

МИНИСТЕРСТВО ПРОСВЕЩЕНИЯ
РОССИЙСКОЙ ФЕДЕРАЦИИ

ФЕДЕРАЛЬНОЕ
ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ
ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ
«ЛУГАНСКИЙ ГОСУДАРСТВЕННЫЙ ПЕДАГОГИЧЕСКИЙ УНИВЕРСИТЕТ»
(ФГБОУ ВО «ЛГПУ»)

Структурное подразделение Институт филологии и социальных
коммуникаций

Кафедра английской и восточной филологии



УТВЕРЖДАЮ

Директор Института филологии и
социальных коммуникаций

О.С. Перетятая

« 17 » ОКТАБРА 2024 г.

Приложение к рабочей программе учебной дисциплины

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ
для проведения текущего контроля и промежуточной аттестации
обучающихся по дисциплине

Спецкурс второго иностранного языка (английского)

По направлению подготовки 45.03.01 Филология

Профиль подготовки – Зарубежная филология. Французский язык и второй
иностраннный язык (английский)

Квалификация выпускника – бакалавр

Форма обучения – очная

Курс – 3-4 (6-8 семестр)

Разработчики:

доцент кафедры

английской и восточной филологии,

Туленинова Л.В.,

Заведующий кафедрой английской
и восточной филологии

_____ А.А. Новикова

Протокол

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1. ПАСПОРТ ФОНДА ОЦЕНОЧНЫХ СРЕДСТВ

1.1. Область применения

Фонд оценочных средств (ФОС) – неотъемлемая часть рабочей программы дисциплины «Спецкурс второго иностранного языка (английского)» и предназначен для контроля и оценки образовательных достижений студентов, освоивших программу дисциплины.

1.2. Цели и задачи фонда оценочных средств

Цель ФОС – установить соответствие уровня подготовки обучающегося требованиям ФГОС ВО бакалавриат по направлению подготовки 45.03.01 Филология, утвержденным приказом Министерства науки и высшего образования Российской Федерации от 12 августа 2020 г. № 986 (с изменениями и дополнениями).

1.3. Перечень компетенций, формируемых в процессе освоения основной образовательной программы

Процесс освоения дисциплины направлен на формирование следующих компетенций и индикаторов их достижения:

| Код по ФГОС ВО | Индикатор достижения |
|---|---|
| Общепрофессиональные | |
| ОПК-5 Способен использовать в профессиональной деятельности, в том числе педагогической, свободное владение основным изучаемым языком в его литературной форме, базовыми методами и приемами различных типов устной и письменной коммуникации на данном языке | ОПК-5.1. Демонстрирует системные и уверенные знания языковых средств различных уровней (фонетических, лексических, словообразовательных, грамматических и стилистических) основного изучаемого языка для выражения логической и эмоционально-оценочной информации любой сложности; средства организации и построения связного текста. ОПК-5.2. Способен уверенно распознавать явные и скрытые значения текста, создавать точные, детальные, логичные и связные сообщения в ходе научной и профессиональной коммуникации. ОПК-5.3. Уверенно и свободно владеет навыками восприятия и порождения устных и письменных текстов любой тематики, в том числе в ходе научной и профессиональной коммуникации; коммуникативными тактиками, методами и приемами успешного речевого воздействия и взаимодействия в ходе бытовой, научной и профессиональной коммуникации. |

1.4. Этапы формирования компетенций и средства оценивания уровня их сформированности

| Этапы формирования компетенций | Компетенции | Контрольно-оценочные средства / способ оценивания |
|---|-------------|---|
| 6 семестр | | |
| Modern Living (Unit 5 Upstream Upper-Intermediate) | ОПК-5 | Устный опрос. Выполнение практических заданий. |
| Going Places (Unit 6 Upstream Upper-Intermediate) | ОПК-5 | Устный опрос. Выполнение практических заданий. |
| Текущая аттестация | ОПК-5 | Контрольная работа |
| 7 семестр | | |
| History (Unit 7 Upstream Upper-Intermediate) | ОПК-5 | Устный опрос. Выполнение практических заданий. |
| Learning Lessons (Unit 8 Upstream Upper-Intermediate) | ОПК-5 | Устный опрос. Выполнение практических заданий. |
| Текущая аттестация | ОПК-5 | Контрольная работа |
| Промежуточная аттестация | ОПК-5 | Зачёт |
| 8 семестр | | |
| Planet Issues (Unit 9 Upstream Upper-Intermediate) | ОПК-5 | Устный опрос. Выполнение практических заданий. |
| The Cycle of Life (Unit 10 Upstream Upper-Intermediate) | ОПК-5 | Устный опрос. Выполнение практических заданий. |
| Текущая аттестация | ОПК-5 | Контрольная работа |
| Промежуточная аттестация | ОПК-5 | Экзамен |

1.5. Описание показателей формирования компетенций

| Код компетенции | Результаты сформированности |
|-----------------|--|
| ОПК-5 | Знать: грамматические, семантические особенности и тенденции развития изучаемого иностранного языка; общие закономерности, специфические черты и тенденции функционирования системы изучаемого иностранного языка; значение, формообразование и употребление основных грамматических структур изучаемого иностранного языка; закономерности перевода с изучаемого иностранного языка на русский язык; исторические предпосылки и основные литературные факты страны изучаемого языка; формообразование и употребление основных грамматических |

| | |
|--|---|
| | <p>структур изучаемого иностранного языка; этимологический состав изучаемого иностранного языка.</p> <p>Уметь: понимать на слух спонтанную беглую речь носителя языка; логично и целостно выразить точку зрения по обсуждаемым вопросам с использованием пройденной лексики, грамматики и лексико-грамматических парадигм; вести диалог проблемного характера с использованием адекватных речевых форм, изученных лексических единиц и лексико-грамматических парадигм; понимать звучащую аутентичную монологическую или диалогическую речь по пройденной тематике; распознавать грамматические явления с использованием пройденной грамматики; понимать и адекватно употреблять грамматические формы и структуры; уметь адекватно передавать смысл отобранных для перевода письменных материалов с соблюдением норм изучаемого иностранного языка.</p> <p>Владеть: навыками восприятия на слух оригинальной речи в пределах изученного языкового материала; основными методами и приемами лексико-грамматического функциональных стилей; методикой и техникой самостоятельного употребления грамматических явлений в соответствии с целями их создания и с учетом речевой ситуации; навыками сбора и анализа языковых и литературных фактов; технологиями поиска, хранения, обработки, сортировки различных видов информации; навыками работы с типовыми программными средствами, с офисными приложениями; навыками отбора научной информации по проблемам курса в сети Интернет и ее использования; приемами и техниками педагогического общения; технологиями коммуникации с учетом этических норм; способностью к практическому применению полученных знаний при решении профессиональных задач; навыками использования профильных информационных ресурсов информационно-телекоммуникационной сети «Интернет», рациональными приемами поиска и применения программных продуктов лингвистического профиля.</p> |
|--|---|

1.6. Критерии оценивания компетенций на разных этапах их формирования

| Вид текущей учебной работы | Количество баллов |
|----------------------------|-------------------|
| 6 семестр | |
| Аудиторная работа | 50 |
| Самостоятельная работа | 5 |
| Контрольное сочинение | 5 |
| Модульный контроль (2*5) | 10 |
| Проверка лексики | 10 |
| Контрольный пересказ | 10 |
| Скороговорки | 10 |
| Всего: | 100 |
| 7 семестр | |
| Аудиторная работа | 50 |
| Самостоятельная работа | 5 |
| Контрольное сочинение | 5 |
| Модульный контроль (2*5) | 10 |

| | |
|--------------------------|------------|
| Проверка лексики | 10 |
| Контрольный пересказ | 10 |
| Скороговорки | 10 |
| Всего: | 100 |
| 8 семестр | |
| Аудиторная работа | 50 |
| Самостоятельная работа | 5 |
| Контрольное сочинение | 5 |
| Модульный контроль (2*5) | 10 |
| Проверка лексики | 10 |
| Контрольный пересказ | 10 |
| Скороговорки | 10 |
| Всего: | 100 |

Накопительная система оценивания по 100-балльной шкале

| Четырехбалльная система оценивания экзамена | 100-балльная шкала | Буквенная шкала, соответствующая 100-балльной шкале | Система оценивания зачета |
|---|--------------------|---|---------------------------|
| Отлично | 90-100 | А – отлично – теоретическое содержание курса освоено полностью, без пробелов; необходимые практические навыки работы с освоенным материалом сформированы; все предусмотренные программой обучения учебные задания выполнены, качество их выполнения оценено числом баллов, близким к максимальному | Зачтено |
| Хорошо | 83-89 | В – очень хорошо – теоретическое содержание курса освоено полностью, без пробелов; необходимые практические навыки работы с освоенным материалом в основном сформированы; все предусмотренные программой обучения учебные задания выполнены, качество выполнения большинства из них оценено числом баллов, близким к максимальному | |
| Хорошо | 75-82 | С – хорошо – теоретическое содержание курса освоено полностью; некоторые практические навыки работы с освоенным материалом сформированы недостаточно; все предусмотренные программой обучения учебные задания выполнены, качество выполнения ни одного из них не оценено минимальным числом баллов, некоторые виды заданий выполнены с ошибками | |
| Удовлетворительно | 63-74 | Д – удовлетворительно – теоретическое содержание дисциплины освоено частично, но пробелы не носят | |

| | | | |
|---------------------|--------------|--|------------|
| | | существенного характера; необходимые практические навыки работы с освоенным материалом в основном сформированы; большинство предусмотренных программой обучения учебных заданий выполнено, некоторые из выполненных заданий, содержат ошибки | |
| Удовлетворительно | 50-62 | Е – посредственно – теоретическое содержание курса освоено частично; некоторые практические навыки работы не сформированы, многие предусмотренные программой обучения учебные задания не выполнены либо качество выполнения некоторых из них оценено числом баллов, близким к минимальному | |
| Неудовлетворительно | 21-49 | FX – неудовлетворительно – теоретическое содержание курса освоено частично; необходимые практические навыки работы не сформированы; большинство предусмотренных программой обучения учебных заданий не выполнено либо качество их выполнения оценено числом баллов, близким к минимальному; при дополнительной самостоятельной работе над материалом курса возможно повышение качества выполнения учебных заданий | Не зачтено |
| Неудовлетворительно | 0-20 | F – неудовлетворительно – теоретическое содержание курса не освоено; необходимые практические навыки работы не сформированы; все выполненные учебные задания содержат грубые ошибки, дополнительная самостоятельная работа над материалом курса не приведет к какому-либо значимому повышению качества выполнения учебных заданий | |

2. КОНТРОЛЬНО-ОЦЕНОЧНЫЕ СРЕДСТВА

2.1. Оценочные средства текущего контроля

1. Complete the sentences with the correct form of the words in the box. There are two extra words which you need to do not use.

| | | | | |
|---------|-------|-------|---------|------|
| deliver | fault | cater | replace | cook |
|---------|-------|-------|---------|------|

1 The book had a few pages missing, so I took it back to the bookshop and asked for a _____.

2 Can you recommend a good _____ to me? I'm organising a garden party and I'm going to need refreshments for about twenty people.

3 I complained to the shop manager because I was unhappy about the late _____ of the product I'd ordered.

2. Choose the correct words to complete the sentences.

1 I went into the **debt** / **red** last month and the bank charged me an extra fee for the overdraft.

2 I was very pleased with my online purchase so I **gave** / **spoke** the shop my positive feedback.

3 Unfortunately, there aren't any guitars in this shop **within** / **under** my price range.

4 The interest **levels** / **rates** on bank loans are so high now that it doesn't make sense to get one.

3. Complete the sentences with the correct words.

1 I'm sick and _____ of lending you money every time you have financial problems!

2 Don't underestimate John's tennis skills. I think he's a formidable _____ and it'll be difficult to beat him.

3 It's common _____ in many families nowadays to order takeaway food for dinner.

4. Complete the text with the correct words.

The people in the picture look very excited about their shopping trip. It looks (1)_____ they really enjoy spending a lot of money and I wouldn't be surprised (2)_____ they were compulsive shoppers.

(3)_____ my mind, people need to be careful about their spending.

Образцы текстов

Sustainable development?

Kai Kensavaong will never again walk along the muddy lanes of Sop On, the village in southern Laos where she was born. Her old home now lies at the bottom

of a reservoir of brown water created to feed a hydroelectric power plant, the first to be funded by the World Bank for over twenty years. 'I'll never forget that place,' says the 41-year-old villager. 'It was my home. I picked my first bamboo stalks there.'

The World Bank stopped financing hydroelectric dam projects in developing countries twenty years ago because of criticism that such projects were harming local communities and the environment. But Nam Theun 2 – a 39-metre high dam on the Mekong River that generates over 1,000 megawatts of electricity – is the showpiece for the bank's new policy of supporting sustainable hydropower projects. For Laos it is part of a longer-term strategy to revitalise the economy and become the battery of South-East Asia.

The bank says that lessons have been learnt from the projects of the sixties and seventies when people were forced to resettle and whole areas of forest or agricultural land were flooded. When it comes to clean sources of energy, the bank thinks hydropower is the pick of the bunch, offering the best solution in a world where 1.5 billion people have no access to electricity.

In 2010 the dam brought \$5.6 million in sales of electricity and it is estimated that during the next 25 years Nam Theun2 will generate around \$2 billion in revenue to Laos, one of Asia's poorest countries, since most of the electricity will be exported to its power-hungry neighbour, Thailand. The government has promised that this money will be spent on reducing poverty and both renewing and improving the country's infrastructure.

Seventeen villages in the flooded area have now been rebuilt and the 6,200 people – mostly farmers – who lived in them have been retrained to make a living from the reservoir.

The power company has promised to double their living standards within five years. According to the World Bank, 87 per cent of those resettled believe life is much better than before as they now have electricity, sanitation, clean water, new roads and greater access to schools and health care.

'In the old village things just weren't convenient,' said Tiea, 25, one of the relocated villagers. 'It wasn't a pretty place, the houses weren't very nice and we didn't have power. In the new village we have electricity, we can see better.'

But the old criticisms have not gone away. Environmental and human rights groups warn that the dam will have a negative impact on water quality and fish and that the local people who were relocated after the area was flooded may not be able to support themselves economically in future.

'People are happy with these new amenities, but the real problem is how to restore sustainable livelihoods for communities who used to rely on the natural resources – forests, fish and grazing lands for their animals – now that they've lost

these,' says Ikuko Matsumoto, programme director for the environmental group, International Rivers.

As well as the 6,200 villagers already rehoused, activists also point out that there are over 110,000 people in riverside villages downstream from the dam whose lives will have to change because of the new river ecosystem. They claim that these people will have to deal with issues like flooding, decline of the fish population and poor water quality. How quickly they will pick up new skills is uncertain.

But the World Bank says it is responsive to these problems. A 4,100-square kilometre protected area has been established around the dam to safeguard flora and fauna. It admits though that rebuilding the lives of the villagers is not a short-term process and everyone is trying to learn and readjust as they go along.

Staycations

You probably don't like the term 'staycation'. Me neither. But you mustn't be put off. As a concept, it is quite attractive. Perhaps you've already had one, but weren't aware that's what it was called. Staycations don't just mean staying in doing things around the house or just relaxing at home. They involve getting out more by taking day trips from your home to see local sights. If you don't want to stay at home, you can holiday locally – for example, camping at a local campsite.

Staycations originally became popular after the financial crisis of 2008, when people were looking for ways to cut back on their spending. Apart from the savings, let's not ignore the other benefits: you don't have any of the problems associated with travel, such as packing, long drives, delays at airports and so on; and you bring money to the local economy, by eating out, for example. The only people who hope this kind of holiday won't catch on are the holiday companies themselves.

Some staycationers who base themselves at home like to follow a set of rules, such as setting a start and end date, planning their activities ahead of time and avoiding routine. You don't have to do these things, but it helps to create the feel of a traditional vacation. Others, aware that an extra barbecue and a visit to the local zoo may not match the thrill of foreign travel, take it a step further. A recent example was Karen Ash, whose story appeared in the Wall Street Journal.

A resident of New York, Karen Ash decided not to go to Japan, as she had originally planned, but instead took a weeklong Japanese vacation in her own city. This included buying postcards and souvenirs at a Japanese market, admiring bonsai plants, eating ramen (and even speaking Japanese when ordering), all without leaving New York. Her itinerary also involved joining in at a traditional

Japanese tea ceremony, attending a taiko drumming concert and watching Japanese soap operas on DVD. I don't think many people would want to take this much trouble to create their staycation, but you get the idea!

Оценочные средства для промежуточной аттестации (зачет)

«Music in the Streets»

As you go home after a hard day's work, and you get off the metro train, you sometimes have to walk a long way to the exit or to change trains. Suddenly in the noise, some music is heard. Those are street musicians. You take out a coin from your pocket and throw it into their hat or instrument case. These musicians bring color and life to the city streets. Street musicians are aged between 17 and 30 years. Some of them are men, some women. They play classical music, pop or folk music, old and new songs. Many musicians are former university students or professional musicians.

Andrew Hain, for example, was once a music student, but he gave up music and became a painter. Now he plays in the underground because he doesn't want to forget how to play. His girlfriend is a painter, too. She helps him to collect the money. Another street musician, David MacNeill, tells new players:

"Learn new songs all the time, or else you'll have fewer and fewer listeners. Wear bright clothes to attract attention. Make sure that the places where you choose to play are warm. The best places are bridges and certainly the underground."

On Sundays, Hyde Park is the best place, as the speakers here address the people. The street musicians are doing their business with the many tourists who visit the park. The weather is one of the worst problems. It is not so easy to play the violin or the guitar on a rainy November day in London and try to smile.

A much worse problem is the police. From time to time, they come, and the musicians are moved to a different place. True, they are not often fined. One musician told me:

"The policeman asked me what I was doing. I said I was just practising. Some money just fell out of my pocket into the guitar case, and I was told to leave my place. I think it's not fair. People love street music. It makes the city more attractive."

Tasks

Exercise 5. Read the text «Music in the Streets» again and complete the sentences according to the text.

1. Street musicians are
 - a) men b) women c) men and women
2. According to the text, street musicians
 - a) bring color and life to city streets.
 - b) make more noise in the streets.
 - c) make traffic more difficult
3. Street musicians play
 - a) old songs b) new songs. c) old and new songs.
4. Andrew Hain plays in the streets because he
 - a) needs money.
 - b) does not want to forget how to play.
 - c) wants to become famous.
5. The worst problem for the musicians is
 - a) weather b) the police c) -

Exercise 6. True or false (if the sentence is false, correct it)

1. Street musicians are aged between 17 and 30 years.
2. Andrew Hain, for example, was once a music professor.
3. On Mondays, Hyde Park is the best place for street musicians.
4. The weather is one of the worst problems for street musicians.
5. Street musicians are very often fined.

Exercise 7. Переведите предложения.

- 1) Вы не прочитали всю книгу! — Но я действительно был очень занят!
- 2) Кевин спросил меня, работал ли я когда либо официантом.
- 3) Должно быть он украл эти деньги. Не может быть, чтобы он сам их заработал.
- 4) Большинство людей не отдают себе отчёта, (не понимают) сколько воды они используют.
- 5) Если бы вы сообщили нам об этом вчера, мы бы знали причину.
- 6) Продавец спросил, есть ли у меня чек, я сказал ему, что оставил его дома.
- 7) Не может быть, чтобы он сказал это.
- 8) Я понимаю о чём говорят актеры, но когда я пытаюсь переводить за ними, я ничего не помню.
- 9) НЛО вначале появилось над городом, полетало вокруг около 10 минут, и затем исчезло.
- 10) Принесёшь мне мой новый ноутбук, чтобы мы смогли открыть этот файл?

2.2. Оценочные средства для промежуточной аттестации

Тест

1. Wanda complained to me that the children ... very naughty that evening.
a) were b) was c) had been d) have been
2. The shop assistant showed me a book and said that the book ... the museums of our town.
a) described b) was describing c) had described d) will describe
3. She asked me about my schedule for the next week and I answered that I ... it yet.
a) hadn't known b) didn't know
c) won't know d) wouldn't know

4. The doctor told me to stay in bed for a few days more otherwise complications ...
a) might set in b) had to set in
c) must set in d) ought to set in
5. Jerry said that by the end of the year he ... in his new house for four years.
a) would have been living b) would live
c) will have been living d) would be living
6. Ann begged me not to tell her father what ... earlier that day.
a) happened b) had happened c) would happen d) has happened
7. Kelly told me that while she had been eating her sandwiches at the station bar two strangers ...
a) had come in b) came in c) would come in d) have come in
8. Sheila answered she ... stories and poems all her life as long as she could remember.
a) was writing b) had been writing c) wrote d) had written
9. Kate confessed that she usually bought her clothes at random, and as a result at the moment she ... any decent things to wear.
a) is not having b) wasn't having c) has no d) doesn't have
10. Clemency said that she ... the office earlier that day to get to the station in time.
a) had to leave b) must leave
c) had had to leave d) would have to leave
11. They asked me where I (еду).
a) will be going b) am going c) was going d) go
12. The news papers wrote that he (был) the best writer the year before.
a) is b) was c) had been d) was being
13. We hoped that our experiment (будет) interesting.
a) will be b) would be c) will have been d) will not
14. Everybody knows that the restoration (закончена) already.
a) had been finished b) has been finished c) is finished d) finishes
15. She expected that he (является) an eminent scientist.
a) was b) is c) has been d) were

16. We decided that (необходимо) to give an advertising.
a) it was necessary b) it is necessary c) it has been necessary
17. The assistant told me that the negotiations (скоро начнутся).
a) will begin soon b) would soon begin c) would begin soon
18. He decided that they (присоединятся) our staff in May.
a) will join b) will be joined c) would join d) are joining
19. The secretary said that the computer (был сломан).
a) was broken b) had been broken c) has been broken
20. She says that he (выбрал) the topic of his graduation paper.
a) has chosen b) choose c) had chosen d) would choose
21. Mario told the family that he ... a date
a) had, tomorrow b) will have, the next day
c) was having, tomorrow d) was having, the next day
22. Miss Duffer told us that watching TV news ... her nervous.
a) is making b) made c) will make d) make
23. Bob answered that he ... the next month.
a) is married b) was married
c) was marrying d) is marrying
24. The doctor said that the patient ... a few days ago.
a) was operated on b) has been operated on
c) had been operated on d) would be operated on
25. "How are you parents doing?" she asked. I answered that they ... very well.
a) were doing b) are doing
c) have been doing d) had been doing
26. We told everyone that we ... to the meeting in time, but ... at earliest possible.
a) couldn't come, would arrive b) can't come, would arrive
c) couldn't come, arrive d) can't come, will arrive
27. Oleg told me that he ... Ann in the street and that she ... fine.
a) met, had seemed b) had met, had seemed
c) had met, seemed d) has met, was seeming
28. He said that he ... in Canada for ten years.

a) lived b) had lived c) had been living d) lives

29. John said that she ... to school

a) had gone, the day before b) went, yesterday
c) had went, the day before d) had gone, yesterday

30. Jane told us that Jim ... than Bill.

a) was nicer b) has been nicer c) is being nicer d) is nicer

31. The car ... made in Germany last year.

a) is b) had been c) was d) were

32. Christmas ... celebrated on the 25th of December by the Orthodox Church.

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

33. I am sure the new method ... used now.

a) hadn't been b) will be c) will have not d) was not being

34. Everything ... done by 9 a.m. tomorrow.

a) will have been b) will be c) is d) has been

35. The letter ... signed yesterday. As far as I know, it ... signed next week.

a) had not been, will have been b) was not, will have been
c) was not, will be d) was not being, will be

36. A lot of examples ... given by the professor during that lecture.

a) will be b) has been c) are d) were

37. My paper ... discussed at that time.

a) is not being b) was not c) was not being d) had not been

38. The production of electric power ... doubled here next year.

a) will be b) is c) will have been d) was

39. This engine ... already tested.

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

40. Those machine tools ... designed when I visited the factory.

a) will be b) have been c) were being d) were

41. They were told that ...

a) Они сказали, что ... b) Им сказали, что ...
c) Им говорят, что ... d) Они сообщили, что ...

42. The passengers wanted to be informed about ...

a) Пассажиры хотели сообщить ...
b) Пассажирам хотели сообщить ...

- c) Пассажиры хотели, чтобы им сообщили ...
- d) Пассажирам хотелось сообщить ...

43. The conditions are provided for ...

- a) Были предусмотрены условия ...
- b) Предусмотрено условие ...
- c) Будут предусмотрены условия ...
- d) Предусмотрены условия

44. The locomotive is being repaired ...

- a) ремонтируют b) отремонтирован
- c) ремонтировали d) будут ремонтировать

45. The locomotive has been repaired ...

- a) отремонтировали b) ремонтировали
- c) ремонтируют d) ремонтировался

46. The locomotive will have been repaired ...

- a) будут ремонтировать b) будет отремонтирован
- c) ремонтируют d) ремонтируется

47. If he ... to our party, we ... very glad.

- a) comes, shall be b) will come, will be
- c) comes, are d) will come, shall be

48. We ... to the theatre tonight.

- a) go b) will go c) will have gone d) are going

49. We ... it tomorrow if he ... in the presidential election or not.

- a) will learn, wins b) learn, will win
- c) will learn, will win d) will learn, will be winning

50. From 1 till 7 September our town ... its annual cultural festival.

- a) hold b) will be holding
- c) will hold d) will have been holding

51. Quick! Give me a lift, I ... late again.

- a) will be b) am going to be c) being late d) have been

52. The term ... on the 25th of June.

- a) will finish b) will be finishing
- c) finishes d) will have finished

53. We ... lunch with his parents on Sunday.

a) are going to have b) will have c) have d) are having

54. What time ... the train ... at the station?

a) does arrive b) arrives c) will arrive d) is arriving

55. His parents will be upset

a) till he won't pass his exams b) if he doesn't pass his exams

c) unless he will pass his exams d) unless he doesn't pass his exams

56. I can't see you Tuesday afternoon. I ... our London branch.

a) visit b) am visiting c) will visit d) is going to visit

57. You will pay back, as soon as you. ... a new job.

a) will get b) are getting c) get d) will be getting

58. Your plane for Moscow ... at 8 p.m.

a) is leaving b) leaves c) have left d) had left at

59. What ... when you ... the university?

a) do you do, leave b) will you be doing, left

c) are going to do, leave

60. They ... to a new flat next January.

a) will move b) have moved c) are moving d) will have moved

61. If it ... , we won't go to the park.

a) will rain b) has rained c) rains d) will be raining

62. According to this timetable the bus ... at 10 a.m.

a) is arriving b) arrives c) will arrive d) has been arriving

63. I ... Nick tonight, so I can give him your message.

a) am seeing b) see c) shall see d) had seen

64. We ... to have a good rest in January if we ... our winter exams.

a) be going, will pass b) will be going, will pass

c) are going, pass

65. The international trade fair ... on 17 December and ... on 12 June.

a) opens, finishes b) will open, will finish

c) is opening, will finish

66. He bought ... sports car out of all available in the market.

a) the expensivest b) expensive

c) the most expensive d) most expensive

67. To study at university is ... than at school.

a) difficult b) more difficult c) difficulter d) more difficulter

68. We arrived ... than he expected.

a) earlier b) earliest c) early d) more earlier

69. She is a ... player than me.

a) best b) good c) better d) gooder

70. Moscow is one of the ... cities in Europe.

a) most beautiful b) beautiful c) more beautiful d) beautiful

71. Novosibirsk is much ... than Rubtsovsk.

a) more big b) the biggest c) most bigger d) bigger

72. That's ... I can do for you.

a) less b) little c) as little d) the least

73. Because the family is very poor, the children have ... clothes.

a) few b) little c) a few d) a little

74. Today is ... than yesterday.

a) more sunny b) much sunnier

c) more much sunnier d) much sunny

75. ... Opera House is ... building I've ever seen.

a) The Sydney, most spectacular b) The Sydney's, most spectacular

c) Sydney, the spectacularest d) Sydney's, the most spectacular