МЕТОДИЧЕСКИЕ МАТЕРИАЛЫ ДЛЯ КОНТРОЛЯ ЗНАНИЙ СТУДЕНТОВ

ВОПРОСЫ К ЭКЗАМЕНУ И ЗАЧЕТУ

***Рекомендуемое содержание экзамена (1 семестр)***

Экзамен включает письменную и устную формы тестирования, по результатам которых выставляется общая оценка.

Письменная часть:

лексический тест, письменное изложение короткого рассказа

Устная часть:

1. пересказ художественного текста (объём 2000-2500 знаков)
2. условно неподготовленное монологическое высказывание 1-2 минуты по пройденным темам
3. комментирование предложенной цитаты

***Рекомендуемое содержание экзамена (2 семестр)***

Экзамен включает письменную и устную формы тестирования, по результатам которых выставляется общая оценка.

Письменная часть:

лексический тест, финальное эссе по теме на выбор

Устная часть:

1. реферирование научно-популярного текста (объём 2000-2500 знаков)
2. условно неподготовленное монологическое высказывание 1-2 минуты по предложенной бизнес ситуации
3. условно неподготовленное монологическое высказывание 1-2 минуты по пройденным темам.

***Рекомендуемое содержание зачета (3 семестр)***

Зачет включает письменную и устную формы тестирования, по результатам которых выставляется общая оценка.

Письменная часть:

лексический тест, тест на определение навыков письма.

Устная часть:

1. условно неподготовленное монологическое высказывание 1-2 минуты по пройденным темам

**Рекомендуемое содержание экзамена (4 семестр)**

Экзамен включает письменную и устную формы тестирования, по результатам которых выставляется общая оценка.

Письменная часть:

лексический тест, финальное эссе по теме на выбор

Устная часть:

1. реферирование текста экономической тематики (объём 2000-2500 знаков).

2. условно неподготовленное монологическое высказывание 1-2 минуты по предложенной бизнес ситуации

3. условно неподготовленное диалогическое высказывание 1-2 минуты по пройденным темам.

ОБРАЗЦЫ ТЕСТОВЫХ ЗАДАНИЙ

1. Translate the following words and expressions into English:

*Зависимый,*

*Недостаток,*

*Неизбитый путь*

*Вознаграждение*

*Человеческий фактор*

1. Translate the following words and expressions into Russian

*Vitamins intake*

*Affordable*

*To meet the needs*

*Joint venture*

1. Complete the sentences with the necessary prepositions:

*These products are quite high \_\_\_\_\_\_ protein, calcium, iron, phosphorus, the B vitamins, and zinc.*

*They act \_\_\_\_ the behalf \_\_\_\_ our department.*

1. Give the synonyms to the following words:

*tasty (2),*

*affable (2)*

1. Match the words with the given definitions:

*a style of cooking (usually national) –* cuisine

*a set of norms, rules, traditions shared by the employees* *–* commitment.

1. Complete the sentences with appropriate words (or their forms) or expressions from the box. Change the form of the word if necessary. There are two extra words:

*a) what the organizations b) we have experienced c) to describe the structure d) to control or distinguish its parts e) the existence of structure f) very well without them*

Organizational structure is defined broadly as those features of the organization that serve 1…. All of us have worked in organizations (we were one of its "parts"), and 2…the way our behavior was controlled. We did not simply go to work and do what we wanted to do; we did 3…wanted, and paid us to do. Jobs are important features of any organization.

All organizations have a structure of jobs. In fact, 4…distinguishes organizations. While the most visible evidence of structure is the familiar organizational chart, we can consider the possibility that charts are not always necessary or sufficient 5… . For example, some small organizations can get along 6… as long as all employees understand what they are to do and with whom they are to do it.

1. Give words to the definitions:

*The act of marrying or the celebration of a marriage –* wedding

8. Give the definition to the following terms:

*single proprietor*

*business entity*

9. Read the article below about power an organizational structure. Choose the best sentence to fill each of the gaps. For each gap (1-5) mark one letter (A-E). Do not use any letter more than once.

**A*)*** *They combine to produce a larger outcome than is possible from the efforts of any single job or department.*

***B)*** *Again, from experience, we know that organizations consist of departments, divisions, units*

***C)*** *But the price for additional control is an increase in the number of managers (and in managers' salaries).*

***D)*** *As a result, of course, managers will be less able to exert close supervision of the group.*

***E)*** *The specific number of individuals in a group is the number of individuals that must be managed.*

Jobs are not the only features of an organization. **1**…. No doubt, the college or university you attend is made up of a number of academic departments –management, accounting, economics – if you are in a business school. Each of these departments contains individuals performing different jobs. **2**… As members of departments, individuals necessarily must abide by commonly held agreements, policies, and rules and thereby give up the freedom to act with complete autonomy.

One seemingly innocent characteristic of organizational units – the number of

individuals they comprise – has important implications for controlling the behavior of group members. **3**… This is what we call the manager's span of control. As the span of control decreases, the manager can exert greater supervision and consequently greater control over subordinates. **4**... Conversely, the number of managers can be reduced by increasing the span of control. **5**… So we see that the issue of achieving control through manipulating the size of a department involves balancing the relative benefits and costs of at least two desirable outcomes: control and efficiency.

10. Answer the following questions according to the text.

***A)*** *dinosaurs, at one time in the past, lived in both hemispheres.*

***B)*** *dinosaurs were in fact, more commonly found in the Southern Hemisphere.*

***C)*** *scientists had long since realized that dinosaurs had actually lived in Antarctica.*

***D)*** *the dinosaur fossil, discovered in Antarctica, was significantly different from those found in other continents.*

***E)*** *the discovery of the dinosaur fossil in Antarctica was actually of little importance to scientists.*

1. A new discovery of a dinosaur fossil in Antarctica has confirmed the idea that dinosaurs lived not only in the Northern Hemisphere but in the Southern Hemisphere as well. Up until this discovery, scientists had found dinosaur remains on every continent except Antarctica. This new discovery now confirms the idea that dinosaurs were distributed worldwide. If the dinosaur fossil is shown to be related to other dinosaurs of the same period in South America, it will also support the idea that South America and Antarctica were once linked together.

One can understand from the passage that \_\_\_\_\_.

11. Select the sentence which gives a summary of the passage.

***A)*** *The larger the circulation of a newspaper is, the greater is its need for good advertisements.* ***B)*** *Newspapers print so many advertisements that there is not much space left for the real news.* ***C)*** *Nowadays all newspapers spend a great deal of money on advertising.*

***D)*** *It is generally agreed that it is profitable for large companies to advertise regularly in the newspapers****.***

***E)*** *Advertisements are essential to newspapers, without them they could not be produced economically.*

1. However much we may complain about the number of advertisements there are in a newspaper, the fact remains that without advertisements there would be no newspapers. It's the advertisements that finance the newspapers and make it possible for us to buy them cheaply.

***Read the text (for 20 minutes) and write its reproduction.***

**LITTLE SPECK IN GARNERED FRUIT**

***by O. Henry***

The honeymoon was at its full. The bride sat in the **rocker**[[1]](#footnote-2) with her feet resting upon the world. She was wrapt in rosy dreams and a kimono of the same hue. She wondered what the people in Greenland and Tasmania and Beloochistan were saying one to another about her marriage to Kid McGarry. There was no **welter-weight** [[2]](#footnote-3)from London to the Southern Cross that could stand up four hours … no … four rounds with her bridegroom. And he had been hers for three weeks.

Love, when it is ours, is the other name for **self-abnegation** [[3]](#footnote-4)and sacrifice.

The bride looked thoughtfully at the distemper Cupids on the ceiling.

"Precious," said she, with the air of Cleopatra asking Antony for Rome done up in tissue paper and delivered at residence, "I think I would like a peach."   
 The Kid McGarry arose and put on his coat and hat. He was serious, shaven, sentimental, and **spry**[[4]](#footnote-5).   
"All right," said he, as coolly as though he were only agreeing to sign articles to fight the champion of England. "I'll step down and cop one out for you, see?"   
"Don't be long," said the bride. "I'll be lonesome without my naughty boy. Get a nice, ripe one."   
After a series of farewells, the Kid went down to the street. Here he not unreasonably hesitated, for the season was yet early spring, and there seemed small chance of finding any peaches.   
At the Italian's fruit-stand on the corner he stopped and cast a contemptuous eye over the display of papered oranges, highly polished apples and sunny bananas.   
"Gotta da peach?" asked the Kid in the tongue of Dante, the lover of lovers.   
"Ah, no" sighed the vender. "Not for one mont com-a da peach. Too soon. Gotta da nice-a orange. Like-a da orange?"   
The Kid entered the all-night chop-house, cafe, and bowling-alley of his friend and admirer, Justus O'Callahan. The O'Callahan was about in his institution, looking for leaks.   
"I want it straight," said the Kid to him. "**The old woman** **[[5]](#footnote-6)has got a hunch** [[6]](#footnote-7)that she wants a peach. Now, if you've got a peach, Cal, get it out quick. I want it and others like it if you've got 'em in plural quantities."   
"The house is yours," said O'Callahan. "But there's no peach in it. It's too soon. I don't suppose you could even find 'em at one of the Broadway joints. That's too bad. When a lady fixes her mouth for a certain kind of fruit nothing else won't do. It's too late now to find any of the first-class fruiterers open. But if you think the missis would like some nice oranges I've just got a box of fine ones in that she might"   
"Much obliged, I'll try further."   
The time was nearly midnight as the Kid walked down the West-Side avenue. The Kid's eye caught sight of a window that was lighted and gorgeous with nature's most entrancing colors. The light suddenly went out. The Kid sprinted and caught the fruiterer locking his door.   
"Peaches?" said he, with extreme **deliberation**[[7]](#footnote-8).   
"Well, no, Sir. Not for three or four weeks yet. I haven't any idea where you might find some. There may be a few in town from under the glass, but they'd be hard to locate. Maybe at one of the more expensive hotels – some place where there's plenty of money to waste. I've got some very fine oranges though."   
The Kid lingered on the corner for a moment, and then set out briskly toward a pair of green lights that flanked the steps of a building down a dark side street.   
"Captain around anywhere?" he asked of the **desk sergeant[[8]](#footnote-9)** of the police station.   
At that moment the captain came briskly forward from the rear. He was in plain clothes and had a busy air.   
"Hello, Kid," he said. "Thought you were bridal-touring?   
"Got back yesterday. Think I'll take an interest in municipal doings. How would it suit you to get into Denver Dick's place to-night, Cap?   
"Past performances," said the captain, twisting his moustache. "Denver was closed up two months ago."   
"Correct," said the Kid. "Rafferty chased him out of the Forty-third. He's running in your precinct now, and his game's bigger than ever. I'm down on this **gambling** [[9]](#footnote-10)business. I can put you against his game."   
"In my precinct?" growled the captain. "Are you sure, Kid? I'll take it as a favor. Have you got the entree? How is it to be done?"   
"Hammers," said the Kid. "They haven't got any steel on the doors yet. You'll need ten men. No, they won't let me in the place. Denver has been trying to do me. He thought I **tipped** him **off** [[10]](#footnote-11)for the other raid. I didn't, though. You want to hurry. I've got to get back home. The house is only three blocks from here."   
Before ten minutes had sped the captain with a dozen men stole with their guide into the hallway of a dark and virtuous-looking building in which many businesses were conducted by day.   
"Third floor," said the Kid, softly. "I'll lead the way."   
Two **axe men** [[11]](#footnote-12)faced the door that he pointed out to them.   
"It seems all quiet," said the captain, doubtfully. "Are you sure your tip is straight?"   
"Cut away!" said the Kid. "It's on me if it ain't."   
The axes crashed through the as yet unprotected door. The big room was furnished with magnificence dear to Denver Dick's western ideas. Various well-patronized games were in progress. About fifty men who were in the room rushed upon the police in a grand break for personal liberty. More than half the **patrons**[[12]](#footnote-13) escaped.   
Denver Dick had graced his game with his own presence that night. He led the rush that was intended to sweep away the smaller body of raiders, But when he saw the Kid his manner became personal. Being in the heavyweight class he cast himself joyfully upon his slighter enemy, and they rolled down a flight of stairs in each other's arms. On the landing they separated and arose, and then the Kid was able to use some of his professional tactics.   
After vanquishing his adversary the Kid hurried upstairs and through the gambling-room into a smaller apartment connecting by an arched doorway.   
Here was a long table set with choicest chinaware and silver, and lavishly furnished with expensive food.

"Get up!" commanded the Kid. "Are you in charge of this free lunch?"   
"Yes, sah, I was. Has they done pinched us ag'in, boss?"   
"Looks that way. Listen to me. Are there any peaches in this layout?

"There was three dozen, sah, when the game opened this evenin'; but I reckon the gentlemen done eat 'em all up. If you'd like to eat a fust-rate orange, sah, I kin find you some."   
"Get busy," ordered the Kid, sternly, "and move whatever peach crop you've got quick or there'll be trouble. If anybody offers to me oranges again tonight, I'll knock his face off."   
The raid on Denver Dick's high-priced luncheon revealed one lone, last peach. Into the Kid's pocket it went, and he departed immediately with his prize. With scarcely a glance at the scene on the sidewalk below, where the officers were loading their prisoners into the patrol wagons, he moved homeward with long, swift strides.   
His heart was light as he went. The Kid's lady had commanded him and he had obeyed. True, it was but a peach that she had craved; but it had been no small deed to glean a peach at midnight from that wintry city where yet the February snows lay like iron. She had asked for a peach; she was his bride; in his pocket the peach was warming in his hand that held it for fear that it might fall out and be lost.   
The bride waited in the rosy glow of the pink lamp shade. The miracles were not all passed away. By breathing a desire for some slight thing – a flower, a pomegranate, a… oh, yes, a peach … she could send forth her man into the night, into the world which could not **withstand**[[13]](#footnote-14) him.   
And now he stood by her chair and laid the peach in her hand.   
"Naughty boy!" she said, fondly. "Did I say a peach? I think I would much rather have had an orange."   
Blest be the bride.

***Term 2***

***Write an essay on any of the topics below:***

1. The value of beauty and youth in the novel “The portrait of Dorian Gray” by O.Wilde.
2. The significance of the portrait in the novel “The portrait of Dorian Gray” by O.Wilde.
3. The art of manipulation in the novel “The portrait of Dorian Gray” by O.Wilde.

ОБРАЗЦЫ ТЕКУЩЕГО КОНТРОЛЯ (Продолжающие)

*1.Travelling buff*

1. Describe the type of travelling you prefer. Explain your preferences. What type of traveller are you?
2. You are going on a trip around Europe. Your friend advises you to go couch-surfing. Would you agree? Explain your choice.
3. It has recently been announced that a new restaurant is going to be built in your neighbourhood. What cuisine would you like it to offer? Describe this cuisine; say why you prefer it, its specific dishes.
4. Some people prefer to eat at food stands or restaurants. Other people prefer to prepare and eat food at home. Which do you prefer? Use specific reasons and examples to support your answer.

*2. Economy*

* 1. What is economy?
  2. Why is it important to learn/ know economic terminology?
  3. What is meant by economic reasoning?
  4. What is economics?
  5. What are the branches of economics?
  6. What does macroeconomics study?

1. 7. What does microeconomics study?
2. 8. What is meant by factors of production?
3. What factors of production do you know?
4. Why does scarcity occur?
5. 11. Explain the concept of invisible hand.
6. 12. Explain the concept of laissez-faire.
7. 13. What is demand?
8. 14. What is supply?

*3. Analysis of a book*

1. Recall the whole situation. Give reasons for these utterances or ac­tions.

1. "I'm in Lady Agatha's black books at present."

2. "Dorian's whims are laws to everybody".

3. "Mere words! One couldn't escape from them."

b. Discuss the following questions:

1. Prove that Dorian Gray treated Basil Hallward in a wilful and petulant manner.

2. Describe Dorian's appearance as Lord Henry perceived it.

3. Dwell upon Lord Henry's philosophy on immorality of influence.

4. Enlist the main ideas of Lord Henry's panegyrick on youth and beauty. Do you share them?

5. Speak on changes in Dorian's attitude towards Basil after he had met Lord Henry.

c. Relate the events of the chapter as if you were:

a) Lord Henry Wotton;

b) Dorian Gray.

d. Give your opinion of the following statements:

1.Nowadays people know the price of everything, and the value of nothing.

2.Men marry because they are tired; women marry because they are curious; both are disappointed.

3.There are only two kinds of women; the plain and the coloured.

e. Discuss Chapter Six by means of the following roles:

Announcers (2 students);

Word Masters (2 students);

Summarizers (2students);

Discussion Leaders (2 students);

Conclusion Makers (1–2 students);

Culture Collectors (2 students).

*4. Text and styles*

a. Answer the questions in writing.

1) What components make an academic text cohesive? What is flow?

2) What types of texts are there? What purposes can a text / speech have?

3) What is the typical structure of an academic text?

4) Enumerate language features of formal style.

5) Enumerate language features of informal style.

6) What is a topic sentence? What is its purpose? Where is its place in a text?

7) What is a thesis statement? What is its purpose? Where is its place in a text?

**b. Write formal English equivalents of the following words.**

1) to get (a degree);

2) to find out;

3) to work together;

4) to carry out (research);

5) to help out;

6) to put off (a meeting);

7) to move;

8) important, big, great;

9) to work out (a number, a sum);

10) to take sb in, to tell a lie;

11) to meet with;

12) to set up (a company);

13) to go up and down;

14) to look into (the matter);

15) to buy;

16) to go up;

17) to cut down on (the amount of sugar);

18) to mention / bring up (an issue);

19) to show;

20) to send;

21) to come up with (an idea, solution);

22) to say.

c. Order the steps to form a process paragraph. Write 1 next to the first step, 2 for the second step, and so on.

**Introduction to linguistics: language-learning research project**

Conduct an experiment to find out whether learners of English use English more correctly in a written test or in informal conversation.

a. …….. Next, make a written test that checks the grammar point you are researching. This could be a fill-in-the-blanks test, or another style. It should have at least ten questions, but it should not be too long.

b. ……… After giving the written test, interview each learner individually for about ten minutes. Try to make the interviews informal and friendly. Be sure to ask questions that will encourage learners to use the grammar point you are researching. Record the interviews. (ask for learners’ permission first!)

c. ………. After you have counted the errors, calculate the score as percentage. Do this for the written test and the spoken interview.

d. ………. Next, read the tests and listen to the recordings. Make a note of how many times your chosen grammar point was used, and how many times it was used incorrectly. Do this for both the written test and the recorded conversation.

e. ………. Third, find about ten intermediate-level English learners who will agree to take your test. Arrange a time to give the test to each learner.

f. ………. Finally, prepare two graphs to compare your results. Did learners make more mistakes on the written test or while they were speaking?

g. ……… First, choose a common English grammar point you would like to use in your research. Ask you teacher for a suggestion if you need help choosing one.

d. Punctuate the sentences.

(a) the study was carried out by christine zhen-wei qiang of the national university of singapore

(b) professor rowans new book the end of privacy is published in new york

(c) as keynes said its better to be roughly right than precisely wrong

(d) three departments law business and economics have had their funding cut

(e) as cammack 1994 points out latin america is creating a new phenomenon democracy without citizens

(f) thousands of new words such as app enter the english language each year

(g) the bbcs world service is broadcast in 33 languages including somali and vietnamese

(h) she scored 56 per cent on the main course the previous semester she had achieved 67 per cent

e. Punctuate the text.

the school of biomedical sciences at borchester university is offering two undergraduate degree courses in neuroscience this year students can study either neuroscience with pharmacology or neuroscience with biochemistry there is also a masters course which runs for four years and involves a period of study abroad during november and december professor andreas fischer is course leader for neuroscience and enquiries should be sent to him via the website

1. Кресло-качалка [↑](#footnote-ref-2)
2. Боксер второго полусреднего веса [↑](#footnote-ref-3)
3. Самопожертвование [↑](#footnote-ref-4)
4. Проворный, расторопный [↑](#footnote-ref-5)
5. Моя старушка (зд.) [↑](#footnote-ref-6)
6. Придти в голову/на ум [↑](#footnote-ref-7)
7. Обдумывание [↑](#footnote-ref-8)
8. Дежурный полицейский сержант [↑](#footnote-ref-9)
9. Азартная игра [↑](#footnote-ref-10)
10. Сообщить полиции о преступнике (зд.) [↑](#footnote-ref-11)
11. Мужчины, вооруженные топорами [↑](#footnote-ref-12)
12. Завсегдатай (зд.) [↑](#footnote-ref-13)
13. Противостоять [↑](#footnote-ref-14)