

Министерство науки и высшего образования Российской Федерации  
НАЦИОНАЛЬНЫЙ ИССЛЕДОВАТЕЛЬСКИЙ  
ТОМСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ (НИ ТГУ)

Филологический факультет

УТВЕРЖДЕНО:

Декан

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Оценочные материалы по дисциплине

Деловая и научная коммуникация на первом иностранном языке

по направлению подготовки

**45.03.03 Фундаментальная и прикладная лингвистика**

Направленность (профиль) подготовки:

**Фундаментальная и прикладная лингвистика**

Форма обучения

**Очная**

Квалификация

**Бакалавр**

Год приема

**2025**

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## **1. Компетенции и индикаторы их достижения, проверяемые данными оценочными материалами**

Целью освоения дисциплины является формирование следующих компетенций:

ОПК-6 Способен свободно говорить и понимать речь на первом изучаемом иностранном языке в его литературной форме, включая профессиональное письменное и устное общение; владеть вторым иностранным языком в объеме, достаточном для профессионального общения и чтения научной литературы.

Результатами освоения дисциплины являются следующие индикаторы достижения компетенций:

ИОПК-6.1 Использует первый изучаемый иностранный язык в его литературной форме в различных ситуациях устной, письменной и виртуальной коммуникации

ИОПК-6.2 Использует базовые методы и приемы различных типов устной и письменной коммуникации на первом изучаемом иностранном языке в профессиональной деятельности

ИПК-2.2 Формирует документ в соответствии с заданными требованиями, нормами и стилем изложения

## **2. Оценочные материалы текущего контроля и критерии оценивания**

Текущий контроль по дисциплине проводится путем контроля посещаемости, проведения контрольных работ и тестов по изученному материалу, коллоквиумов и деловых игр по темам курса, выполнения письменных работ, подготовки презентаций и мини-проектов, выполнения домашних заданий.

Из оценок за задания текущего контроля формируется рейтинг текущей успеваемости, который входит в итоговую оценку за экзамен/дифференцированный зачет по дисциплине (40%). Подробно критерии оценки различных видов заданий приведены в электронном курсе системы LMS Moodle: <https://lms.tsu.ru/course/view.php?id=1738> (для 5 и 6 семестров) и <https://lms.tsu.ru/course/view.php?id=33426> (для 7 и 8 семестров).

Пример контрольной работы, проверяющей ИОПК-6.1, ИОПК-6.2 и ИПК-2.2, – контрольная работа в 7 семестре по теме “Academic English”

**Task 1. From the following list, use each word once to complete the sentences below. You may need to change the form of the word (if the form is wrong, you lose half a score)**

agenda  
aid  
bias  
bullet point  
conduct  
crossover  
designate  
duplicate  
face  
facilitation  
focus  
meet  
networking  
objective  
questionnaire

skim  
state of the art  
strive  
suit  
survey

1. \_\_\_\_\_ the following announcement to get the gist.
2. \_\_\_\_\_ technology allows this multidisciplinary research to flourish.
3. A recent \_\_\_\_\_ revealed that 56% of students did not read the task properly.
4. All visitors were asked to fill out a detailed \_\_\_\_\_.
5. Anyone can access the source code and modify it to \_\_\_\_\_ their needs.
6. Food can be consumed in \_\_\_\_\_ areas only.
7. Higher education institutions are currently \_\_\_\_\_ major challenges linked to dramatic demographic changes.
8. In order to get a better understanding, we have \_\_\_\_\_ a survey.
9. Now we know how to lower the noise level with the \_\_\_\_\_ of soft materials.
10. Online discussion needs \_\_\_\_\_ to make it more effective.
11. POTUS demanded a new \_\_\_\_\_ for research into gun violence in the US.
12. The \_\_\_\_\_ between the two subject areas is widely recognised as cutting-age.
13. The article \_\_\_\_\_ on the needs of a specific group of people.
14. The article failed to \_\_\_\_\_ the Board's expectations and was declined.
15. The grant agreement should be signed in \_\_\_\_\_ and returned to the Agency.
16. The information appears to be presented in a slightly \_\_\_\_\_ way.
17. The specific \_\_\_\_\_ of the Forum are as follows: ...
18. We \_\_\_\_\_ to offer programmes that satisfy students' needs.
19. We see \_\_\_\_\_ as a supportive system of sharing information and services among individuals and groups having a common interest.
20. You can see the incoherent use of numbering and \_\_\_\_\_ in the slides.

Правильные ответы: 1–skim, 2– state-of-the-art, 3–survey, 4–questionnaire, 5–suit, 6–designated, 7–facing, 8–conducted, 9–aid, 10–facilitation, 11–agenda, 12–crossover, 13–focuses, 14–meet, 15–duplicate, 16–bias/biased, 17–objectives, 18–strive, 19–networking, 20–bullet points.

**Scores: 1 point \*10**

\_\_\_\_\_/10

**Task 2. From the following list, use each word once to substitute the words below:**

1. tackle
2. subside
3. stop
4. shortage
5. references
6. plausible
7. issue
8. initial
9. graph
10. foster
11. fill in
12. facilitate
13. enhance

14. enable
15. decline
16. crucial
17. contribution
18. coherent
19. adequate
20. acknowledge

- A. admit – \_\_\_\_\_
- B. bibliography – \_\_\_\_\_
- C. cease – \_\_\_\_\_
- D. chart – \_\_\_\_\_
- E. credible – \_\_\_\_\_
- F. decline – \_\_\_\_\_
- G. encourage – \_\_\_\_\_
- H. extremely important – \_\_\_\_\_
- I. fill out – \_\_\_\_\_
- J. help forward, moderate – \_\_\_\_\_
- K. lack – \_\_\_\_\_
- L. logically connected – \_\_\_\_\_
- M. make possible or easy – \_\_\_\_\_
- N. preliminary – \_\_\_\_\_
- O. problem – \_\_\_\_\_
- P. raise to a higher degree – \_\_\_\_\_
- Q. smth. offered for publication – \_\_\_\_\_
- R. subside – \_\_\_\_\_
- S. sufficient – \_\_\_\_\_
- T. to deal with – \_\_\_\_\_

Правиль

ные ответы: A–20, B–5, C–3, D–9, E–6, F–2, G–10, H–16, I–11, J–12, K–4, L–18, M–14, N–8, O–7, P–13, Q–17, R–15, S–19, T–1.

**Scores: 0.5 point \*20 \_\_\_\_\_ /10**

**Task 3. For each of the sentences here, choose the best option from *a, b* or *c*:**

1. This type of visuals is used to display relations between items.
  - a. a bar chart
  - b. a pie chart
  - c. a line graph
  
2. *Tomsk State University Journal of Philology* is a well-established independent research journal with an extensive international \_\_\_\_\_ that welcomes submissions from across the world.
  - a. contribution
  - b. peer-reviewing
  - c. readership
  
3. Is the article sufficiently \_\_\_\_\_ and interesting to warrant publication?

- a.
- b.
- c. biased

generic  
novel

4. Researchers in the institute of Life Sciences are \_\_\_\_\_ the greatest scientific questions we currently face as a society.

- a. tackling
- b. advancing
- c. contributing to

5. Moodle was launched for \_\_\_\_\_, not just people with software skills.

- a. post-doctoral fellows
- b. educators
- c. face-to-face interaction

6. The trend remained almost \_\_\_\_\_ at over 40% and 35% respectively.

- a. declined
- b. unchanged
- c. decreased

7. Do not miss out on your chance to attend our \_\_\_\_\_ held annually at the department.

- a. Open Days
- b. Course Catalogue
- c. Q&A session

8. The study of these cross-cultural differences is out first \_\_\_\_\_.

- a. issue
- b. objective
- c. collaboration

9. \_\_\_\_\_ is based primarily on the originality, significance and quality of contributions.

- a. submission
- b. interdisciplinarity
- c. acceptance

10. This type of visual demonstrates trends.

- a. a scatter plot
- b. a table
- c. a histogram

Правильные ответы: 1–a, 2–c, 3–b, 4–a, 5–b, 6–b, 7–a, 8–b, 9–c, 10–c.

**Scores: 1 point \*10 \_\_\_\_\_ /10**

*Total score* \_\_\_\_\_ / 50  
= \_\_\_\_\_ % *correct*

Контрольная работа оценивается по данной 5-бальной шкале в зависимости от процента правильных ответов:

- 90-100% = 5 баллов
- 85-90% = 4.75 баллов
- 77-84% = 4.5 баллов
- 69-76% = 4 балла
- 61-68% = 3.75 балла
- 53-60% = 3.5 балла
- 45-52% = 3 балла
- 37-44% = 2.75 балла
- 29-36% = 2.5 балла
- 0-28% = 2 балла

Пример письменного задания (проверяет ИОПК-6.1, ИОПК-6.2, ИПК-2.2):

You are launching a novel project prompting women in research and academia. As a part of your advertisement, describe the chart below in 5-6 sentences to present its content to your audience.

Пример

ответа:

The chart in Figure 1 shows the number of women researchers in five OECD countries. The vertical Y-axis illustrates a percentage of female researchers; the horizontal X-axis presents a time period from 2004 to 2010. It can be clearly seen that the figures for all countries has remained relatively stable with some fluctuations between approximately 11% in Korea in 2004 and 42% in the Slovak Republic in 2010. It also demonstrates that in two of the countries, the number of female researchers has not changed. In general, countries experienced no dramatic changes in the rates of women researchers. If the trend continues, we may expect an overall increase in the number of women involved in research.

- |                                                                                                                                                                            |        |         |    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|---------|----|
| Критерии                                                                                                                                                                   | оценки | Задания | 4: |
| – содержание (соблюдение требований задания: объем, соответствие заданию, корректность интерпретации данных графика, стилевое оформление соответствует типу задания);      |        |         |    |
| – структура и логика (логичность и последовательность высказывания в соответствии с заданием, достаточность изложенного для корректной интерпретации графиков аудиторией); |        |         |    |
| – лексика (используется корректно в соответствии с уровнем владения и изученными темами);                                                                                  |        |         |    |
| – грамматика и синтаксис (используются корректно в соответствии с уровнем владения и изученными темами);                                                                   |        |         |    |
| – орфография и пунктуация (соблюдение орфографии и правил пунктуации с учетом научно-делового стиля).                                                                      |        |         |    |

Задание оценивается в 5 баллов, если на уровне содержания коммуникативная задача решена полностью, на уровне структуры и логики текст соответствует требованиям задания, соблюден формат высказывания, выбор лексических средств соответствует поставленной задаче и требованиям для данного уровня владения языком, использованы корректные грамматические конструкции в соответствии с поставленной задачей и

требованиям для данного уровня владения языком, орфографические и пунктуационные ошибки отсутствуют. При тех же характеристиках задание оценивается на балл ниже за лексическую/грамматическую/стилистическую/орфографическую/пунктуационную ошибку, при условии, что таковые единичны и не препятствуют решению коммуникативной задачи. Задание оценивается в 3 балла, если на уровне содержания коммуникативная задача решена полностью, на уровне структуры и логики текст соответствует требованиям задания, соблюден формат высказывания, лексика в целом соответствует поставленной задаче и требованиям, но имеются незначительные ошибки, использованы в целом корректные грамматические конструкции в соответствии с поставленной задачей и требованиям для данного уровня владения языком, грамматические ошибки незначительно препятствуют решению коммуникативной задачи, присутствуют незначительные орфографические ошибки, соблюдены правила пунктуации. Задание оценивается в 2 балла, если на уровне содержания коммуникативная задача преимущественно решена, однако письменное высказывание недостаточно логично, неадекватно использованы средства логической связи, в целом формат высказывания соблюден; местами присутствует неадекватное употребление лексики, имеются грубые грамматические ошибки, частотны орфографические и пунктуационные ошибки (еще один балл снимается, если указанные ошибки значительно препятствуют пониманию текста). Ноль баллов выставляется, если коммуникативная задача не решена или объем не соответствует заявленным требованиям.

Пример теста по теме “The adverbial modifier”(ИОПК-6.1, ИОПК-6.2)

Choose a proper type of the adverbial modifier depending given contexts:

- 1 Earnest knew much more than his father.  
1. A.M. of manner                      2. A.M. of comparison                      3. A.M. of degree
- 2 Andrew was greatly disappointed by the results.  
1. A.M. of degree                      2. A.M. of manner                      3. A.M. of comparison
- 3 She left the room without a word.  
1. A.M. of comparison                      2. A.M. of degree                      3. A.M. of manner
- 4 At seeing them the girl turned and ran away.  
1. A.M. of time                      2. A.M. of cause                      3. A.M. of condition
- 5 There being a stranger in the room, she didn't come in.  
1. A.M. of att. circumstances                      2. A.M. of time                      3. A.M. of cause
- 6 John came in, with a large parcel under his arm.  
1. A.M. of condition                      2. A.M. of purpose                      3. A.M. of att. circumstances
- 7 The day was too cold for us to go out of town.  
1. A.M. of manner                      2. A.M. of result                      3. A.M. of purpose
- 8 On her applying to them, they sent her to the editor.  
1. A.M. of manner                      2. A.M. of time                      3. A.M. of cause
- 9 She looked at him as though amused.  
1. A.M. of manner                      2. A.M. of comparison                      3. A.M. of result
- 10 Though tired, we decided to finish the work.  
1. A.M. of manner                      2. A.M. of cause                      3. A.M. of concession
- 11 When asked he never refused to help.  
1. A.M. of time                      2. A.M. of condition                      3. A.M. of manner
- 12 Having reached the classroom, she became the object of many questions.  
1. A.M. of cause                      2. A.M. of result                      3. A.M. of time
- 13 Laura slowly shook her head.  
1. A.M. of att. circumstances                      2. A.M. of condition                      3. A.M. of manner

14 It being rather dark, we pitched a tend and made a fire.

1. A.M. of cause                      2. A.M. of condition                      3. A.M. of time

15 He stopped to greet Mr. Trench and break the news to him.

1. A.M. of condition                      2. A.M. of purpose                      3. A.M. of result

16 David appeared in the open door, one hand clutching a sheaf of bills.

1. A.M. of cause                      2. A.M. of condition                      3. A.M. of att. circumstances

17 But for the thunderstorm, we should go to the sea.

1. A.M. of condition                      2. A.M. of cause                      3. A.M. of purpose

18 Though it was rather warm, all the men were in coats.

1. A.M. of condition                      2. A.M. of concession                      3. A.M. of comparison

19 The dinner over, the guests moved to the parlour.

1. A.M. of cause                      2. A.M. of result                      3. A.M. of time

20 He opened the door to let an old lady come in.

1. A.M. of time                      2. A.M. of result                      3. A.M. of purpose

21 He walked rapidly *with his head lowered*.

1. A.M. of cause                      2. A.M. of att. circumstances                      3. A.M. of result

22 She was too proud to admit her mistake.

1. A.M. of result                      2. A.M. of purpose                      3. A.M. of cause

23 Sally was as beautiful as a film star.

1. A.M. of manner                      2. A.M. of degree                      3. A.M. of comparison

24 Gallio had friends everywhere.

1. A.M. of frequency                      2. A.M. of place                      3. A.M. of time

25 Weather permitting, we'll stay here for a fortnight.

1. A.M. of condition                      2. A.M. of cause                      3. A.M. of time

Правильные ответы: 1–2, 2–1, 3–3, 4–1, 5–3, 6–3, 7–2, 8–2, 9–2, 10–3, 11–1, 12–3, 13–3, 14–1, 15–2, 16–3, 17–1, 18–2, 19–3, 20–3, 21–2, 22–1, 23–3, 24–2, 25–1.

#### Критерии оценки всех тестовых заданий по курсу

Все тесты в курсе оцениваются по данной 5-бальной шкале в зависимости от процента правильных ответов:

90-100% = 5 баллов

85-90% = 4.75 баллов

77-84% = 4.5 баллов

69-76% = 4 балла

61-68% = 3.75 балла

53-60% = 3.5 балла

45-52% = 3 балла

37-44% = 2.75 балла

29-36% = 2.5 балла

0-28% = 2 балла

Пример задания для подготовки к коллоквиуму и выполнению презентации

Задание по теме “A History of the English Language” для подготовки презентации с дальнейшей защитой в мини-группах (ИОПК-6.1, ИОПК-6.2, ИПК-2.2)

Учащиеся произвольно распределяются в мини-группы, которым назначаются темы из приведенного перечня, готовят и представляют свои презентации в соответствии с изученными стандартами академической презентации и приведенными требованиями.



## TOPICS FOR PRESENTATIONS

1. Old English Period: Dates, basic information
2. Middle English Period: Dates, basic information
3. Early Modern English: Dates, basic information
4. Settlement of the British Isles by the West-Germanic Tribes
5. Christianisation
6. Scandinavian Invasion
7. The Norman Conquest
8. Key historical events in England during the Middle English Period
9. Reestablishment of English as a National Language
10. Introduction of Printing
11. Normalisation and Correctness
12. Geographical Expansion of English (British Isles and Further)

Requirements: 7–9 min in-class presentation, 9–15 slides (including the title and sources slides),

Engagement: each person in each group is to present live, Feedback: each group is to prepare a quiz (5–8 questions) based on their presentations. The non-performers are to do the quizzes.

Пример презентации представлен по ссылке: [Early Modern English.pptx](#)

Критерии оценки задания

Задание оценивается по следующим критериям (1 балл за каждый выполненный критерий, 0 – за невыполненный):

### Structure

*Presentations are very logical, developing the main idea step by step (1 point).*

*Presentations are digressive with many deviations from the main subject (0 points).*

### Language and content

*The language of presentations is informal (0 points).*

*The language of presentations is formal (1 point).*

*Presentations contain detailed information, with lots of supporting data and examples (1 point).*

*Presentations contain general information without specific references (0 points).*

### Delivery

*Presentations are interactive, lively and entertaining (1 point).*

*Presentations are read and there is no interaction with the audience (0 points).*

*Speakers use notes to present the paper (0.5 point).*

*Speakers can improvise during a presentation (1 point).*

*The slides contain the text of a presentation (0 points).*

*Presenters use slides to illustrate main points (1 point).*

### Interaction with the audience

*The audience is involved/encouraged to be involved (1 point).*

*The audience is not encouraged to be involved, no interaction is prompted (0 points).*

Для оценки “зачтено” по данному заданию необходимо набрать 5 и более баллов.

Пример задания по письменной речи (ИОПК-6.1, ИОПК-6.2, ИПК-2.2)

1. Read the advert and write a formal e-mail telling the language school what course you would like to do:

Критерии оценки письменных работ

Письменные работы в курсе оцениваются по пяти критериям:

– содержание (соблюдение требований задания: объем работы, соответствие теме, наличие обязательных содержательных элементов, стилевое оформление соответствует типу задания);

– структура и логика (логичность и последовательность высказывания в соответствии с заданием, членение текста на части/абзацы, использование дискурсивных маркеров);

– лексика (используется корректно);

– грамматика и синтаксис (используется корректно);

– орфография и пунктуация (соблюдение орфографии и пунктуации).

Оценка за письменные работы выставляется по 5-балльной шкале.

Оценка «отлично» (5 баллов) выставляется, если на уровне содержания коммуникативная задача решена полностью, на уровне структуры и логики текст соответствует требованиям задания, соблюден формат высказывания, выбор лексических средств соответствует поставленной задаче и требованиям для данного уровня владения языком, использованы корректные грамматические конструкции в соответствии с поставленной задачей и требованиями для данного уровня владения языком, орфографические и пунктуационные ошибки либо отсутствуют, либо единичны и не препятствуют решению коммуникативной задачи.

Оценка «хорошо» (4 балла) выставляется, если на уровне содержания коммуникативная задача решена полностью, на уровне структуры и логики текст соответствует требованиям задания, соблюден формат высказывания, лексика в целом соответствует поставленной задаче и требованиям, но имеются незначительные ошибки, использованы в целом корректные грамматические конструкции в соответствии с поставленной задачей и требованиями для данного уровня владения языком, грамматические ошибки незначительно препятствуют решению коммуникативной задачи, присутствуют незначительные орфографические ошибки, соблюдены правила пунктуации.

Оценка «удовлетворительно» (3 балла) выставляется, если на уровне содержания коммуникативная задача решена, однако письменное высказывание недостаточно логично, неадекватно использованы средства логической связи, текст неправильно структурирован, но в целом формат высказывания соблюден; местами присутствует неадекватное употребление лексики, имеются грубые грамматические ошибки, частотны орфографические и пунктуационные ошибки.

Оценка «неудовлетворительно» (2 балла) выставляется, если коммуникативная задача в письменной работе не решена, высказывание нелогично, не соблюден формат высказывания, присутствует большое количество лексических, грамматических, орфографических и пунктуационных ошибок.

Пример заданий по устной речи ((ИОПК-6.1, ИОПК-6.2)

1. You have planned a meeting with your colleagues. Now you need to call and rearrange the time (see the picture for detail).

2. What would you do if ... eg. you were late for an important business meeting? (see the card)

3 Tell about your problems related to business / research (see the card).

Критерии оценки заданий по устной речи:

Оценка «отлично» (5 баллов) выставляется, если на уровне содержания коммуникативная задача решена полностью, на уровне структуры и логики высказывания соответствуют требованиям задания, соблюден формат высказывания, выбор лексических средств соответствует поставленной задаче и требованиям, использованы корректные грамматические конструкции в соответствии с поставленной задачей и требованиям для данного уровня владения языком, фонетические, лексические и грамматические ошибки либо отсутствуют, либо единичны и не препятствуют решению коммуникативной задачи.

Оценка «хорошо» (4 балла) выставляется, если на уровне содержания коммуникативная задача решена полностью, на уровне структуры и логики высказывания соответствуют требованиям задания, соблюден формат высказывания, лексика в целом соответствует поставленной задаче и требованиям, но имеются незначительные ошибки, использованы в целом корректные грамматические конструкции в соответствии с поставленной задачей и требованиям для данного уровня владения языком, грамматические ошибки незначительно препятствуют решению коммуникативной задачи.

Оценка «удовлетворительно» (3 балла) выставляется, если на уровне содержания коммуникативная задача решена, однако высказывание недостаточно логично и/или структурировано, но в целом формат высказывания соблюден; местами присутствует неадекватное употребление лексики, имеются грубые грамматические ошибки, частотны фонетические, лексические и грамматические ошибки.

Оценка «неудовлетворительно» (2 балла) выставляется, если коммуникативная задача в высказывании не решена, высказывание нелогично, не соблюден формат высказывания, присутствует большое количество лексических, грамматических, фонетических ошибок.

#### Пример деловой игры (ИОПК-6.1, ИОПК-6.2. ИОПК-6.2, ИПК-2.2)

Work in pairs. A (applicant) needs to prepare an executive summary of his/her grant proposal (see your game card) and briefly present it to B (the chairperson of the grant committee) who needs to evaluate it and provide feedback (see your game card). Swap the roles then.

#### Критерии оценки

Оценка «отлично» (5 баллов) выставляется, если на уровне содержания коммуникативная задача в деловой игре решена полностью, на уровне структуры и логики результат соответствуют требованиям задания, соблюден формат, выбор лексических средств соответствует поставленной задаче и требованиям, использованы корректные грамматические конструкции в соответствии с поставленной задачей и требованиям, ошибки либо отсутствуют, либо единичны и не препятствуют решению коммуникативной задачи.

Оценка «хорошо» (4 балла) выставляется, если на уровне содержания коммуникативная задача в деловой игре решена полностью, на уровне структуры и логики результат соответствуют требованиям задания, соблюден формат, лексика в целом соответствует поставленной задаче и требованиям, но имеются незначительные ошибки, использованы в целом корректные грамматические конструкции в соответствии с поставленной задачей и требованиям, ошибки незначительно препятствуют решению коммуникативной задачи.

Оценка «удовлетворительно» (3 балла) выставляется, если на уровне содержания коммуникативная задача в деловой игре решена, однако результат недостаточно логичен и/или структурирован, но в целом формат соблюден; местами присутствует неадекватное употребление лексики, имеются грубые грамматические ошибки, частотны фонетические, лексические и грамматические ошибки.

Оценка «неудовлетворительно» (2 балла) выставляется, если коммуникативная задача в деловой игре не решена, не соблюден формат или присутствует большое количество лексических, грамматических, фонетических ошибок.

### **3. Оценочные материалы итогового контроля (промежуточной аттестации) и критерии оценивания**

**Экзамен в 5 семестре** проводится в письменной форме по билетам. Продолжительность экзамена 1,5 часа. Оценочные материалы текущего контроля размещены на сайте ТГУ в разделе [«Информация об образовательной программе»](#).

Билет содержит теоретический вопрос (первая часть), тест (вторая часть). Первая часть содержит один вопрос, проверяющий способность использовать английский язык в различных коммуникативных ситуациях (ИОПК-6.1). Ответ на вопрос дается в развернутой форме. Вторая часть представляет собой тест из 25 вопросов, проверяющих способность выбирать и использовать методы и приемы различных типов коммуникации на английском языке (ИОПК-6.2). Ответы на вопросы второй части даются путем выбора из списка предложенных.

Примерный перечень вопросов для подготовки к первой части теста:

1. The simple sentence. Types of the simple sentence.
2. The subject. Ways of expressing the subject.
3. “It” as the subject of the sentence (the classification).
4. Agreement of the predicate with the subject.
5. The object. Ways of expressing the object and kinds of objects.
6. The attribute. Ways of expressing the attribute. The apposition.
7. The adverbial modifier. Definition and classification. Ways of expressing the adverbial modifier.

Примеры тестовых заданий для подготовки ко второй части теста:

#### *Образец теста по теме “It” as the Subject*

State the nature of ‘it’ (demonstrative, introductory, personal, impersonal, emphatic)

1. demonstrative
2. introductory
3. personal
4. impersonal
5. emphatic

- 1.1 At nine o’clock the next morning I went out. It was cold and rainy.
- 1.2 It was the dignity that checked my tongue.
- 1.3 It was possible to see the hen-house from the window of her bedroom.
- 1.4 It is far from here to your house.
- 1.5 The bell rang. It was lean, pale Eddie Warren in a state of acute distress.
- 1.6 “This was the Old Chief’s country”, he said. “It stretched from those mountains over there way back to the river.”
- 1.7 The evening grew darker, and the roads being crossed by gates, it was not safe to drive.
- 1.8 It was only yesterday that he came to Moscow.
- 1.9 It was a dark night.

- 1.10 It was he who started the discussion.
- 1.11 It was quite unexpected her putting her mother that question.
- 1.12 He took the path through the fields: it was pleasanter than the road.
- 1.13 It is known that the radio was invented by A.S. Popov.
- 1.14 "Who is here?" – "It's only me and my friends."
- 1.15 At the first corner I came upon a man who seemed strangely familiar. It was Uncle Caesar.
- 1.16 He wore the most remarkable coat that I had ever seen or expected to see. It was very long and had been grey.
- 1.17 It is in Stradford-upon-Avon that Shakespeare was born.
- 1.18 It is difficult to find the lost document.
- 1.19 It is the first of October.
- 1.20 I met him on my way home. It was fine.
- 1.21 It is getting dark.
- 1.22 It's a long way to the centre of the city.
- 1.23 It's no use crying over spilt milk.
- 1.24 It is certain that he will come on time.
- 1.25 It was not the North Pole that Amundsen discovered.

#### Образец теста по теме *The Predicate*

State the type of predicate

1. S.V.P.
2. S.Ph.P.
3. C.N.P.
4. C.V.A.P.
5. C.M.N.P.
6. C.A.N.P.
7. C.M.A.P.
8. C.V.M.P.

- 1 He started driving the car at the age of 10.
- 2 He had a smoke.
- 3 Our intention is to help you.
- 4 The ship was reported to arrive at Liverpool on December 6.
- 5 It must seem very funny to you.
- 6 She is only 18.
- 7 Mr. Brown, I have been looking for you everywhere.
- 8 The man was trying to wind up his car.
- 9 You needn't be afraid of us.
- 10 By the end of the talk she began to grow impatient.
- 11 His words sounded strange in this dead silence.
- 12 He ought to stop doing nothing.
- 13 When a young girl I used to write poems.
- 14 He always took care of his little brother.
- 15 They tried to open the tin without a tin-opener.
- 16 After five lessons he began to feel tired.
- 17 I have been a fighter all my life.
- 18 First of all, you must stop quarrelling.

- 19 His first impulse was to refuse.  
20 They are believed to participate in the contest.  
21 Now she was beginning to feel happy.  
22 It was getting dark.  
23 The novel was published in 1910.  
24 I am anxious to help you.  
25 She didn't pay attention to our advice.

Образец теста по теме *Agreement of the Predicate with the Subject*

Use the appropriate form of the verb:

- 1 My friends as well as I ... ready to help you.  
1. were            2. was  
2 Neither you nor your father ... busy now.  
1. is            2. are  
3 It ... his sons who were to be guilty.  
1. is            2. are  
4 "Three Sisters" ... published last year.  
1. were            2. was  
5 Five kilometres ... not a long distance.  
1. are            2. is  
6 Where ... your spectacles?  
1. are            2. is  
7 Nobody ... aware of her presence.  
1. were            2. was  
8 My father and mother ... retired doctors.  
1. are            2. is  
9 To be with them now, to help them ... my only wish.  
1. was            2. were  
10 No news ... good news.  
1. are            2. is  
11 Our old teacher and friend ... dangerously ill.  
1. are            2. is  
12 The cattle ... grazing in the field.  
1. is            2. are  
13 The works ... of different shops.  
1. consist            2. consists  
14 The family ... sitting round the table.  
1. were            2. was  
15 The family ... numerous.  
1. was            2. were  
16 Two young men ... smoking in the corridor.  
1. was            2. were  
17 The red and green plaid ... on the sofa.  
1. are            2. is  
18 The grey and the black puppy ... sleeping on the rug.  
1. is            2. are  
19 Another three metres ... bought for the girl's dress.  
1. was            2. were  
20 Everything ... packed up.  
1. was            2. were

- 21 The peoples of this country ... building up a new life.  
1. is                      2. are
- 22 The number of books in my library ... increased.  
1. have                  2. has
- 23 A number of people ... standing on the river bank.  
1. was                    2. were
- 24 The newly married couple ... warmly congratulated by all their friends.  
1. was                    2. were
- 25 Many a student ... in the room.  
1. were                  2. was

#### Образец теста по теме *The Object*

Define the type of object

1. direct object
2. indirect object
3. prepositional indirect object
4. cognate object
5. complex object

- 1 Frodo felt a sudden chill running through him and clutching in his heart.
- 2 Gimly was busy with a small fire near at hand.
- 3 He laughed a sudden clear laugh.
- 4 You'd make some folk pay.
- 5 The table was littered with disordered papers.
- 6 And suddenly she gave a cry and sprang away holding something in her hand.
- 7 For a while the traveller talked of their night before on the tree-tops.
- 8 The chamber was filled with a soft light; its walls were green and silver.
- 9 They threw their packs on board and climbed in.
- 10 He felt his face turn crimson.
- 11 What do you want, and where are you going?
- 12 Don't go arguing with any foreigners, and come straight back.
- 13 I am not asking you this question.
- 14 Pippin introduced the other two to the farmer.
- 15 They waited anxiously for him to go.
- 16 In a few minutes they saw them shoulder their packs again.
- 17 The bushes and brambles were reluctant to hide them.
- 18 He lived a happy life and died an easy death.
- 19 They were also no longer certain of the direction in which they were going.
- 20 You haven't told me all concerning yourself.
- 21 Tom agreed to choosing this strange route.
- 22 He knew of the elf-speech and listened eagerly.
- 23 There is a fire in the hall, and food for hungry guests.
- 24 They insisted on my taking this red stone.
- 25 I can hear a pony or a horse coming along the road behind.

#### Образец теста по теме *The Adverbial Modifier*

Point out the type of the adverbial modifier

Earnest knew much more than his father.

- |                                                                           |                               |                               |
|---------------------------------------------------------------------------|-------------------------------|-------------------------------|
| 1. A.M. of manner                                                         | 2. A.M. of comparison         | 3. A.M. of degree             |
| 2 Andrew was greatly disappointed by the results.                         |                               |                               |
| 1. A.M. of degree                                                         | 2. A.M. of manner             | 3. A.M. of comparison         |
| 3 She left the room without a word.                                       |                               |                               |
| 1. A.M. of comparison                                                     | 2. A.M. of degree             | 3. A.M. of manner             |
| 4 At seeing them the girl turned and ran away.                            |                               |                               |
| 1. A.M. of time                                                           | 2. A.M. of cause              | 3. A.M. of condition          |
| 5 There being a stranger in the room, she didn't come in.                 |                               |                               |
| 1. A.M. of att. circumstances                                             | 2. A.M. of time               | 3. A.M. of cause              |
| 6 John came in, with a large parcel under his arm.                        |                               |                               |
| 1. A.M. of condition                                                      | 2. A.M. of purpose            | 3. A.M. of att. circumstances |
| 7 The day was too cold for us to go out of town.                          |                               |                               |
| 1. A.M. of manner                                                         | 2. A.M. of result             | 3. A.M. of purpose            |
| 8 On her applying to them, they sent her to the editor.                   |                               |                               |
| 1. A.M. of manner                                                         | 2. A.M. of time               | 3. A.M. of cause              |
| 9 She looked at him as though amused.                                     |                               |                               |
| 1. A.M. of manner                                                         | 2. A.M. of degree             | 3. A.M. of result             |
| 10 Though tired, we decided to finish the work.                           |                               |                               |
| 1. A.M. of manner                                                         | 2. A.M. of cause              | 3. A.M. of concession         |
| 11 When asked he never refused to help.                                   |                               |                               |
| 1. A.M. of time                                                           | 2. A.M. of condition          | 3. A.M. of manner             |
| 12 Having reached the classroom, she became the object of many questions. |                               |                               |
| 1. A.M. of cause                                                          | 2. A.M. of result             | 3. A.M. of time               |
| 13 Laura slowly shook her head.                                           |                               |                               |
| 1. A.M. of att. circumstances                                             | 2. A.M. of condition          | 3. A.M. of manner             |
| 14 It being rather dark, we pitched a tent and made a fire.               |                               |                               |
| 1. A.M. of cause                                                          | 2. A.M. of condition          | 3. A.M. of time               |
| 15 He stopped to greet Mr. Trench and break the news to him.              |                               |                               |
| 1. A.M. of condition                                                      | 2. A.M. of purpose            | 3. A.M. of result             |
| 16 David appeared in the open door, one hand clutching a sheaf of bills.  |                               |                               |
| 1. A.M. of cause                                                          | 2. A.M. of condition          | 3. A.M. of att. circumstances |
| 17 But for the thunderstorm, we should go to the sea.                     |                               |                               |
| 1. A.M. of condition                                                      | 2. A.M. of cause              | 3. A.M. of purpose            |
| 18 Though it was rather warm, all the men were in coats.                  |                               |                               |
| 1. A.M. of condition                                                      | 2. A.M. of concession         | 3. A.M. of comparison         |
| 19 The dinner over, the guests moved to the parlour.                      |                               |                               |
| 1. A.M. of cause                                                          | 2. A.M. of result             | 3. A.M. of time               |
| 20 He opened the door to let an old lady come in.                         |                               |                               |
| 1. A.M. of time                                                           | 2. A.M. of result             | 3. A.M. of purpose            |
| 21 He walked rapidly with his head lowered.                               |                               |                               |
| 1. A.M. of cause                                                          | 2. A.M. of att. Circumstances | 3. A.M. of result             |
| 22 She was too proud to admit her mistake.                                |                               |                               |
| 1. A.M. of result                                                         | 2. A.M. of purpose            | 3. A.M. of cause              |
| 23 Sally was as beautiful as a film star.                                 |                               |                               |
| 1. A.M. of manner                                                         | 2. A.M. of degree             | 3. A.M. of comparison         |
| 24 Gallio had friends everywhere.                                         |                               |                               |
| 1. A.M. of frequency                                                      | 2. A.M. of place              | 3. A.M. of time               |
| 25 Weather permitting, we'll stay here for a fortnight.                   |                               |                               |
| 1. A.M. of condition                                                      | 2. A.M. of cause              | 3. A.M. of time               |



**Экзамен в 6 семестре** проводится в письменной форме по билетам. Продолжительность экзамена 1,5 часа. Оценочные материалы текущего контроля размещены на сайте ТГУ в разделе [«Информация об образовательной программе»](#).

Первая часть билета содержит один теоретический вопрос, проверяющий способность использовать английский язык в различных коммуникативных контекстах (ИОПК-6.1). Ответ на вопрос дается в развернутой форме. Вторая часть представляет собой практическое задание, проверяющее способность выбирать и использовать методы и приемы различных типов коммуникации на английском языке (ИОПК-6.2).

Примерный перечень вопросов для подготовки к первой части теста:

1. Detached parts of the sentence.
2. Independent parts of the sentence.
3. Homogeneous parts of the sentence.
4. Words order in the English language.
5. Inversion. Position of the object, of the attribute, of the adverbial modifier.
6. The compound sentence. Types of coordination.
7. The complex sentence. Types subordinate clauses.
8. The complex-compound sentence.

Примеры заданий для подготовки ко второй части теста:

Variant 1. Analyse the following sentences:

1. Miss Fulton laid her moonbeam fingers on his cheeks and smiled her sleepy smile.
2. She was sitting there very quietly, her legs bent back under her, her hands lying supine, slightly curled, her back very straight but her neck gently inclining to one side.
3. In the afternoon, leaning from my window, I saw him pass down the street, walking tremulously and carrying the bag.
4. On reading what I have written of the Stricklands, I am conscious that they must seem shadowy.
5. If sent tonight, the telegram will be delivered early in the morning and Frank will know what to do.

Variant 2. Analyse the following sentences:

1. He said it in a very mature, man-to-man tone.
2. His heart felt swollen in his chest.
3. No man in his senses wants the disastrous consequences of this rush to go any further.
4. The fire was due to the fact that someone had dropped a lighted cigarette.
5. The duty performed, he realized he was exhausted and the only thing he wanted to do was to have a good sleep.

**Зачет с оценкой в 7 семестре** проводится в письменной форме по билетам. Продолжительность экзамена 1 час. Оценочные материалы текущего контроля размещены на сайте ТГУ в разделе [«Информация об образовательной программе»](#).

Билет содержит два практических задания. Первое проверяет способность использовать английский язык в различных коммуникативных контекстах (ИОПК-6.1) и

способность подготовить документ в соответствии с заданными требованиями (ИПК-2.2), второе – умение подготовить документ по заданным требованиям (ИПК-2.2).

Примерный перечень заданий для подготовки к первому заданию:

1. Write a summary to the given article.
2. Write an abstract to the given article.

(Тексты статей доступны в электронном курсе системы LMS Moodle).

Пример для подготовки ко второму заданию:

Punctuate the text:

Scientists and philosophers of science tend to speak as if “scientific language” were intrinsically precise as if those who use it must understand one another’s meaning even if they disagree / but in fact scientific language is not as different from ordinary language as is commonly believed / it too is subject to imprecision and ambiguity and hence to imperfect understanding / moreover new theories or arguments are rarely if ever constructed by way of clear-cut steps of induction deduction and verification or falsification / neither are they defended rejected or accepted in so straightforward a manner / in practice scientists combine the rules of scientific methodology with a generous admixture of intuition aesthetics and philosophical commitment / the importance of what are sometimes called extra-rational or extra-logical components of thought in the discovery of a new principle or law is generally acknowledged / ... but the role of these extra-logical components in persuasion and acceptance in making an argument convincing is less frequently discussed partly because they are less visible / the ways in which the credibility or effectiveness of an argument depends on the realm of common experiences on extensive practice in communicating those experiences in a common language are hard to see precisely because such commonalities are taken for granted / only when we step out of such a “consensual domain” when we can stand out on the periphery of a community with a common language do we begin to become aware of the unarticulated premises mutual understandings and assumed practices of the group even in those subjects that lend themselves most readily to quantification / discourse depends heavily on conventions and interpretation conventions that are acquired over years of practice and participation in a community.

**Экзамен в 8 семестре** проводится в устной и письменной форме по билетам. Продолжительность экзамена 1,5 часа. Оценочные материалы текущего контроля размещены на сайте ТГУ в разделе [«Информация об образовательной программе»](#).

Первая часть билета содержит задания, проверяющие способность использовать английский язык в различных коммуникативных контекстах (ИОПК-6.1) и способность выбирать и использовать методы и приемы различных типов коммуникации на английском языке (ИОПК-6.2). Вторая часть представляет собой практическое задание, проверяющее умение разработать документ рекламно-информационной направленности в соответствии с заданными требованиями (ИПК-2.2). Ответ на задания дается в развернутой форме в соответствии с приведенными в задании требованиями.

Примерный перечень заданий для подготовки к экзамену

Пример для подготовки к первому заданию:

## Listening

### Task 1.

You will hear three different extracts. For questions 1-6, choose the answer (A, B, or C) which fits best according to what you hear. There are two questions for each extract.

#### EXTRACT 1

You will hear a woman describing her feelings as she observes people at an airport.

1. While waiting for her plane, the speaker
  - A. is nervous about the journey ahead.
  - B. feels sad because there is no one to see her off.
  - C. has mental pictures of her family.
2. The speaker
  - A. feels comforted by her experiences of travelling.
  - B. becomes upset by the memory of her grandfather's death.
  - C. becomes nostalgic about her husband.

#### EXTRACT 2

You hear an interview with one of the oldest people in the world.

3. Jeanne
  - A. has many elderly relatives.
  - B. puts her longevity down to genetics.
  - C. plays a lot of sport.
4. Jeanne likes to
  - A. go out with nurses in the home.
  - B. make others take part in charity events.
  - C. keep herself occupied.

#### EXTRACT 3

You hear information for parents about *children* and *drug abuse*.

5. Children
  - A. are naturally curious about drugs.
  - B. are bound to take drugs at some time.
  - C. need to be threatened in order to stop them from taking drugs.
6. Every parent
  - A. should encourage their child to try safe drugs.
  - B. should censor what their child reads or watches on TV.
  - C. should listen to their child's ideas about drugs.

### Task 2

You will hear a radio report about how to develop your brain.

For questions 7-15 complete the sentences with a word or short phrase.

According to Martin Clark

there are about 7 \_\_\_\_\_ neurons in the brain. Our thoughts cause tiny 8 \_\_\_\_\_ to travel to the brain. Phrenologists of the 19th century believed different parts of the brain controlled one's 9 \_\_\_\_\_. The connections made between neurons is compared to somebody's 10 \_\_\_\_\_.

We 11 \_\_\_\_\_ by not using our entire brain. The creative part of the brain is in the 12 \_\_\_\_\_ section. The right back part of the brain controls 13 \_\_\_\_\_. The four areas of the brain are compared to 14 \_\_\_\_\_ that need to be used. The left back part of your brain is essential for people who need to exercise 15 \_\_\_\_\_ in their work.

### Reading

#### Task 1.

For questions 1-8, read the text below and decide which answer (A, B, C or D) best fits each gap.

All in (0) \_\_\_\_\_ the Titanic had received six ice warnings; it was quite clear that the Titanic was steaming towards ice. At 1.40 pm many of the stewards were turning down the lights and cleaning the Titanic's public rooms, and the last of the social (1).....were now breaking up. Meanwhile in the crow's nest, Frederick Fleet and Reginald Lee struggled to (2).....what was in the haze - for some (3)..... reason, binoculars were not in the nest. Suddenly Fleet jerked the warning bell three times and telephoned the bridge and sputtered, "Iceberg dead (4).....!" into the receiver. "Thank you", Sixth Officer Moody replied. The Titanic was on a collision (5).....with a huge iceberg and the officers in the crow's nest (6).....themselves for impact. The worst part is what happened to the people onboard. The ship was one of the most luxurious liners of all time, but it wasn't (7).....with enough lifeboats for all the passengers, so many died that night and in the (8).....hours of the following morning.

- |                 |               |            |                 |
|-----------------|---------------|------------|-----------------|
| 1. A gatherings | B conferences | C summits  | D congregations |
| 2. A see off    | B look ahead  | C keep out | D make out      |
| 3. A insecure   | B eccentric   | C alien    | D odd           |
| 4. A before     | B ahead       | C beyond   | D forward       |
| 5. A crash      | B way         | C course   | D track         |
| 6. A rehearsed  | B anticipated | C braced   | D nurtured      |
| 7. A built      | B fitted      | C carried  | D floated       |
| 8. A young      | B low         | C early    | D starting      |

#### Task 2.

For questions 9-16 read the text below and think of the word which best fits each space. Use only one word in each space. There is an example at the beginning (0).

Dennis the Small, a 6th (0) CENTURY expert on canon law, has had an enduring, if unsung, (9) ..... on the affairs of the modern world. It was

(10).....to his calculations that the precise timing of the 2000th anniversary of Christ's birth was recently confirmed beyond (11).....Dionysus Exiguus, as he was then (12)..... was charged in 525 by Pope John I with setting dates in the Christian calendar. Though he was a good mathematician, the accuracy of Dennis' calculations was limited by the information (13).....at the time.

Establishing the exact (14).....of Christ's crucifixion - and therefore that of Easter – (15).....an especially difficult challenge. Theologians had decreed that Easter should be marked on the Sunday after the first full (16)..... after the vernal equinox, but without accurate solar and lunar calendars how could the church fathers predict the dates in the future?

### Task 3.

For questions 17-24, read the text below. Use the word given in capitals at the end of the lines to form a word that fits in the space in the same line. There is an example at the beginning (0).

|                                                                                                                                                                                                                                                                                                                                                                                           |                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| As the Brazilian (0) international plane banked over the Amazonian rainforest, (17)..... Ghilean Prance gazed at the dark-green canopy below: an expanse of trees almost (18)..... for 2.5 million square miles, with more (19).....of plant and animal life than any other place on earth.                                                                                               | NATION<br>BOTANY<br>BREAK |
| Few (20).....knew more about the rainforest and its ecosystem than Prance. He had just been appointed (21).....of postgraduate studies at the National Amazonian Research Institute in Manaus, the Amazonian region's capital. Before that, as research assistant at and latterly a curator of the (22).....New York Botanical Garden, he had spent almost ten years studying the forest. | VARY<br>OUT               |
| In his search for new plant specimens he was more used to travelling on foot or by boat.                                                                                                                                                                                                                                                                                                  | DIRECT                    |
| But now, Brazilian (23).....documents showing that a road had been constructed through the Amazon basin had been discovered. On this bright November morning he was flying out with two other course tutors and 14 botany (24).....to make sure its impact on the surrounding habitat was not as serious as he feared.                                                                    | PRESTIGE                  |
|                                                                                                                                                                                                                                                                                                                                                                                           | GOVERN                    |
|                                                                                                                                                                                                                                                                                                                                                                                           | STUDY                     |

### Task 4.

For questions 25-30, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between 3 and 8 words, including the word given. Here is an example (0).

Example:

0 Mick will give you lots of excuses for being late but don't believe any of them.  
matter  
No...\_matter how many excuses....Mick gives you for being late, don't believe any of them.

25. She is proud of being so fit. prides  
She.....so fit.  
26. I phone her nearly every day. goes  
Hardly.....her.

27. I ..... never intended to give him the job. no  
I ..... him the job.

28. If you don't work harder, you'll fail the exam. socks  
You ..... if you want to pass  
the exam.

29. I feel totally relaxed after a nice warm bath. leaves A nice warm  
bath ..... totally relaxed.

Пример для подготовки ко второму заданию:

Вариант 1. You are a manager at the Preparation for RFL Test lab at your university. Write an OFFICIAL course presentation letter (200–220 words) to rectors of universities in the USA.

Вариант 2. You are an SMM specialist at the Preparation for IELTS lab at your university. Write an advertising text (80–100 words) for your university's student community on VK.

Задание оценивается в соответствии со шкалой C1 Cambridge English Assessment Scale, доступной в электронном курсе системы LMS Moodle: <https://lms.tsu.ru/course/view.php?id=1738>, а также на сайте [cambridgeenglish.org](http://cambridgeenglish.org).

Результаты экзамена в 5, 6 и 8 семестрах и зачета с оценкой в 7 семестре определяются оценками «отлично», «хорошо», «удовлетворительно», «неудовлетворительно». Для получения положительной оценки за экзамен необходимо набрать более 61% правильных ответов. Оценка выставляется в соответствии со следующей таблицей с учетом рейтинга текущей успеваемости (в объеме 40% = 40 баллов).

|               |                         |
|---------------|-------------------------|
| 90–100 баллов | 5 – Отлично             |
| 75–89 баллов  | 4 – Хорошо              |
| 61–74 баллов  | 3 – Удовлетворительно   |
| 0–60 баллов   | 2 – Неудовлетворительно |

#### 4. Оценочные материалы для проверки остаточных знаний (сформированности компетенций)

Задание 1. Complete the following excerpts from scientific and academic texts. Use the options given below. Mind that you must use each word only once and in the case of nouns and verbs you may need to change the form of the word (ИОПК-6.1, ИПК-2.2)

acquire (v)  
analogy (n)  
assemble (v)  
assess (v)  
constitute (v)  
contradict (v)  
distribute (v)  
embody (v)  
growth (n)  
heredity (n)  
intervene (v)  
investigate (v)  
justify (v)

litigation (n)  
 obtain (v)  
 outcome (n)  
 persist (v)  
 prompt (v)  
 proportion (n)  
 reject (v)  
 speculate (v)  
 stipulate (v)  
 take up (v)  
 upsurge

(n)

1. Studying a language can \_\_\_\_\_ a great deal of time, money and energy.
2. A number of universities are worried about \_\_\_\_\_ in the law courts by students who are dissatisfied with their courses.
3. For some university courses, the majority of applications are \_\_\_\_\_ because the competition for places is so great.
4. Following the explosion at Chernobyl, scientists were keen to \_\_\_\_\_ the cause of the accident.
5. One journalist asked the minister to \_\_\_\_\_ his decision to reduce spending on education.
6. Although there is very little evidence, many scientists \_\_\_\_\_ that life may exist on other planets.
7. Artificial intelligence draws a(n) \_\_\_\_\_ between the digital computer and the human brain, but some researchers think that this comparison is too simplistic.
8. The contract \_\_\_\_\_ that all the goods had to be delivered within four weeks
9. The government's refusal to accept the result of the election \_\_\_\_\_ thousands of people to come out on to the streets and protest.
10. At the beginning of the examination, question papers were \_\_\_\_\_ to all of the students.
11. After he had moved to Australia, he started to \_\_\_\_\_ a marked Australian accent.
12. During the last twenty-five years, there has been a significant \_\_\_\_\_ in the number of overseas students in British universities.
13. The policy of privatisation \_\_\_\_\_ the principle of a property-owning democracy.
14. Because of the \_\_\_\_\_ in fax machines and mobile phones, we will need more new telephone numbers

15. An official spokesman flatly \_\_\_\_\_ allegations that the company had been responsible for the deaths of three employees, insisting that every precaution had been taken.
16. Heavy rains \_\_\_\_\_ for several days, causing heavy flooding.
17. Approximately 30 of the world's most industrialised countries \_\_\_\_\_ the Organisation for Economic Cooperation and Development.
18. The principle of \_\_\_\_\_ explains why children tend to look like their parents.
19. A high \_\_\_\_\_ of people released from prison continue to commit offences.
20. The negotiations went on through the night, but the eventual \_\_\_\_\_ was agreement on all the main points.

Правильные

ответы:

1. take up
2. litigation
3. rejected
4. investigate
5. justify
6. speculate
7. analogy
8. stipulated
9. prompted / prompts
10. distributed
11. acquire
12. upsurge
13. embodies / embodied
14. growth
15. contradicted
16. persist / persisted
17. constitute
18. heredity
19. proportion
20. outcome

Задание 2. You are going to read an extract from a promotion article. Seven paragraphs have been removed from the extract. You need to compose the article logically. Choose from the paragraphs A-H the one which fits each gap. There is one extra paragraph you do not need to use (ИПК-2.2)

### The power of vaccines

For the world's population, access to an injection-programme and general good health shouldn't be a matter of the luck of the draw. Scientific advances have concentrated on diseases



more prevalent in richer countries and appear to have neglected the plight of the poor – especially in third world countries – suffering from diseases that are routinely classified as easily preventable.

(1)\_\_\_\_\_

The good news is that we can save these lives. Measles, polio, whooping cough, yellow fever – diseases that debilitate, disfigure and kill millions of children can be prevented with existing vaccines. Parents in developing countries often walk miles, or pay high prices to get the precious shots. They know that their children need some vaccines that parents in developed countries take for granted.

(2)\_\_\_\_\_

When we first turned our attention to philanthropy, it seemed natural to extend technology to classrooms and libraries. Technology clearly can transform and empower its users. But our thinking crystallised as we learned of an even greater need - impoverished children stricken with preventable diseases. One man has already made a great difference in the world.

(3)\_\_\_\_\_

The power of vaccines - the most cost-effective medical intervention ever invented – lies in their ability to prevent rather than treat disease. It's often the case that it is not until we become parents that we fully appreciate the virtues of having a form of medical intervention that protects before limbs go limp or hearts stop beating. Today vaccines save the lives of some 3 million children each year – children who are fortunate enough to have been born in countries with effective health systems, adequate vaccination supplies and trained health personnel.

(4)\_\_\_\_\_

Access to safe, effective vaccines to such diseases should not be dictated by circumstance. That is why a commitment was made by The Global Fund for Children's Vaccines a year ago. The goal of the Global Fund, and the partners of the Global Alliance for Vaccines and Immunisation, is to ensure that every child has access to lifesaving vaccines. An estimated 6 billion pounds over the next five years will cover the cost of fully immunising children in developing countries.

(5)\_\_\_\_\_

In the 1970s only 5% of the world's children could expect to be fully immunised. Today, thanks to these "rich" nations, alongside the work of countless dedicated health professionals worldwide, we can envision a time when 70, 80, and finally 100 percent of children are protected. And at a cost of 10 to 15 pounds per child, vaccines are a small investment for a very big return.

(6)\_\_\_\_\_

The dedication of resources to speed the discovery of new vaccines must also be a priority. Scientists and organisations like the International AIDs Vaccination Initiative are currently working to develop vaccines for the top three killer diseases – AIDs, Malaria, and tuberculosis. If they find them, perhaps the more daunting challenge will be to distribute them to those who need them most.

(7)\_\_\_\_\_

Gandhi once said that for him the Golden Rule meant that he could not enjoy things denied to other people. We should strive to ensure that health and freedom from these terrible diseases is something that no parent is denied.

A But even the greatest of parental effort can't help if the vaccines aren't available. In the past it has taken up to 15 years for newly developed vaccines – including the relatively recent hepatitis B vaccine – to become available in poor countries. Those delays are measured in childhood fatalities. Our challenge is to provide every child, regardless of where they live or their family's economic status with access to lifesaving vaccines.

B But there is more to do. First we need to redouble our efforts to introduce newer vaccines more quickly. It is heart-wrenching and unacceptable that children in the developing world may have to wait a decade or more to receive vaccines that are already saving lives in richer countries.

C Dr. Jonas Salk changed the world when he announced the discovery of the polio vaccine. His work started a vaccine revolution, and, as a result, millions of children have escaped the disease's crippling and often fatal effects. The last reported case of wild polio in the Western Hemisphere was in 1991. Who would have dreamt back in 1953 that within a generation - our generation - we would see polio almost eradicated from the face of the earth?

D The new philanthropy blends 1960s social consciousness with the present financial model. So far donations have topped eight and a half million pounds to help inoculate children in India against the three major killer childhood diseases.

E There has also been a concerted effort by governments and other organisations to raise sufficient funds to save children's lives through immunisation. Some governments should be applauded for their active support and substantial donations to the cause.

F Vaccines cannot work their magic without a global effort. Parents, world leaders, and foundations can and should work together because we all want the same thing for our children, and this is something that great humanitarian leaders have been aware of for a very long time.

G Whether they live in Bangladesh, Botswana or Seattle, all parents want the best for their children. Providing a healthy start in life and through childhood is a priority for every family. Yet for all the amazing advances we have made so far in medicine, there are still far too many children who don't have access to even the most basic healthcare. More than 2 million die each year from vaccine-preventable diseases. This is a staggering statistic – a tragic reality we have ignored for too long. It is global news when an airline crashes, but rarely newsworthy that 228 children die from preventable illnesses every hour of every day. It's time to move this issue of immunisation to the top of our global agenda.

H Yet tens of millions of people do not share in these benefits because of what they can afford or where they live. World-wide, more than 1 billion people live on less than 50p a day. Lack of safe water, poor sanitation and meagre food supplies are part of the grim reality of their daily lives. Their children weakened by malnutrition, and parasitic infections, are susceptible to childhood killers – whooping cough, measles and meningitis.

Правильные ответы: 1–G, 2–A, 3–C, 4–H, 5–E, 6–B, 7–F.

Задание 3. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between 3 and 8 words, including the word given (ИОПК-6.1, ИОПК-6.2).

1. it's impossible to say how he will react to your news.  
telling

There.....react to your news.

2. He looks very similar to his brother.  
bears

He.....to his brother.

3. You are not the only person to fail this exam.  
alone

You. .... this exam.

4. We can't promise that we'll be back in time,  
guarantee

There..... we'll be back in time.

5. He was really jealous when he saw his brother's new car.  
green

He was.....see his brother's new car.

6. This new bar is much better than the old one.  
improvement

This new bar.....the old one.

#### Правильные ответы:

1. There is no telling how he will react to your news.
2. He bears a close resemblance to his brother.
3. You are not alone in failing this exam.
4. There is no guarantee that we'll be back in time.
5. He was green with envy to see his brother's new car.
6. This new bar is a great / significant / improvement on the old one.

Задание 4. Form the executive summary of a grant proposal by using the passages given below. Arrange them in order to follow the given logic: Mission statement → Problem statement / Statement of need → Expected results → Project summary. Choose best options grammar- and style-wise in gaps 1–6 (ИПК-2.2, ИОПК-6.1, ИОПК-6.2).

(a) Our school will provide students with access to computers equipped with special educational software. Students will be able to implement various tasks presented in computer games. Standardised tests will be conducted at the beginning of the project to *identify /find out*

the students' cognitive level. Finally, at the end of the school year, they will be assessed to determine their level of improvement.

(b) Lightwood High School faces problems caused by the growing number of students having learning difficulties. Our study shows that 78 students out of 342 suffer from attention deficit disorder and mental deficiency, leading to low academic achievement. *Also / Additionally*, if these students *are not given / aren't given* an opportunity to improve their cognitive skills, they are more likely to miss classes or commit offences.

(c) The mission of the 'Step to Success' project is to improve students' academic performance in Lightwood High School. We are seeking a grant to help students with special educational needs to stimulate their autonomous learning. The objective is that by the end of the year they will have developed their cognitive skills up to the level of their peers. The project is based on the latest research on how to create an effective inclusive educational environment.

(d) Funding of €10,300 is requested *to implement this programme / to put this programme into action* and for the purchase of special educational software and hardware for the school's classroom. The budget includes funds for ten computers and programmes. This will enable ten independent desks, which will give students flexibility in working hours.

(e) The 'Step to Success' project hopes to enable students with special needs *to make better/to enhance* their cognitive skills in order to prepare them for further education. The project aims to help these students access the general curriculum and attend regular classes with their peers, so they can *go on / continue* learning in an inclusive environment.

Правильные ответы: c, b, a, e, d.

Задание 5. Look through the text in Task 3 again. Choose best options grammar- and style-wise in gaps 1–6 (ИОПК-6.1, ИОПК-6.2).

Правильные ответы:

1–additionally, 2–are not given, 3–identify, 4–to enhance, 5–continue, 6–to implement this programme.

Критерии оценки

Задания оценивается по данной 5-бальной шкале в зависимости от процента правильных ответов:

|         |                                  |
|---------|----------------------------------|
| 91–100% | = 5 баллов (отлично)             |
| 85–90%  | = 4.75 баллов (отлично)          |
| 77–84%  | = 4.5 баллов (отлично)           |
| 69–76%  | = 4 балла (хорошо)               |
| 61–68%  | = 3.75 балла (хорошо)            |
| 53–60%  | = 3.5 балла (хорошо)             |
| 45–52%  | = 3 балла (удовлетворительно)    |
| 37–44%  | = 2.75 балла (удовлетворительно) |
| 29–36%  | = 2.5 балла (удовлетворительно)  |
| 0–28%   | = 2 балла (неудовлетворительно)  |

### Информация о разработчиках

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