful in life?

Find English equivalents in the text:

трудно ответить; самая необычная профессия; открывать новые земли; узнать сколько возможно; абсолютно разные сферы деятельности; иметь свой собственный ресторан; подготовиться к будущей работе; решить проблему; встретить трудности и перемены.

**Text F**

**CAREERS**

Careers do not just happen. People train for them. How much training is needed depends on the kind of career chosen. Some jobs take only a few months of training. Others take several years. Certain careers need college or university graduation. There is a song that says, “People who like people are the luckiest people in the world.” So the people who feel like this might like a job that deals with people all the time. It may be hotel or restaurant management, or tourists

business. Or maybe a career that helps (to) keep people healthy in mind and body.

## ECOLOGISTS

There are some kinds of jobs that deal with the environment we live in. Ecologists, for example, study how living things and the environment are related. They find ways for us to reduce pollution. They tell us which things are harmful either to ourselves or to the plants and animals we depend on for food.

## SMALL BUSINESS

There are many different kinds of jobs in a small business. A business must have an owner who makes decisions about the way the business is run. Also two or more people could be responsible for the business and form of partnership. The owner needs other people to help run the store. A clerk helps people find what they want in the store. A stock clerk orders and takes care of the products that the store sells. A bookkeeper or accountant keeps records of sales and expenses.

## JOURNALISTS

A person who has a job writing about the news is called a journalist. Journalists work on newspapers and magazines or at radio and television stations. Some journalists have university degrees. Others receive their experience by working at a newspaper office or at a television station. Some journalists write stories about news events that happen anywhere in the world. Others write about sports, entertainment, or business. Journalists must first find the facts before they write news, articles. To gather their facts they ask people questions, use reference works, and observe news stories as they happen. If you are interested in a career in journalism, you should begin with a school newspaper or a club magazine.

## NURSES

Nurses help people keep healthy. They also help people get well when they are sick. Schools, factories, and many offices have nurses. These nurses give first aid when someone is hurt or sick. They also do things to prevent illness. One of these is to give shots. Another thing nurses do is to take blood pressure. In hospitals, nurses take care of sick people. They assist the doctor in the operating rooms. People who want to be nurses study science in school.

## DIETICIANS

People need food for growth and energy. Well-balanced meals help keep people healthy. Dieticians plan meals. They work in hospitals and schools. They make sure that each meal includes food from different groups and is rich enough in vitamins.

Dieticians go to college to study about food. They must know all about four food groups and about the vitamins in food that keep bones, teeth, and skin healthy.

## DENTISTS

Teeth are important to people. Without them, eating is hard. People who lose their teeth may have false teeth made. Dentists and their assistants are people who help others to take care of teeth. In their jobs, they try to help others. A person who wants to become a dentist goes to a special medical college.

## GEOLOGISTS

Geologists are scientists who study the Earth. They learn how rocks, mountains, and rivers are formed. They know that these things are still forming today. Geologists help to find mineral deposits, such as gold and copper. They also help to find oil and gas. Geologists

study science. If you like to work outdoors, you may want to be a geologist.

**Assignment:**

Find proofs in the text to support the following statement: "How much training is needed depends on the kind of career chosen".

Translate the following word combinations and use them in situations or sentences of your own:

to keep people healthy; to take care of the products; to have university degree; to receive one's experience; to prevent illness; to find mineral deposits; to work outdoors.

**Text G**

**MY HOLIDAYS WITH PARENTS**

Rafting has become my favorite pastime on holidays. My parents first hesitated to take me with them but after a while they agreed that it would be more safe to take me there than to leave me at home. And I would say they were rather wise with their decision. So we set out. After an hour flight, we got straight on a shabby, slow bus with rafting and camping equipment that took us to the starting point. When we arrived at the place, it was a dark night, and the black sky looked like a map of the constellations. As the reward for the day-long journey there were shooting stars we could watch. So we could make any wish at the moment.

We camped that night by the river that rolled with a constant thunder. We spent the next day checking our things and preparing our 'katarafy'. It's a type of the improved catamaran with two long inflated hulls fastened together with a light metal frame. All our

belongings were packed in large waterproof bags. During the trip they were tied to the frame in the middle of the boat.

I was excited and a bit nervous. But I fell asleep at last and woke at dawn. We had to start early. We had breakfast, packed up tents, and tied everything down.

Then we started. The first few kilometers were easy. Two of us paddled on each side of the katarafly.

When the river went faster, I felt my heart going crazy. We approached the first rapid. My dad, who had been singing and joking all the way, now changed his tune. He yelled, "Khoood!" and we started to paddle fiercely. At the point when the katarafly came down from the top of an enormous wave, I felt like I was sailing in an ocean. After the rapids came stretches of calmer water, and we rowed lazily. My mum always paid our attention to picturesque views of the forests and rock formations. We saw a few snow-capped peaks in the distance. After three hours of rowing, when everybody was freezing cold, we stopped for a meal. We quickly made a fire so our mum could cook food and we all could dry our clothes.

On one of our later stops, we met a group of travelers whose rubber raft had overturned when passing through a rapid. With their teeth chattering from the cold, they told us a story of another unfortunate team that had all its equipment and food sunk so they were forced to eat snakes until they were found by a local herder.

There were two more days I remembered and enjoyed very much. One of them was the day we spent in a picturesque spot near a village relaxing and enjoying the last days of summer. After we got up in the morning, we climbed a nearby mountain that was covered with pine and birch trees and looked like the head of a bear. We ate red currants

and cherries from the trees growing alongside a spring and picked mushrooms. As we were promised, we were shown the legendary edelweiss, which turned out to be a small, unremarkable greenish white flower.

And the last day of our trip, our seven-day trip was coming to its end. That day we spent exploring caves and waterfalls. We entered at the bottom of the mountain and climbed in spirals through the stalactite and stalagmite adorned grottoes to the exit of the top. We ended the outing standing in awe behind a 6-metre-high waterfall.

Now I can see my parents and their friends are not so dull and boring people. And though I'm not going to spend all my holiday with them I admit they've given me a lot and shown me a very nice way of relaxing.

**Assignment:**

Find and read about the sentences describing the picturesque views of the forests and rock formations.

Give some facts from the text to explain the following statements:

- 1) My parents agreed to take me with them because...
- 2) The black sky looked like a map of the constellations because...
- 3) I felt my heart going crazy because...
- 4) The travelers were forced to eat snakes because...5) I can see my parents and their friends are not so dull and boring people because...









- a) hers, yours                      c) my, her  
b) my, yours                          d) your, her

2. Tell me, isn't that ... old car over there?

- a) you                                      c) yours  
b) your                                      d) your's

3. They have two of ... houses in this street, and the house on the corner is also...

- a) their, theirs                      c) their, there  
b) theirs, their                      d) their, their's

4. John has come to see me; ... father and ... were school friends.

- a) him, my                              c) his, my  
b) him, mine                              d) his, mine

5. This book is ... , I wrote ... name in it ... .

- a) my, mine, myself                      c) mine, me, myself  
myself  
b) my, me, mine                      d) mine, my, myself

6. Mr. Jones and ... came last night.

- a) he    c) him  
b) his    d) himself

7. Go with John and ... to visit ... .

- a) she, they                              c) her, them

b) her, their                      d) his, them

8. She rang me up and asked my friend and ... to tea.

a) I                                      c) mine

b) my                                    d) me

9. These books don't belong to me. - ... those.

a) Either do                          c) Neither do

b) Either don't                      d) Neither don't

10. Although the mountain was high ... boys were able to climb it.

a) much                                c) this

b) a few                                d) a little

11. ... errors are made by foreigners.

a) this                                  c) their

b) these                                d) theirs

12. I want some sugar, but the grocer hasn't ... .

a) any                                  c) ones

b) one                                  d) some

13. I've lost my pencil. Have you ... to lend me?

a) any                                  c) ones

b) one                                  d) some

14. A chair can't stand on three legs. - ... a table

a) Either can                        c) Neither can

b) Either can't                      d) Neither can't

15. Although the question was difficult ... students were able to answer it

a) much                                  c) little  
b) a few                                 d) a little

16. Many people lost ... lives at sea.

a) this                                    c) their  
b) these                                 d) theirs

17. I asked him for some ink, and he gave me ... .

a) any                                    c) ones  
b) one                                    d) some

18. So this is your house. It's very pretty ... .

a) any                                    c) ones  
b) one                                    d) some

19. He slept ... and felt better

a) few                                    c) many  
b) a few                                 d) a little

20. The bird has broken ... wing.

a) her                                    c) its  
b) it                                        d) it's

21. I want some flour, but the grocer hasn't ... .

a) any                                    c) ones



- a) is                                      c) has been
- b) are                                     d) have been

3. There ... a lot of visitors today.

- a) is                                        c) were
- b) was                                     d) have been

4. There ... two museums and a picture gallery in their town.

- a) is                                        c) had been
- b) are                                      d) have been

5. There ... no fruit on this tree for many years.

- a) was                                     c) has been
- b) were                                    d) have been

6. There ... a pear-tree and three apple-trees in their orchard .

- a) is                                        c) had been
- b) are                                      d) have been

7. There ... a lot of work to do this week.

- a) was                                     c) has been
- b) are                                      d) have been

8. There ... some chocolates on this plate when I went out

- a) is                                        c) was
- b) are                                      d) were

9. There ... only a footpath here last year.

- a) is                                  c) has been  
b) was                                 d) had been

10. There ... mistakes in your last exercise.

- a) was no                              c) was not  
b) were no                             d) were not

11. It ... very wet last month, and now it ... windy

- a) is, is                                 c) was, was  
b) is, was                               d) was, is

12. It ... long time since I saw you.

- a) is                                      c) has been  
b) was                                  d) had been

13. ... .. easy for him to find fault, but it ... not fair

- a) It is, is                               c) There is, is  
b) It is, was                             d) There is, was

14. ... .. far from my house to the station.

- a) There is no                         c) There is not  
b) It is no                                d) It is not

15. ... .. true to say that she is my friend.

- a) It is no                      c) There is no  
b) It is not                      d) There is not

16. ... .. a beautiful park near my home when I was a child.

- a) It is                              c) It was  
b) There is                      d) There was

17. ... a long time since I saw that beautiful sunset.

- a) It was                          c) It has been  
b) There was                      d) There has been

18. There ... still several empty seats it the plane when I arrived.

- a) was                              c) has been  
b) were                              d) have been

19. ... .. crowds of people at the station waiting to greet the film star.

- a) It was                          c) There was  
b) It were                          d) There were

20. ... .. very few people at his lecture yesterday.

- a) It was                          c) There was  
b) It were                          d) There were

21. There is ... .. snow it the fields this year.

- a) no many                      c) no much  
b) not many                      d) not much



22. There ... .. three but two boys in their family.

a) is, no

c) are, not

b) is, not

d) are no

23. There ... anybody in the street while I was going home.

a) was no

c) was not

b) were no

d) were not

24. «Why are you sitting here? ... .. high time to go home.»

a) It is

c) There is

b) It was

d) There was

25. There are three members in their family, ...?

a) are there

c) are it

b) aren't there

d) aren't it

#### **Тест 4**

#### **Порядок слов в предложении**

1 Choose the corresponding alternative paying attention to the model

I often see him.

I have often see him.

You are never to come late again.

He spoke well at the debate this morning.

He went to the station by taxi.

He was born at six o'clock on Christmas morning in the year 1822.

2 My mother ... .

- a) goes often for a walk on Sundays
- b) goes for a walk often on Sundays
- c) goes for a walk on Sundays often
- d) often goes for a walk on Sundays

2. The porter ... .

- a) was able hardly to carry my luggage
- b) was hardly able to carry my luggage
- c) was able to carry hardly my luggage
- d) was able to carry my luggage hardly

3. a) We have almost finished this exercise

- b) We have finished almost this exercise
- c) We have finished this exercise almost
- d) We almost have finished this exercise

4. a) Generally I drink my tea with milk

- b) I generally drink my tea with milk

c) I drink generally my tea with milk

d) I drink my tea generally with milk

5. a) Sometimes I forget my homework

b) I forget sometimes my homework

c) I sometimes forget my homework

d) I forget my homework sometimes

6. a) Usually the buses are full in this town

b) the buses usually are full in this town

c) the buses are usually full in this town

d) the buses are full in this town usually

7. a) She knows scarcely what to say about it

b) scarcely she knows what to say about it

c) She knows what to say scarcely about it

d) She scarcely knows what to say about it

8. a) The student on the right answers correctly never

b) The student never on the right answers correctly

c) Never the student on the right answers correctly

d) The student on the right never answers correctly

9. a) Generally we are very busy

b) we are generally very busy

c) we generally are very busy

d) we are very busy generally

10. He was born ... .

a) in the year 1923 at 10 a.m. on June 14th

b) on June 14th at 10 a.m. in the year 1923

c) in the year on June 14th at 10 a.m.

d) at 10 a.m. on June 14th in the year 1923

11. Our teacher spoke to us ... .

a) in class very rudely this morning

b) this morning very rudely in class

c) in class this morning very rudely

d) very rudely in class this morning

12. I saw a friend off ... .

a) at 6 o'clock this morning at the station

b) at the station at 6 o'clock this morning

- c) this morning at the station at 6 o'clock
- d) at 6 o'clock at the station this morning

13. Cyril was working ... .

- a) at his office very hard yesterday
- b) yesterday at his office very hard
- c) very hard at his office yesterday
- d) very hard yesterday at his office

14. They stayed ... .

- a) all day quietly there
- b) there all day quietly
- c) quietly there all day
- d) all day there quietly

15. He played ... .

- a) beautifully in the concert at the Town Hall last night
- b) last night at the Town Hall beautifully in the concert
- c) in the concert last night beautifully at the Town Hall
- d) at the Town Hall last night beautifully in the concert

16. We are going ... .

- a) to Switzerland on Saturday for a week
- b) for a week on Saturday to Switzerland
- c) to Switzerland for a week on Saturday
- d) on Saturday to Switzerland for a week

### **Тест 5**

#### **Степени сравнения прилагательных**

1. He is ... stupid than I thought

- a) less
- b) little
- c) a little
- d) the least

2. She is ... than I am

- a) very pretty
- b) more pretty
- c) much pretty
- d) much prettier

3. Winter days are not ... summer days

- a) longer
- b) long as
- c) so long as
- d) so long than

4. These grapes are ... expensive than those

- a) less
- b) little
- c) a little
- d) the least

5. She came to school ... than I did

a) last

c) latter

b) later

d) latest

6. South winds are not ... spring winds

a) severe as

c) so severe as

b) severe than

d) so severe than

7. Scott and Dickens are both excellent writers, but I prefer the ...

a) last

c) latter

b) later

d) latest

8. Your composition is ... than the composition of other students

a) bad

c) the worse

b) worse

d) the worst

9. He is ... than I am

a) very strong

c) more strong

b) much strong

d) much stronger

10. The temperature in winter in England is not ... in Siberia

- a) low as
- b) low than
- c) so low as
- d) so low than

11. This exercise is not so ... your last one

- a) good as
- b) better as
- c) best than
- d) good than

12. The grass is not so ... here ... in our garden

- a) short, as
- b) shorter, as
- c) short, than
- d) shorter, than

13. ... late than never

- a) good
- b) better
- c) the best
- d) the beast

14. ... haste, the less speed

- a) more
- b) the more
- c) the most
- d) most

15. Why do ... Americans say 'I guess so' instead of 'I think so'?

- a) more
- c) the most



b) most

d) most

16. Let us stop ... discussion of this matter

a) far

c) further

b) farther

d) furthest

17. I don't think that your plan is ... theirs

a) good as

c) better than

b) better as

d) good than

18. ... village is three kilometers from our house

a) near

c) next

b) nearer

d) the nearest

19. Which of the two cities is the ... from Vladivostok?

a) far

c) farthest

b) farther

d) further

20. She studies much ... than I do, though she spends .. time preparing

a) good, little

c) better, less

b) better, little

d) good, less



Ключи:

Тест1

1-a 14-d

2-a 15-a

3-b 16-c

4-b 17-c

5-a 18-d

6-b 19-b

7-b 20-d

8-d 21-a

9-d 22-c

10-d 23-a

11-c 24-b

12-d 25-d

13-c

Тест 2

1- b 16-c

2- b 17-d

3- a 18-b

4- d 19-d

5- d

|      |   |      |
|------|---|------|
| 6-   | a | 20-c |
| 7-   | c | 21-a |
| 8-   | d | 22-c |
| 9-   | c | 23-c |
| 10-b |   | 24-d |
| 11-b |   | 25-c |
| 12-a |   |      |
| 13-b |   |      |
| 14-c |   |      |
| 15-b |   |      |

### Тест 3

|      |      |
|------|------|
| 1- c | 15-b |
| 2-a  | 16-d |
| 3-d  | 17-c |
| 4-b  | 18-b |
| 5-c  | 19-d |
| 6-a  | 20-d |
| 7-c  | 21-d |
| 8-d  | 22-c |
| 9-b  | 23-c |
| 10-b | 24-a |

11-d

25-b

12-c

13-a

14-d

Тест 5

1-a

6-b

11-c

16-c

21-a

2-a

7-b

12-d

17-c

22-c

3-b

8-d

13-c

18-d

23-a

4-b

9-d

14-d

19-b

24-b

5-a

10-d

15-a

20-d

25-d

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### Критерии оценки выполнения тестовых заданий

| Процент правильных ответов | Оценка              |
|----------------------------|---------------------|
| От 95% до 100%             | отлично             |
| От 76% до 95%              | хорошо              |
| От 61% до 75%              | удовлетворительно   |
| Менее 61 %                 | неудовлетворительно |