

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» ЯНВАРЯ 2024 г.

Приложение к рабочей программе учебной дисциплины

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ
для проведения текущего контроля и промежуточной аттестации
обучающихся по дисциплине
Углубленный курс английского языка

По направлению подготовки – 45.04.01 Филология
Магистерская программа – Зарубежная филология. Английский язык и
второй иностранный язык (китайский/японский/арабский/турецкий)
Квалификация выпускника – магистр
Форма обучения – очная
Курс – 1–2 курс (1–4 семестр)

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1. ПАСПОРТ ФОНДА ОЦЕНОЧНЫХ СРЕДСТВ

1.1. Область применения

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

1.2. Цели и задачи фонда оценочных средств

Цель ФОС – установить соответствие уровня подготовки обучающегося требованиям ФГОС ВО магистратура по направлению подготовки 45.04.01 Филология, утвержденным приказом Министерства науки и высшего образования Российской Федерации от 12 августа 2020 года № 980.

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
Универсальные	
УК-4 Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия	УК-4.1. Определяет особенности академического и профессионального делового общения, учитывает их в профессиональной деятельности. УК-4.2. Эффективно применяет вербальные и невербальные средства взаимодействия в профессиональной деятельности. УК-4.3. Применяет современные коммуникативные технологии при поиске и использовании необходимой информации для академического и профессионального общения. УК-4.4. Представляет результаты профессиональной деятельности на различных публичных мероприятиях.
Профессиональные	
ПК-4 Владеет навыками участия в работе научных коллективов, проводящих филологические исследования.	ПК-4.1. Соотносит свою часть научного исследования с общей задачей научного коллектива. ПК-4.2. Принимает участие в обсуждении хода работы в рамках научного семинара, научной группы, другого исследовательского коллектива.

1.4. Этапы формирования компетенций и средства оценивания уровня их сформированности

№	Этапы формирования компетенций	Компетенции	Контрольно-оценочные средства / способ оценивания
1 семестр			
1	History (Unit 7 Upstream Upper-Intermediate)	УК-4, ПК-4	Устный опрос. Конспектирование грамматики. Устный опрос по вордлисту. Выполнение практических заданий.
2	Текущая аттестация	УК-4, ПК-4	Контрольная работа
3	Промежуточная аттестация	УК-4, ПК-4	Зачёт
2 семестр			
1	Learning Lessons (Unit 8 Upstream Upper-Intermediate)	УК-4, ПК-4	Устный опрос. Конспектирование грамматики. Устный опрос по вордлисту. Выполнение практических заданий.
2	Текущая аттестация	УК-4, ПК-4	Контрольная работа
3	Промежуточная аттестация	УК-4, ПК-4	Зачёт
3 семестр			
1	Planet Issues (Unit 9 Upstream Upper-Intermediate)	УК-4, ПК-4	Устный опрос. Конспектирование грамматики. Устный опрос по вордлисту. Выполнение практических заданий.
2	Текущая аттестация	УК-4, ПК-4	Контрольная работа
3	Промежуточная аттестация	УК-4, ПК-4	Зачёт
4 семестр			
1	The Cycle of Life (Unit 10 Upstream Upper-Intermediate)	УК-4, ПК-4	Устный опрос. Конспектирование грамматики. Устный опрос по вордлисту. Выполнение практических заданий.
2	Текущая аттестация	УК-4, ПК-4	Контрольная работа
3	Промежуточная аттестация	УК-4, ПК-4	Экзамен

1.5. Описание показателей формирования компетенций

Код компетенции	Результаты сформированности
УК-4	<p>Знает: основы установления разных видов коммуникации (устной, письменной, деловой, межкультурной, сетевой и др.) при решении задач профессиональной деятельности; виды коммуникационных технологий для академического и профессионального взаимодействия;</p> <p>Умеет: осуществлять коммуникацию в устной, письменной, гипермедиа и др. формах; обоснованно выбирать оптимальные средства коммуникации и коммуникационные технологии с учетом специфики академического и профессионального взаимодействия;</p> <p>Владеет: навыками применения современных коммуникационных технологий, в том числе на иностранном (-ых) языке(-ах), для академического и профессионального взаимодействия.</p>
ПК-4	<p>Знает: принципы распределения обязанностей в научных коллективах, проводящих филологические исследования;</p> <p>Умеет: определять приоритеты в процессе научного сотрудничества;</p> <p>Владеет: навыками участия в работе научных коллективов, проводящих филологические исследования.</p>

1.6. Критерии оценивания компетенций на разных этапах их формирования

Вид учебной работы	Количество баллов
1 семестр	
Проверочные работы	20
Устные ответы на практических занятиях	20
Написание МКР	30
Зачёт	30
Итого за семестр:	100
2 семестр	
Проверочные работы	20
Устные ответы на практических занятиях	20
Написание МКР	30
Зачёт	30
Итого за семестр:	100
3 семестр	
Проверочные работы	20
Устные ответы на практических занятиях	20
Написание МКР	30
Зачёт	30
Итого за семестр:	100
4 семестр	
Проверочные работы	20
Устные ответы на практических занятиях	20

Написание МКР	30
Экзамен	30
Итого за семестр:	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	A – 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	B – 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	C – 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	D – 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 do not need to 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 1. 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 2. 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 3. 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

Вопросы к экзамену:

1. Choose the correct item.
 1. The soldiers were exhausted and couldn't move back any further, so they had no choice but to
A surrender
B conquer
C invade
D retreat
 2. After long months of negotiations, the two sides finally signed a peace
A treaty
B disarmament
C truce
D contract
 3. The police the protesters and brought them to the police station.
A attacked
B arrested
C defeated
D defended
 4. The came on board and inspected all the sailors on the ship.
A ally
B pacifist
C admiral
D private

5. I don't think he is a very good leader because he has no control the soldiers in his company.
A over
B on
C in
D at
6. There were people protesting here earlier, but now everything's fine; it's all control.
A in
B under
C over
D behind
7. I'm sorry, but there's nothing I can do about the situation: it's my control.
A away from
B out of
C far from
D beyond
8. The army camp is beyond that mountain. There's chance that we'll reach it before nightfall.
A slight
B small
C few
D little
9. It's not always easy for a soldier to carry orders.
A out
B on
C off
D up
10. through the mountains on horse back was an amazing experience.
A Hiking
B Wandering
C Trekking
D Marching
11. Many people want to their history back as far as they can and discover who their ancestors were.
A find
B search
C trace
D track

12. Very occasionally, an outstanding person comes along who changes the of history.
A course
B route
C path
D way
13. Amelia Earhart History in 1928 when she became the first woman to fly across the Atlantic.
A fixed
B did
C prepared
D made
14. Jane was going to pay for the trip, but when she saw how much it was going to cost, she backed
A away
B out
C off
D up
15. The Louvre Museum in Paris is In history: it used to be the place of the French kings.
A recorded
B full
C steeped
D loaded
16. You really should buy a DVD player! You have to move with the
A times
B time
C timing
D timer
17. On the 5th November 1605, Guy Fawkes tried to blow The Houses of Parliament in London.
A down
B off
C up
D away
18. He's involved a number of research projects.
A at
B in
C on
D to
19. It can be very difficult to bring political change because people generally like things that are familiar.
A about

- B on
- C around
- D up

20. Up until midnight, one group of soldiers were keeping watch, then another group took

- A in
- B up
- C over
- D on

21. Every child has the right to free education in a school.

- A public
- B private
- C state
- D boarding

22. Jane's teacher told her that she would have to work hard to Up with the other students in the class.

- A pick
- B catch
- C get
- D stand

23. The time tomorrow I will be my exam.

- A sitting
- B giving
- C writing
- D passing

24. Alex wanted to know how much he would have to pay for his university

- A grant
- B fees
- C loan
- D scholarship

25. Her achievements are outstanding. She's in a of her own.

- A school
- B lesson
- C group
- D class

26. Helena was delighted when her application to Oxford University was

- A passed
- B accepted
- C admitted
- D appointed

27. Kate took her school home to her parents and they were pleased to see that she had done well that term.
A report
B statement
C assessment
D certificate
28. Our language school will intensive courses for those who want to take the FCE exam earlier.
A run
B enroll
C hold
D take
29. Now that I've got my degree I will apply for a teaching
A career
B place
C post
D profession
30. He liked the poem so much he decided to learn it by
A memory
B heart
C mind
D word
31. I hope that this punishment will you a lesson!
A teach
B learn
C know
D give
32. Well done Sarah! You are top the class!
A in
B at
C of
D on
33. The teacher gave out the homework assignments and then the class.
A attended
B missed
C held
D dismissed
34. The teacher went to prepare her lesson and pick up her register from the
A corridor
B staff room

C science lab

D library

35. David was very disappointed when he was told that he had the course.

A failed

B missed

C dismissed

D lost

36. I recommend that you get a private to help you with your Maths.

A trainer

B tutor

C lecturer

D instructor

37. The children at the local primary school are working on a related to the environment.

A thesis

B seminar

C tutorial

D project

38. She loves reading and always has her in a book.

A nose

B eyes

C look

D attention

39. Make a study timetable, that way you won't fall with your homework.

A behind

B back

C out

D over

40. This Maths problem is really difficult. It will take me some time to work it

A up

B out

C off

D over

41. Environmental pollution causes to people's health.

A devastation

B destruction

C disaster

D damage

42. We must respect nature or suffer the
A consequences
B results
C impact
D effects
43. Everyone should learn about using resources responsibly.
A global
B natural
C physical
D earthly
44. The wildlife park was created to protect species.
A dangerous
B endangered
C extinct
D wild
45. We should try to reduce our water
A consumption
B use
C protection
D warning
46. The cost of cleaning up toxic is very high.
A waste
B rubbish
C residue
D sewage
47. If we cut down these trees, we will destroy the natural of the birds and animals that live in them.
A ecosystem
B space
C area
D habitat
48. What is the future of genetically food? Will we accept or reject it?
A programmed
B modified
C improved
D changed
49. We must find a better way to of plastics because they cause environmental problems.
A deposit
B dispose
C discard

D dump

50. One of the major environmental that needs to be considered is deforestation.

A warnings

B laws

C issues

D measures

51. I can't stand seeing animals in

A protection

B packaging

C reserve

D captivity

52. Global is causing climate changes.

A destruction

B pollution

C heating

D warning

53. We must investigate energy forms.

A balanced

B alternative

C ultimate

D creative

54. Instead of throwing paper and glass we can recycle them.

A up

B in

C off

D away

55. The new law will effect in six months.

A have

B give

C bring

D take

56. It's better for animals to live in the

A nature

B wild

C wildlife

D habitat

57. The ozone forms a part of the upper atmosphere.

A layer

B level

C limit

D layout

58. Wildlife is threat in many parts of the world.

A in

B at

C under

D over

59. We can be affected negatively noise pollution.

A by

B from

C of

D with

60. Governments need to look ways to conserve natural resources.

A down

B in

C up

D into

61. You need a well-..... Diet to lead a healthy lifestyle.

A mannered

B informed

C balanced

D preserved

62. She asked for a second as it tasted so good.

A helping

B course

C dish

D plate

63. Cereals are good for you because most of them are in fat.

A short

B light

C small

D low

64. Many busy housewives today buy foods.

A icy

B frozen

C cold

D freezing

65. He couldn't cope the workload so he resigned.

A with

B to

C in

D from

66. I'm tired of washing by hand. I could with a washing machine.

A make

B have

C get

D do

67. Helen offered to give me the for her delicious pizza.

A receipt

B instructions

C recipe

D prescription

68. I love chips, but the doctor advised me not to eat food.

A baked

B fried

C grilled

D roast

69. Eating a bar of chocolate from time time won't do you any harm.

A to

B in

C at

D with

70. She never drinks water because it's too fizzy.

A gassy

B flat

C bubbly

D sparkling

71. The gardener decided to retire the age of fifty.

A in

B with

C at

D of

72. He was late so I decided to time by window-shopping.

A waste

B miss

C spend

D kill

73. John felt a sharp in his back.

A injury

B pain

C wound

D ache

74. The teacher refused to put With his bad behavior any longer.
A in
B up
C off
D for
75. It took six months for him to fully from his illness.
A heal
B cure
C recover
D mend
76. Matthew was fined 100 dollars for driving age.
A with
B in
C on
D under
77. I enjoy eating hot, food but it gives me indigestion.
A creamy
B spicy
C greasy
D savoury
78. Electric fires give less heat than coal fires.
A off
B in
C up
D away
79. The meal was delicious, especially the main
A appetiser
B dessert
C course
D starter
80. To keep in good you should exercise regularly.
A body
B shape
C fit
D build
81. 'I about buying a new car recently.'
A. Have been thinking
B. Have thought
C. Thought
82. 'I haven't see Mark for weeks.' 'Well, I him this afternoon. Why don't you come along?'
A. Have met
B. Am meeting

- C. Meet
83. 'We'd better take a taxi to the station.' Yes, The train in fifteen minutes.'
- A. Has left
B. Will have left
C. Leaves
84. 'Where is the newspaper?' 'I threw it away. I thought you reading it.'
- A. Have finished
B. Finished
C. Had finished
85. 'I feel very tired.' 'How can you be tired? You a thing all day.'
- A. Haven't been doing
B. Aren't doing
C. Haven't done
86. 'Cathy doesn't study enough.' 'I know. I'm afraid she her exam.'
- A. Won't pass
B. Won't be passing
C. Won't have passed
87. 'There's someone here to see you.' 'Oh, that my sister. Send her in.'
- A. Will have been
B. Was
C. Will be
88. 'Is that a new jumper?' 'No. I it from Laura yesterday.'
- A. Have borrowed
B. Had borrowed
C. Borrowed
89. 'How is your grandfather?'
'His condition day by day.'
- A. Improves
B. Has improved
C. Is improving
90. 'Shall we go shopping?' 'I can't go until the babysitter '
- A. Arrives
B. Will arrive
C. Arrived

2. Paraphrase the sentences using it's (high, about) time and some translate

1. Marina should think of her future.
2. Oleg must consult a specialist.
3. The house needs to be given a new coat of paint.
4. We need to call an electrician.
5. The children should go to bed and switch off the light.

3. Translate the following into English, observing the rules of the sequence of tenses:

1. Я был уверен, что он уже жалеет, что написал ей.
2. Мне показалось, что он утомлен, и я спросил его, чем он занимался.
3. Я подозревал, что она просто забыла сказать, что я жду.
4. Он еще не знал, что будет делать в Нью-Йорке.
5. Он знал, о чем она думает.
6. Ему давно пора бы объяснить нам, что он задумал.
7. Его давно пора проучить.
8. Когда я проснулся, я почувствовал, что мне самое время вызвать доктора.
9. В самом деле, нам пора пообедать.
10. Тебе давно пора выбросить эту старую мебель.

4. Put the verbs in brackets in correct forms

1. Her lips were parted as if she (to be) out of breath.
2. Hugh laughed awkwardly, as if he (to say) something indecent.
3. The he rolled his eyes in his head, as if he (to do) an exercise.
4. He looked down at his feet as though he (to be) unconscious of the company.
5. Bateman felt as though someone (to give) him a violent blow.
6. She sounded as if she (to talk) to someone distasteful.
7. He couldn't move his legs as if they (to be) stuck on the floor.
8. He looked as if he already (to decide) on some action.
9. The sky looked as though it (to be) grey for months.
10. He looked as though he (not to move) since I left him the previous night.
11. They ... (clean) the windows when it ... (start) to rain.
12. As he ... (drive) to work, he ... (remember) that his briefcase was still at home.
13. I ... (work) in the garden because the wind ... (blow) down the fence during the night.
14. I ... (already/eat) breakfast by the time the others woke up.
15. He ... (sit) on the train at this time yesterday morning.
16. They ... (already/see) the film twice at the cinema when she rented it on video.
17. By the end of next month, Sam ... (finish) the project.
18. By tomorrow morning, she ... (sleep) for twelve hours.
19. This time next week, I ... (buy) Christmas presents for my family and friends.
20. Why are you buying flour and eggs? Because I ... (make) a cake.
21. What are your plans for weekend? I ... spend some time with my friends.

22. How long ... (you/know) Alison? We ... (be) friends since we were children.
23. Liz and I are good friends. We ... (know) each other for five years.
24. We ... (move) house tomorrow. Everything is packed.
25. Sally 1) (fly) to Paris on a business trip when it suddenly 2) (occur) to her that she 3) (leave) the oven on in her flat.
26. As he (to think) for months about leaving his wife and (not to do) it because it (to be) too cruel to deprive her of himself, her departure (to be) a very healthful shock.
27. When she nearly (to reach) the end of the curve she (to see) a figure ahead of her.
28. Mary (to return) to the room. Al (to sit) down beside the gas fire and (to take) off his shoes.
29. Her eyes (to be) puffed, and she obviously (to cry) that afternoon.
30. No sooner I (to arrive) than I (to send) her a letter to say that I (to have) a present for her.
31. I (to get) back as soon as I (to get) through with my business.
32. He (to have) a son of twenty-seven. He (to farm) in New Zealand.
33. He (to take) to drink before they (to be) married three years.
34. I (to sit) there for about ten minutes, pretending to read, when someone (to sit) down at my table.
35. Before we (to sit) five minutes in the drawing-room, there (to be) a heavy shuffle outside and the old man (to push) open the door.

Образец оформления экзаменационного билета.

**МИНИСТЕРСТВО ПРОСВЕЩЕНИЯ
РОССИЙСКОЙ ФЕДЕРАЦИИ**

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

2024/2025 учебный год

Институт филологии и социальных коммуникаций
Кафедра английской и восточной филологии

Экзамен (устный/письменный) по дисциплине «Углубленный курс английского языка»

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Форма обучения: очная

ЭКЗАМЕНАЦИОННЫЙ БИЛЕТ № 1

1. Speaking. The World's Climates
2. Grammar. Present tenses
3. Reading.

Утверждено на заседании кафедры протокол № ____ от _____ 20__ года

Заведующий кафедрой	_____	Новикова А.А.
Экзаменатор	_____	Туленинова Л.В.