

**НЕГОСУДАРСТВЕННОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ  
ВЫСШЕГО ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ  
«САНКТ-ПЕТЕРБУРГСКИЙ  
ГУМАНИТАРНЫЙ УНИВЕРСИТЕТ ПРОФСОЮЗОВ»**

**Кафедра физического воспитания**

**УТВЕРЖДЕН**  
на заседании кафедры

Протокол №8 от 20 февраля 2023г.

**ФОНД ОЦЕНОЧНЫХ СРЕДСТВ ПО ДИСЦИПЛИНЕ**

**ИНОСТРАННЫЙ ЯЗЫК (АНГЛИЙСКИЙ)**

**38.03.02 Менеджмент**

**Менеджмент организаций социально-культурной сферы**

Санкт-Петербург

## **Общие положения**

Фонд оценочных средств (ФОС) по дисциплине используется в целях нормирования процедуры оценивания качества подготовки и осуществляет установление соответствия учебных достижений запланированным результатам обучения и требованиям образовательной программы дисциплины. Предметом оценивания являются знания, умения, навыки и (или) опыт деятельности, характеризующие этапы формирования компетенций у обучающихся. Процедуры оценивания применяются в процессе обучения на каждом этапе формирования компетенций посредством определения для отдельных составных частей дисциплины методов контроля – оценочных средств. Основным механизмом оценки качества подготовки и формой контроля учебной работы студентов являются текущий контроль успеваемости и промежуточная аттестация.

### **1.1. Цель и задачи текущего контроля студентов по дисциплине**

Цель текущего контроля – систематическая проверка степени освоения программы дисциплины Иностранный язык (английский), уровня достижения планируемых результатов обучения - знаний, умений, навыков, в ходе ее изучения при проведении занятий, предусмотренных учебным планом. Задачи текущего контроля:

1. обнаружение и устранение пробелов в освоении учебной дисциплины;
2. своевременное выполнение корректирующих действий по содержанию и организации процесса обучения;
3. определение индивидуального учебного рейтинга студентов;
4. подготовка к промежуточной аттестации.

В течение семестра при изучении дисциплины реализуется традиционная система поэтапного оценивания уровня освоения. За каждый вид учебных действий студенты получают оценку.

### **1.2. Цель и задачи промежуточной аттестации студентов по дисциплине.**

Цель промежуточной аттестации – проверка степени усвоения студентами учебного материала, уровня достижения планируемых результатов обучения и сформированности компетенций на момент завершения изучения дисциплины. Промежуточная аттестация проходит в форме зачета в I семестре, зачета с оценкой во II семестре, зачета в III семестре и экзамена в IV семестре.

Задачи промежуточной аттестации:

1. определение уровня освоения учебной дисциплины;
2. определение уровня достижения планируемых результатов обучения и сформированности компетенций;
3. соотнесение планируемых результатов обучения с планируемыми результатами освоения образовательной программы в рамках изученной дисциплины.

**2. Перечень компетенций с указанием этапов их формирования в процессе освоения дисциплины**

Таблица 1

<b>№ п\п</b>	<b>Контролируемые темы дисциплины</b>	<b>Код формируемой компетенции</b>	<b>Наименование оценочного средства</b>
1\1	Present tenses	ОК-4	Тестирование
1\2	Past tenses	ОК-4	Тестирование
1\3	Future tenses	ОК-4	Тестирование
1\4	Passive Voice	ОК-4	Тестирование
1\5	Conditionals	ОК-4	Тестирование
1\6	Modal verbs	ОК-4	Тестирование
1\7	The Infinitive	ОК-4	Тестирование
1\8	The Gerund	ОК-4	Тестирование
2\1	Globalization	ОК-4	Монологическое высказывание по теме
2\2	Brands	ОК-4	Монологическое высказывание по теме
2\3	Travel	ОК-4	Монологическое высказывание по теме
2\4	Advertising	ОК-4	Монологическое высказывание по теме
2\5	Employment	ОК-4	Монологическое высказывание по теме

2\6	Trade	ОК-4	Монологическое высказывание по теме
2\7	Innovation	ОК-4	Монологическое высказывание по теме
2\8	Organization	ОК-4	Монологическое высказывание по теме
2\9	Money	ОК-4	Монологическое высказывание по теме
2\10	Ethics at work	ОК-4	Монологическое высказывание по теме
2\11	Attitudes to change in general and at work	ОК-4	Монологическое высказывание по теме
2\12	Strategy	ОК-4	Монологическое высказывание по теме
2\13	Cultural awareness in business	ОК-4	Монологическое высказывание по теме
2\ 14	Leadership	ОК-4	Монологическое высказывание по теме
2\ 15	Competition	ОК-4	Монологическое высказывание по теме
2\ 16	Quality	ОК-4	Монологическое высказывание по теме
<b><i>Результат достижения планируемых результатов изучения дисциплины</i></b>			Зачёт – 1,3 семестры Зачёт с оценкой – 2 семестр Экзамен – 4 семестр

### **3. Описание показателей и критериев оценивания компетенций**

#### **3.1. Критерии оценивания (текущий контроль)**

. Оценка **«отлично»** выставляется, если студент имеет глубокие знания учебного материала по темам практических заданий, в логической последовательности излагает материал без лексических/грамматических/фонетических ошибок; смог ответить на все уточняющие и дополнительные вопросы;

2. Оценка **«хорошо»** выставляется, если студент показал хорошее знание учебного материала по темам практических заданий, допустил некоторые лексические/грамматические/фонетические ошибки, не влияющие на понимание, смог ответить почти полностью на все заданные дополнительные и уточняющие вопросы.

3. Оценка **«удовлетворительно»** выставляется, если студент в целом освоил материал по темам практических заданий; однако допустил большое количество лексических/грамматических/фонетических ошибок, ответил не на все уточняющие и дополнительные вопросы.

4. Оценка **«неудовлетворительно»** выставляется студенту, если он имеет существенные пробелы в знаниях основного учебного материала по темам практических заданий, не раскрыл их содержание, допустил грубые лексические/грамматические/фонетические ошибки, не смог ответить на уточняющие и дополнительные вопросы.

### **3.2. Критерии оценивания (зачет)**

Знания, умения, навыки и компетенции студентов оцениваются следующими оценками: «зачтено», «не зачтено».

- **«зачтено»** - студент хорошо и прочно усвоил весь программный материал, исчерпывающе, последовательно, грамотно и логически стройно его излагает, не допускает серьезных лексических/грамматических/фонетических ошибок, умеет самостоятельно обобщать программный материал, может ответить на все уточняющие и дополнительные вопросы.

- **«не зачтено»** - студент не знает значительной части основного программного материала, не раскрыл содержание тем практических заданий, допустил грубые лексические/грамматические/фонетические ошибки, не способен ответить на дополнительные вопросы.

### **3.3. Критерии оценивания (экзамен, зачет с оценкой)**

Знания, умения, навыки и компетенции студентов оцениваются следующими оценками: «отлично», «хорошо», «удовлетворительно», «неудовлетворительно» (Таблица 2.).

Таблица 2.

Оценка	Критерии оценивания
Отлично	<p>Студент полностью раскрыл содержание практического задания, при этом демонстрирует не только глубокое и прочное усвоение всего программного материала, но и знания, выходящие за его пределы, почерпнутые из дополнительных источников (классическая литература, учебная литература, научно-популярная литература, научные статьи и монографии и т. п.); умеет обосновывать свой ответ, не допускает ошибок (лексических, грамматических, фонетических), исчерпывающе, последовательно, грамотно и логически стройно выстраивает свой ответ. Демонстрирует умение репродуцировать устное высказывание в монологической и диалогической форме, а также знание большого объема лексических и грамматических единиц по изучаемым темам.</p>
Хорошо	<p>Студент полностью раскрыл содержание практического задания, при этом демонстрирует твердые знания всего программного материала, грамотно и последовательно его излагает, однако допускает незначительные ошибки (лексические, грамматические, фонетические). Демонстрирует умение репродуцировать устное высказывание в монологической и диалогической форме, а также знание достаточного объема лексических и грамматических единиц по изучаемым темам.</p>
Удовлетворительно	<p>Студент раскрыл содержание практического задания, но при этом усвоил только основной программный материал, допускает неточности, ошибки (лексические, грамматические, фонетические), недостаточно правильные формулировки, нарушает логику ответа, не в полной мере способен его обосновать, демонстрирует знание минимального объема лексических и грамматических единиц по изучаемым темам.</p>
Неудовлетворительно	<p>Студент не полностью раскрыл содержание практического задания, не знает значительной части основного программного материала, допускает существенные ошибки (лексические,</p>

	грамматические, фонетические), использует неправильные формулировки, нарушает логику ответа, не способен его обосновать, знание лексических и грамматических единиц не достаточно/не соответствует минимальному объему по изучаемым темам.
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**4. Типовые контрольные задания и методические материалы, процедуры оценивания знаний, умений и навыков.**

***ТЕКУЩИЙ КОНТРОЛЬ***

**1\1 Present tenses**

**Контрольные вопросы по теме:**

1) Как образуется утвердительное предложение в Present Simple/ Present Continuous?

2) Как образуются вопросительные предложения в Present Simple/ Present Continuous?

3) Как образуются отрицательные предложения в Present Simple/ Present Continuous?

4) Когда употребляется Present Simple/ Present Continuous?

5) What are typical signal words for the Present Simple?

6) What are typical signal words for the Present Continuous?

*Материал для подготовки:*

*English Grammar. Reference and Practice. With a separate key volume: [учебное пособие]/ Т. Ю. Дроздова, В. Г. Маилова, А. И. Берестова. -Version 2.0. -СПб: Антология, 2018.*

Упр. 1-8 на стр. 24-25; упр. 1-7 на стр. 37-39; упр. 9-15 на стр. 40-42;

7) Как образуется утвердительное предложение в Present Perfect?

8) Как образуются вопросительные предложения в Present Perfect?

9) Как образуются отрицательные предложения в Present Perfect?

10) Когда употребляется Present Perfect

11) Куда ставятся наречия?

12) What are typical signal words for the Present Perfect?

*Signal words and phrases for Present Tenses:*

Present Simple: usually, often, always, every day/week/month, in the morning/afternoon/evening, at night, on Mondays, etc.

Present Continuous: now, at the moment, at present, still, nowadays, today, tonight, etc.

Present Perfect: ever, never, just, already, yet, of late/lately/recently

*Материал для подготовки:*

*English Grammar. Reference and Practice. With a separate key volume: [учебное пособие]/ Т. Ю. Дроздова, В. Г. Маилова, А. И. Берестова. -Version 2.0. -СПб: Антология, 2018.*

Упр.1-15 на стр. 59; упр. 1-17 на стр. 77-82.

## **1\2 Past Tenses**

### **Контрольные вопросы по теме:**

1) Как образуется утвердительное предложения в Past Simple/Past Continuous?

2) Как образуются вопросительные предложения в Past Simple/Past Continuous?

3) Как образуются отрицательные предложения в Past Simple/Past Continuous?

4) Когда употребляются Past Simple/Past Continuous?

5) Какие еще способы передачи прошедшего времени есть?

6) What are typical signal words for the Past Simple?

7) What are typical signal words for the Past Continuous?

*Материал для подготовки:*

*English Grammar. Reference and Practice. With a separate key volume: [учебное пособие]/ Т. Ю. Дроздова, В. Г. Маилова, А. И. Берестова. -Version 2.0. -СПб: Антология, 2018.*

Упр. 10-24 на стр. 28-32; упр.18-27 на стр. 44-47;

8) Как образуется утвердительное предложение в Past Perfect?

9) Как образуются вопросительные предложения в Past Perfect?

10) Как образуются отрицательные предложения в Past Perfect?

11) Когда употребляется Past Perfect?

12) What are typical signal words for the Past Perfect?

*Signal words and phrases for Past Tenses:*

Past Simple: yesterday, last night/week/month/year, two days/weeks/months ago, then, in 2020 etc.

Past Continuous: at 5 o'clock yesterday, from 5 to 6 on Sunday, when my friend came



Past Perfect: before, by, after, hardly...when, scarcely...when, nearly...when, barely...when, no sooner...than

*Материал для подготовки:*

*English Grammar. Reference and Practice. With a separate key volume: [учебное пособие]/ Т. Ю. Дроздова, В. Г. Маилова, А. И. Берестова. -Version 2.0. -СПб: Антология, 2018.*

Упр 28-41 на стр. 69-72; упр. 18-20 на стр. 83-84; упр. 21-23 на стр.85-86.

### **1\3 Future Tenses**

#### **Контрольные вопросы по теме:**

- 1) Как образуется утвердительное предложение в Future Simple/ Future Continuous?
- 2) Как образуются вопросительные предложения в Future Simple/ Future Continuous?
- 3) Как образуются отрицательные предложения в Future Simple/ Future Continuous?
- 4) Когда употребляется Future Simple/ Future Continuous?
- 5) Какие еще способы передачи будущего времени есть?
- 6) What are typical signal words for the Future Simple?
- 7) What are typical signal words for the Future Continuous?

*Материал для подготовки:*

*English Grammar. Reference and Practice. With a separate key volume: [учебное пособие]/ Т. Ю. Дроздова, В. Г. Маилова, А. И. Берестова. -Version 2.0. -СПб: Антология, 2018.*

Упр. 25-33 на стр. 33-35; упр. 28-33 на стр. 48-49; упр. 34-35 на стр. 49-50; упр. 5-15 на стр. 52-54.

- 1) Как образуется утвердительное предложение в Future Perfect?
- 2) Как образуются вопросительные предложения в Future Perfect?
- 3) Как образуются отрицательные предложения в Future Perfect?
- 4) Когда употребляется Future Perfect?
- 5) What are typical signal words for the Future Perfect?

*Signal words and phrases for Future Tenses:*

Future Simple: tomorrow, the day after tomorrow, next week/month/year/Sunday, soon, in 3 days/a week, in 2050, etc.

Future Continuous: at 5 o'clock tomorrow, from 5 to/till 6 tomorrow, for 3 days next week, etc.

Future Perfect: by 7 o'clock, by this time next week, by her birthday

*Материал для подготовки:*

*English Grammar. Reference and Practice. With a separate key volume: [учебное пособие]/ Т. Ю. Дроздова, В. Г. Маилова, А. И. Берестова. -Version 2.0. -СПб: Антология, 2018.*

Упр. 42-48 на стр.73-76; упр. 24-25 на стр. 86-87. Revision on tenses стр.93-94 9(выборочно)

### **Test on tenses**

1. He usually ...his holidays abroad.

- a) will spend
- b) have spend
- c) spends
- d) is spending

2. How much...this car cost?

- a) is
- b) has
- c) was
- d) does

3. My parents...to London two days ago.

- a) gone
- b) went
- c) were going
- d) has gone

4.... I help you with the cooking?

- a) Have
- b) Will
- c) Shall
- d) Am

5. Look! The sun ... down.

- a) go
- b) goes
- c) is going
- d) has been going.

6. I saw him when he ...at the bus stop.
- a) stood
  - b) was standing
  - c) had been standing
  - d) has been standing
7. Don't come at 5 o'clock. I ... my home task.
- a) will do
  - b) will have done.
  - c) will be doing
  - d) will be done
8. I am afraid I...my keys at home.
- a) have left
  - b) left
  - c) have leave
  - d) will have left
9. He asked me how many times I...to Rome.
- a) have been
  - b) had been
  - c) will have been
  - d) was
10. When he gets there, the film...already.
- a) will have started
  - b) will start
  - c) had started
  - d) started
11. His aunt ...for 5 days.
- a) has been ill
  - b) was ill
  - c) have been ill
  - d) has being ill
12. Don't disturb me, I...for my exam.
- a) prepare
  - b) am preparing
  - c) have prepared
  - d) have been preparing

**Ключи:** 1 – c; 2 – d; 3 – b; 4 – c; 5 – c; 6 – b; 7 – c; 8 – a; 9 – b; 10 – a; 11 – a; 12 – b.

## 1\4 Passive Voice

### Контрольные вопросы по теме:

- 1) Как образуется страдательный залог?
- 2) Кто является объектом действия?
- 3) Если в страдательной конструкции указывается исполнитель действия, выраженный одушевленным существительным или местоимением, какой предлог ему предшествует?
- 4) Если в конструкции указывается объект или материал, при помощи которого совершено действие, какой предлог употребляется?
- 5) Когда употребляется Passive Voice?
- 6) Какие глаголы не могут использоваться в страдательном залоге (переходные или непереходные)? Почему?

*Материал для подготовки:*

*English Grammar. Reference and Practice. With a separate key volume: [учебное пособие]/ Т. Ю. Дроздова, В. Г. Маилова, А. И. Берестова. -Version 2.0. -СПб: Антология, 2018.*

Упр.1-9 на стр. 130-132; упр. 15-17 на стр. 134.

- 7) Какие времена не употребляются в страдательном залоге?
- 8) Какая форма употребляется вместо длительных форм?
- 9) Как образуются отрицательная и вопросительная формы?
- 10) Что означает косвенный пассив?

Упр. 10-13 на стр. 133; упр. 17-21 на стр. 134-135.

11) Как образуются вопросительные предложения в страдательном залоге?

12) Отличается ли образование вопросительных форм пассивного залога от форм действительного залога?

Упр. 1-3 на стр. 136; упр. 4,6 на стр. 137-138.

### Tests.

#### Put the words in brackets into the correct passive form:

1. The old fireplace (to replace) in this room recently.
2. When Mother came, the room looked spotless. Everything (to tidy up).
3. By next summer the swimming pool (to build).

4. There were no tickets left, they all (to sell out).
5. The missing boy yet (not to find).
6. When I got to the parking lot, I didn't find my car. It (to steal).
7. The patient (to operate on) last week. He almost (to recover) already.
8. No books (to ask for) recently.
9. When the taxi arrived, the things (to pack) already.
10. They think that by next winter the reconstruction works (to finish).

**Ключи:** 1 – has been replaced; 2 – had been tidied up; 3 – will have been built; 4 – had been sold out; 5 – has not been found; 6 – had been stolen; 7 – was operated on; has almost recovered; 8 – have been asked; 9 – had been packed; 10 – will have been finished.

**Choose an appropriate answer:**

1. The causes of the financial crisis\_\_\_\_\_in many articles.
  - a) Has been dealt
  - b) Has dealed
  - c) Have been dealt
  - d) Have been dealed
2. The decline in quality of products\_\_\_\_\_by our experts.
  - a) Must have studied
  - b) Must be studied
  - c) Must have study
  - d) Must be studying
3. The words of thanks were written in the sand\_\_\_\_\_ a stick.
  - a) Through
  - b) From

c) With

d) By

4. The road to the hospital had been blocked\_\_\_\_\_a fallen tree.

a) Through

b) From

c) With

d) By

5. No announcement about the results of the test\_\_\_\_\_so far.

a) Has made

b) Has been made

c) Was made

d) Will be made

6. The play was said\_\_\_\_\_because the lead actor was ill.

a) To be cancelled

b) To have been cancelled

c) To have cancelled

d) Had cancelled

7. They say that at present he\_\_\_\_\_ for heart problem.

a) Is being treated

b) Has being treated

c) Was treated

d) Has been treated

8. We believe that measures should\_\_\_\_\_to avoid such a disaster in the future.

a) Take

- b) Be taken
- c) Have been taken
- d) To be taken

9. Peace in this developing country \_\_\_\_\_achieved only by the time all troops have left it.

- a) Was
- b) Will being
- c) Will have been
- d) Is

10. The election to the City Council\_\_\_\_\_by the previous Monday.

- a) will have been held
- b) had been held
- c) is held
- d) were held

**Ключи:** 1 – c; 2 – b; 3 – c; 4 – d; 5 – b; 6 – b; 7 – a; 8 – b; 9 – c; 10 – b.

## **1\5 Conditionals**

### **Контрольные вопросы по теме:**

- 1) Как выражается условное наклонение? (if, in case, provided/providing, unless)
- 2) Как образуется 1 тип условного предложения?
- 3) Показывает ли 1 тип, что действие, выраженное глаголом, является реальным или нереальным фактором?
- 4) Как меняются времена в условных предложениях 1 типа?

*Материал для подготовки:*

*English Grammar. Reference and Practice. With a separate key volume: [учебное пособие]/ Т. Ю. Дроздова, В. Г. Маилова, А. И. Берестова. -Version 2.0. -СПб: Антология, 2018.*

Упр 1,2,3 на стр. 167; упр. 4-5 на стр. 168.

5) Как образуется 2 тип условного предложения?

6) Показывает ли 2 тип, что действие, выраженное глаголом, является реальным или нереальным фактором?

7) Как меняются времена в условных предложениях 2 типа?

Упр. 6-9 на стр. 168-169; упр. 11,12 на стр. 170.

8) Как образуется 3 тип условного предложения?

9) Показывает ли 3 тип, что действие, выраженное глаголом, является реальным или нереальным фактором?

10) Как меняются времена в условных предложениях 3 типа?

Упр. 18 на стр.172; упр.19 на стр.172; упр. 20-24 на стр.172-174.

### **Tests Conditionals**

**I. Supply the correct verb forms in these conditional sentences. Decide which type of conditionals are these sentences.**

1. If I (own) a car, I (drive) to work.

2. If she (come) earlier yesterday, she (translate) the letter for you.

3. Henry (move) to France if he (speak) French.

4. I'm sure we (spend) a few days on the islands if weather conditions (allow).

5. If we (accept) their offer, we (lose) a lot of money in the previous deal.

6. If plane fares (not to be) so expensive, more people (use) them.

7. If Nick (call) me last week, I (come) to his party yesterday.

8. If I (to be) you, I (to go) there myself.

9. I (to come) in time, if I (not to be detained) at the University.

10. If you (to take) your medicine yesterday, you (to be) well today.

**Ключи:** 1 – owned, would drive; 2 – had come, would have translated; 3 – would move, spoke; 4 – will spend, allow; 5 – had accepted, would have lost; 6 – were not, would use; 7 – had called, would have come; 8 – were, would go; 9 – will come, am not detained; 10 – had taken, would be



## II. Choose an appropriate variant:

1. If the weather \_\_\_\_\_ the same, we \_\_\_\_\_ the picnic.

- a) will stay, will cancel
- b) would stay, cancel
- c) stays, will cancel
- d) would stay, cancel

2. I \_\_\_\_\_ more if I \_\_\_\_\_ so much TV.

- a) would read, didn't watch
- b) will read, hadn't watched
- c) read, won't watch
- d) will read, won't watch

3. If I \_\_\_\_\_ actually the job, I \_\_\_\_\_ to France last year.

- a) got, moved
- b) had got, would have moved
- c) was got, would move
- d) had got, had moved

4. If I ...the mistake, I would have corrected it.

- a) noticed
- b) would notice
- c) would have noticed
- d) had noticed

5. If we ...you were coming, we would have met you at the station.

- a) knew
- b) would know

c) would have known

d) had known

6. If he'd worked as hard as we have, he... tired.

a) has felt

b) had felt

c) feels

d) would feel

7. If he hadn't eaten so much, he...sick.

a) hasn't felt

b) didn't feel

c) hadn't felt

d) wouldn't feel

8. Take an umbrella...it rains while you are out.

a) if

b) in case

c) because

d) unless

9. If people ...more carefully, there wouldn't be so many accidents.

a) drove

b) drive

c) would drive

d) would have driven

10 If I had a big garden, I...a lot of flowers.

a) will grow

b) would have grown

- c) would grow
- d) would grown

**Ключи:** 1 – c; 2 -a; 3 – b; 4 - d; 5 – d; 6 – d; 7 – d; 8 – b; 9 – a; 10 – c.

## 1\6 Modal verbs

### Контрольные вопросы по теме:

- 1) Чем отличаются модальные глаголы от других глаголов?
- 2) Какие признаки у них отсутствуют?
- 3) Как образуется отрицательная форма у модальных глаголов?
- 4) Как образуется вопросительная форма?
- 5) Имеют ли модальные глаголы формы прошедшего и будущего времени?
- 6) Какой глагол является эквивалентом модального глагола can?
- 7) Какие значения имеет глагол can?

*Материал для подготовки:*

*English Grammar. Reference and Practice. With a separate key volume: [учебное пособие]/ Т. Ю. Дроздова, В. Г. Маилова, А. И. Берестова. -Version 2.0. -СПб: Антология, 2018.*

Упр. 1-7 на стр. 97-98; упр.13 (А) на стр.101.

- 8) Какой глагол является эквивалентом модального глагола may?
- 9) Какие основные значения имеет глагол may?
- 10) Что выражает глагол may в своем втором значении?

Упр. 1-6 на стр.104-105.

- 11) Какие глаголы являются эквивалентами модального глагола must?
- 12) Какие основные значения имеет глагол must?
- 13) Какие значения имеет глагол to have to?
- 14) Какие значения имеет глагол to be to?
- 15) Что выражает глагол must в своем втором значении?

Упр. 1-9 на стр.107-109; упр.10-18 на стр.110-113.

Какие формы и значения имеет глагол should?

Упр. 1-10, стр.115-117

Revision: Упр.21-24 на стр.113-114.

### Test Modal Verbs

#### Choose the correct form of the modal verb

1. You \_\_\_\_\_ because you are ill.
  - a) shouldn't have come
  - b) shouldn't had come
  - c) should haven't come
  - d) shouldn't to have come
2. Don't help him. He \_\_\_\_\_ it by himself.
  - a) must do
  - b) was to do it
  - c) must have done
  - d) may have done
3. He \_\_\_\_\_ the news at dinner because his sister hadn't arrived yet.
  - a) couldn't have heard
  - b) mustn't have heard
  - c) couldn't hear
  - d) couldn't be hearing
4. I \_\_\_\_\_ that she has made a terrible mistake.
  - a) may not think
  - b) wasn't able to think
  - c) cannot but thinking
  - d) can't help thinking
5. She was smartly, quietly dressed and \_\_\_\_\_ a clever businesswoman.
  - a) must have taken for
  - b) might have been taken for
  - c) can be taken for
  - d) couldn't have been taken for

6. They \_\_\_\_\_ the dog along with them because no one could look after it.

a) may take

b) can take

c) have to take

d) must have taken

7. He \_\_\_\_\_ with us. I won't let him drive to the country in this rain.

a) must stay

b) can stay

c) could have stayed

d) must have stayed

8. Sue wasn't at home when I phoned her but I \_\_\_\_\_ her at her office and told her about my decision.

a) could contact

b) must contact

c) was able to contact

d) may contact

9. Strickland is seriously ill. He

a) may be dying

b) can have died

c) is able to die

d) must have died

10. I went to the bank this morning. There was no queue, so I...

a) didn't have to wait

b) had to wait

c) mustn't wait

d) wasn't able to wait

**Ключи:** 1 – a; 2 – a; 3 – a; 4 – d; 5 – b; 6 – c; 7 – a; 8 – c; 9 – a, 10 – a.

## **1\7 The Infinitive**

### **Контрольные вопросы по теме:**

1) Что такое инфинитив (неопределенная форма глагола)?

2) Какие формы имеет инфинитив?

*Материал для подготовки:*

*English Grammar. Reference and Practice. With a separate key volume: [учебное пособие]/ Т. Ю. Дроздова, В. Г. Маилова, А. И. Берестова. -Version 2.0. -СПб: Антология, 2018.*

Упр. 1-3 на стр.302-303.

3) В каких случаях инфинитив используется без частицы to?

Упр.4-7 на стр. 304-305.

4) Каковы функции инфинитива в предложении?

Упр. 8-23 на стр.307-312.

5) В каких устойчивых выражениях употребляется инфинитив?

Упр. 25-27 на стр. 313.

Revision:

Упр. 28-30 на стр. 313-314.

6) Как образуется конструкция сложное дополнение (Complex Object)? После каких глаголов она употребляется?

Упр.31-44, стр.315-319

Revision: упр.45-46 на стр.320; упр.72-77 на стр.331-333; tests на стр. 333-334.

## **Test The Infinitive**

### **I. Choose the correct form of the Infinitive**

1.The book...next year is supposed to be a best-seller.

a) to be publishing

b) to publish

c) to be published

d) to have been published

2.The house was small and cheap enough...for five thousand pounds.

a) to be sold

b) to sell

c) to have been selling

- d) to be selling
3. I am going to start now in order...the beginning of the concert.
- a) not to be missed  
b) not to have missed  
c) not to miss  
d) not to be missing
4. There was nothing to do except...the instructions.
- a) to be followed  
b) to follow  
c) to be following  
d) to have been followed
5. I can't bear him ... from me.
- a) to be separated  
b) to separate  
c) to have separated  
d) to have been separating
6. We walked slow enough for the rest of the party...with us.
- a) to be catching up  
b) to be caught up  
c) to catch up  
d) to have been catching up
7. The boy is sure...for what he has done.
- a) to have punished  
b) to be punishing  
c) to punish  
d) to be punished
8. These houses were among the few...after a great fire.
- a) to be survived  
b) to have survived  
c) to survive  
d) to had survived
9. I am glad...to you.
- a) to have been introduced  
b) to introduce  
c) to being introduced  
d) to having introduced
10. He pretended to be quite well not...to the doctor.
- a) take  
b) to be taken  
c) be taken  
d) to have been taken

**Ключи:** 1 – c; 2 – a; 3 – c; 4 – b; 5 – a; 6 – c; 7 – d, 8 -b; 9 – a; 10 - b.

## **II. Open the brackets using Complex object.**

1. We don't like (he, prevent) us from making it.
2. Everyone considered (she, be) a good person.
3. They want (he, treat) like Peter.
4. We would like (the car, buy) by Monday.
5. We would like (he, fix) the appointment for us for Saturday.
6. Everyone expected (the meeting, hold) in the head office.
7. I expect (he, arrange) everything by the time I return from our trip.
8. Does he want (I, show) him around the city?
9. We'd like (the specialist, look through) our papers.
10. Does he want (you, stay) in this room any longer?

**Ключи:** 1 – him to prevent; 2 – her to be; 3 – him to be treated; 4 – the car to be bought; 5 – him to fix; 6 – the meeting to be held; 7 – him to arrange; 8 – me to show; 9 -the specialist to look through; 10 – you to stay

## 1\8 The Gerund

### Контрольные вопросы по теме:

- 1) Что такое герундий?
- 2) Как он образуется?
- 3) Какие формы имеет герундий?
- 4) После каких глаголов употребляется герундий?

*Материал для подготовки:*

*English Grammar. Reference and Practice. With a separate key volume: [учебное пособие]/ Т. Ю. Дроздова, В. Г. Маилова, А. И. Берестова. -Version 2.0. -СПб: Антология, 2018.*

Упр. 2-5 на стр. 284-285.

5) После каких фразовых глаголов и устойчивых словосочетаний употребляется герундий?

Упр.7-10 на стр.287-288.

6) Какая разница существует между Simple Gerund и Perfect Gerund?

Упр.11-18 на стр.289-291.

7) Какие глаголы употребляются с герундием и инфинитивом с изменением значения?

8) Какие глаголы употребляются с герундием и инфинитивом без изменения значения?

9) После каких глаголов может следовать герундий или придаточное дополнительное предложение?



Упр.19-32 на стр. 294-297.

Revision: упр.33-38 на стр.298-300; tests на стр.300-301.

### **Tests *The Gerund***

#### **I. Choose the most appropriate answer.**

1. She thought that such a trifle was not worth \_\_\_\_\_.
  - a) being mentioned
  - b) having mentioned
  - c) mentioning
  - d) to be mentioned
  
2. I'm surprised at your \_\_\_\_\_ this book so quickly. How did you manage to do it?
  - a) being read
  - b) having read
  - c) having been read
  - d) reading
  
3. I thought of \_\_\_\_\_ Tom for help, but then I decided to ask Lena.
  - a) asking
  - b) having asked
  - c) my asking
  - d) to ask
  
4. The fear \_\_\_\_\_ for what he had done made him run away.
  - a) being punished
  - b) of being punished
  - c) of punishing
  - d) to be punished
  
5. This work should be no problem for him. He is used to \_\_\_\_\_ it.
  - a) being done
  - b) do
  - c) doing
  - d) having done
  
6. She was tired. She didn't feel capable \_\_\_\_\_ any farther.
  - a) going
  - b) about going
  - c) for going
  - d) of going

7. He apologized in advance for \_\_\_\_\_ to see us during our visit.

- a) being not able
- b) having been not able
- c) not being able
- d) not having been able

8. It is no use \_\_\_\_\_ it. He is not listening to you.

- a) by repeating
- b) in repeating
- c) of repeating
- d) repeating

9. We have no objection \_\_\_\_\_ him.

- a) for inviting
- b) of inviting
- c) to inviting
- d) to invite

10. I was reading a book when she burst into my room without \_\_\_\_\_.

- a) being seen
- b) knocking
- c) saying goodbye
- d) turning on the light

**Ключи:** 1 – c; 2 – d; 3 – a; 4 – b; 5 – c; 6 – d; 7 – c; 8 – d; 9 – c; 10 – b.

## II. Put the verb in brackets into the correct form (Infinitive or Gerund).

1. You are free \_\_\_\_\_ (leave) any time you want to.

2. Scientists are hoping \_\_\_\_\_ (discover) a new chemical element.

3. I don't mind people \_\_\_\_\_ (ask) me questions.

4. He works too slowly \_\_\_\_\_ (be) any use to me.

5. He can't stand \_\_\_\_\_ (wait) for other people.

6. I guess there is no point \_\_\_\_\_ (sit) around here any longer.

7. The lemonade was cool enough for us \_\_\_\_\_ (drink).

8. Please stop \_\_\_\_\_ (interrupt) me when I am trying to explain something.

9. I've forgotten \_\_\_\_\_ (buy) flowers for my girlfriend's birthday.

10. I simply can't afford \_\_\_\_\_ (waste) time trying to explain this to you.

11. It wasn't worth \_\_\_\_\_ (talk) to him about it.

12. It was a pleasure \_\_\_\_\_(see) him among us again.

13. He suggested her \_\_\_\_\_(have) dinner at a restaurant before \_\_\_\_\_ (go) to the theatre.

14. Nothing is as dangerous as \_\_\_\_\_(be) too modern.

15. She made him \_\_\_\_\_(look) stupid.

**Ключи:** 1 – to leave; 2 – to discover; 3 – asking; 4 – to be; 5 – waiting; 6 – in sitting; 7 – to drink; 8 – interrupting; 9 – to buy; 10 – wasting; 11 – talking; 12 – to see; 13 – having, going; 14 – being; 15 – look

### **Монологическое высказывание по темам**

#### ***Методические рекомендации по подготовке монологического высказывания.***

Монологическое высказывание студент готовит самостоятельно на занятии или дома на основе текста или контрольных вопросов с учётом следующих требований:

- это должно быть цельное и логически связное высказывание;
- для иллюстрации той или иной идеи должны быть приведены конкретные примеры;
- необходимо использовать активную лексику урока;
- в монологическое высказывание необходимо включать сложносочинённые и сложноподчинённые предложения разных типов, но избегать предложений, где сложные грамматические конструкции идут в сочетании со сложной лексикой; если монологическое высказывание строится на основе научного текста, то рекомендуется заменить трудные для запоминания и воспроизведения слова известными лексическими единицами, сократить «протяженность» предложений, упростить грамматическую (синтаксическую) структуру предложений;
- текст не должен содержать грамматических, лексических и фонетических ошибок;
- представлять монологическое высказывание нужно в среднем темпе с учётом временных рамок, установленных преподавателем.

Чтобы повысить связность текста, необходимо использовать для перехода от одной мысли к другой специальные связующие элементы (linking words\transition signals).

*Материал для подготовки:*

Redman, Stuart. English Vocabulary in Use. **Pre-intermediate and intermediate**: 100 units of vocabulary reference and practice. Self-study and classroom use / S. Redman. - 2nd edition. - Cambridge: Cambridge University Press, 2005.

Units 33, 34, 35, 36

McCarthy, Michael. English Vocabulary in Use. **Upper-intermediate**: 100 units of vocabulary reference and practice: Self-study and classroom use / M. McCarthy, F. O'Dell. - 8th print. - Cambridge: Cambridge University Press, 2005.

Unit 20, 21, 22, 23, 24.

Для проверки произношения можно использовать словарь онлайн:

<https://www.ldoceonline.com/>

Для этого нужно впечатать слово в строку поиска и прослушать, нажав на значок аудио.

Если в предложениях часто встречаются одни и те же глаголы (to be, to have, to get) или прилагательные (good, bad, big, interesting, important), то их следует заменить на синонимы, воспользовавшись тезаурусом или онлайн словарём сочетаемости [Online Collocation Dictionary](#).

#### ***Процедура оценивания монологического высказывания.***

№	Критерии оценивания монологического высказывания	Баллы
1	Степень раскрытия темы и логическая связность высказывания.	20
2	Наличие конкретных примеров	5
3	Отсутствие грамматических, лексических, фонетических ошибок	30
4	Соблюдение регламента	5
5	Лексическое разнообразие речи (в высказывании употреблены все требуемые лексические единицы)	15
6	Структурное разнообразие речи (используются сложносочинённые и	15

	сложноподчинённые предложения разных видов) - перечень определяется преподавателем в конкретном случае	
7	Ответы на дополнительные вопросы	10
	Условия, при которых монологическое высказывание не может быть оценено:	- другая тема; - недостаточное количество предложений; - в каждом предложении есть грубые лексические, грамматические или фонетические ошибки; - тема не раскрыта.
	<b>Общее количество баллов</b>	<b>100</b>
<b>Шкала: 91-100 – «отлично»; 76–90 – «хорошо»; 60–75 – «удовлетворительно»; 0 – 59 – «неудовлетворительно».</b>		

**Диалогическое высказывание составляется по каждой разговорной теме с использованием 5-6 новых выражений.**

№	Критерии оценивания диалогического высказывания	Баллы
1	Достижение цели коммуникации	20
2	Отсутствие грамматических, лексических, фонетических ошибок.	30
3	Лексическое разнообразие речи (в высказывании употреблены все требуемые лексические единицы) - перечень определяется преподавателем в конкретном случае	25
4	Структурное разнообразие речи (используются сложносочинённые и сложноподчинённые предложения разных видов) - перечень определяется преподавателем в конкретном случае	25
	Условия, при которых	- другая тема;

	диалогическое высказывание не может быть оценено:	<ul style="list-style-type: none"> <li>- не достигнута цель коммуникации;</li> <li>- недостаточное количество реплик;</li> <li>- в каждом предложении есть грубые коммуникативно-значимые лексические, грамматические или фонетические ошибки.</li> </ul>
	<b>Общее количество баллов</b>	<b>100</b>
<b>Шкала: 91-100 – «отлично»; 76–90 – «хорошо»; 60–75 – «удовлетворительно»; 0 – 59 – «неудовлетворительно».</b>		

## 2\1 Globalization

**Active Vocabulary:** globalize, expand, labor market, give-and-take, welfare system, welfare benefit

### Контрольные вопросы по теме:

1. What is globalization?
2. What global companies can you name?
3. Do global companies do more harm than good?
4. What methods do companies use to enter their overseas markets?
5. What is a joint venture?
6. What is acquisition?
7. What are the advantages of globalization?
8. What are the disadvantages of globalization?

*Материал для подготовки:*

*Market Leader: Intermediate Business English: course Book / D. Cotton, D. Falvey, S. Kent. - Harlow: Longman, [2000]. Unit 1.*

## 2\2 Brands

**Active Vocabulary:** branded goods/unbranded goods, international/national brands, top brands, be loyal to the brand, corporate brand, stand-alone brand

### Контрольные вопросы по теме:

1. What is Brand?
2. Why do we need brands?

3. What do brands guarantee?
4. What types of brands do you know?
5. What ideas and beliefs do consumers have about a brand?
6. Why do we need new brands?
7. How loyal are you to the brands you have chosen?
8. Can you name a famous brand with a long history?
9. If you don't buy branded goods, explain why.

*Материал для подготовки:*

*Market Leader: Intermediate Business English: course Book / D. Cotton, D. Falvey, S. Kent. - Harlow: Longman, [2000]. Unit 2.*

### **2\3 Travel**

**Active Vocabulary:** overbooking, flight delay, jet lag, enter the prize draw, claim a free ticket, frustrated passenger, reschedule an appointment, notify smb.

**Контрольные вопросы по теме:**

1. Why do most people prefer to spend their holidays travelling?
2. What kind of travelling is the most popular today?
3. What are the advantages of every way of travelling?
4. What are the disadvantages of every way of travelling?
5. What do we mean when we talk about travelling as a kind of job?
6. Who offers us an organized trip?
7. What kind of services does a travel agency offer?
8. What is unorganized rest?
9. Why is it better to buy tickets in advance?

*Материал для подготовки:*

*Market Leader: Intermediate Business English: course Book / D. Cotton, D. Falvey, S. Kent. - Harlow: Longman, [2000]. Unit 3.*

### **2\4 Advertising**

**Active Vocabulary:** subliminal advertising, inspiring advert, eye-catching advert, hoardings, free samples, launch a product, run an advert, word-of-mouth advertising, outdoor advertising

**Контрольные вопросы по теме:**

1. What types of advertising do you know?
2. Does any type of advertising seek to sell products?
3. Does our society need to promote ideas?
4. What kinds of advertisements do you like?

5. What is your attention to using children in advertisements?
6. Do you think that advertising has a bad influence on children?
7. Do you think that advertising raises prices?
8. Do you agree with the assertion that people remember advertisements not products?
9. What is your favourite advertisement? Why do you like it?

*Материал для подготовки:*

*Market Leader: Intermediate Business English: course Book / D. Cotton, D. Falvey, S. Kent. - Harlow: Longman, [2000]. Unit 4.*

## **2\5 Employment**

**Active Vocabulary:** working experience, high-flier, steady performer, skills, CV, dress code, current company, interviewer, face the sack, dismiss.

### **Контрольные вопросы по теме:**

1. In your opinion, which factors are important for getting a job?
2. What is better for companies – to select what they actually see or attempt to change it?
3. What qualities should selectors look for?
4. What qualities do intelligence and ability imply?
5. Is emotional stability important for work?
6. What does conscientiousness mean?
7. Which of the following is the most important when trying to impress the interviewer: a) qualifications b) character c) appearance d) preparation e) enthusiasm?
8. What is your attention to dress code?
9. How important is personal appearance at work?

*Материал для подготовки:*

*Market Leader: Intermediate Business English: course Book / D. Cotton, D. Falvey, S. Kent. - Harlow: Longman, [2000]. Unit 5.*

## **2\6 Trade**

**Active Vocabulary:** trade barriers, dumping, market share, free trade, single market, infant industries, trading blocks, trading partnership, shipment, quote a price, international trade, turnover.

### **Контрольные вопросы по теме:**

1. What is trade
2. What is national trade?
3. What is international trade?



4. Is free trade always a good thing?
5. Should certain industries be protected? If so, which?
6. What is export?
7. What is import?
8. What is long-term relationship? What are the two extreme styles of negotiator?
9. What do Red stylists want?
10. What do blue stylists want?

*Материал для подготовки:*

*Market Leader: Intermediate Business English: course Book / D. Cotton, D. Falvey, S. Kent. - Harlow: Longman, [2000]. Unit 6.*

## **2\7 Innovation**

**Active Vocabulary:** innovation, sweep away, to challenge, a pioneer, to develop a market, leadership, to come on the scene, to jump ahead, to introduce, within the reach of everyone, marketing skills, rival, commercial success, sole trader, stock exchange, limited partnership, shareholder, sleeping partner, go bankrupt, hierarchical, encourage, field team, goal.

### **Контрольные вопросы по теме:**

1. What is product innovation?
2. Do you think it is better to innovate or imitate products and services?
3. Can you name companies which were innovators or imitators?
4. What company sold the first disposable nappies?
5. What company was first into the photocopier market?
6. What company developed the personal computer market?
7. Do you agree that a good presentation is very much a performance?
8. What do you think about adjusting your language so that everybody can understand you?
9. What do you think about advertising and marketing campaign?

*Материал для подготовки:*

*Market Leader: Intermediate Business English: course Book / D. Cotton, D. Falvey, S. Kent. - Harlow: Longman, [2000]. Unit 7*

## **2\8 Organization**

**Active Vocabulary:** sole trader, private limited company, public limited company, stock exchange, limited partnership, shareholder, sleeping partner, go bankrupt, hierarchical, encourage, field team, goal

### **Контрольные вопросы по теме:**

1. What is organization?
2. What are the basic forms of business organization?
3. What is a sole trader?
4. How can a sole trader get the capital to set up a business?
5. What is a partnership?
6. What are sleeping partners?
7. What is the difference between a sleeping partner and a shareholder?
8. What is a limited company?
9. What are the two types of limited company?
10. What are the advantages of a public limited company?

*Материал для подготовки:*

*Market Leader: Intermediate Business English: course Book / D. Cotton, D. Falvey, S. Kent. - Harlow: Longman, [2000]. Unit 8*

### **2\9 Money**

**Active Vocabulary:** purse, wallet, gain, charity, intermediary, make a fortune, invest, interest rate, borrow, lend, securities, shares, property, great (sudden) increase in buying and selling, to pay debts, money market, currency

### **Контрольные вопросы по теме:**

1. Can you give examples of early money?
2. What kinds of money do you know?
3. What are examples of commodity money?
4. What is fiat money?
5. Why do people buy gold?
6. What do we do when we buy things?
7. What is cash?
8. What is currency?
9. What is the currency of the USA and Britain?

*Материал для подготовки:*

*Market Leader: Intermediate Business English: course Book / D. Cotton, D. Falvey, S. Kent. - Harlow: Longman, [2000]. Unit 9*

### **2\10 Ethics at work**

**Active Vocabulary:** trustworthy, a slush fund, a bribe, corruption, a fraud, law-abiding, a swindler, deceit, industrial espionage, nepotism, employing people illegally, avoiding paying tax, claiming extra expenses

**. Контрольные вопросы по теме:**

1. What do you understand by business ethics?
2. Can you give a list of ethical activities?
3. Can you give examples of unethical activities?
4. Is it important for companies to have a written code of ethics?
5. What is nepotism?
6. What is a bribe?
7. Which is worse: to offer or to accept a bribe?
8. Which do you think are the most corrupt countries in the world?
9. Which do you think are the least corrupt?

*Материал для подготовки:*

*Market Leader: Intermediate Business English: course Book / D. Cotton, D. Falvey, S. Kent. - Harlow: Longman, [2000]. Unit 10*

**2\11 Attitudes to change in general and at Work**

**Active Vocabulary:** agenda, chair, propose, attend, item, vote, participants, action points, resist, to manage resistance, to handle, ignore, natural reaction, uncertainty, reorganization, job losses, staff cutbacks.

**Контрольные вопросы по теме:**

1. How do people react to change?
2. Why do people resist change?
3. What is resistance based on?
4. Do you think that giving people full and clear information is important?  
Why?
5. Why are meeting with personnel sometimes either successful or unsuccessful?
6. What situations would you find the most stressful?
7. What business situations would worry you most?
8. Do you agree that companies that do not change will not survive?

*Материал для подготовки:*

*Market Leader: Intermediate Business English: course Book / D. Cotton, D. Falvey, S. Kent. - Harlow: Longman, [2000]. Unit 11*

**2\12 Strategy**

**Active Vocabulary:** achieve, implement, develop, employ, goal, objective, tactics, target, shareholder, cost-cutting, rationalization, acquisition, a sell-off, a demerger, disposal, an economy drive.

### **Контрольные вопросы по теме:**

1. What is strategy?
2. Who should be involved in deciding strategy? Why?
3. What is a takeover?
4. What is a joint venture?
5. What is a merger?
6. Why do firms merge?
7. What is an alliance?
8. What strategies can be used by companies to a) get bigger? b) get smaller?  
C) become more efficient?
9. What strategies are likely to result in people losing their jobs?

*Материал для подготовки:*

*Market Leader: Intermediate Business English: course Book / D. Cotton, D. Falvey, S. Kent. - Harlow: Longman, [2000]. Unit 12*

### **2\13 Cultural awareness in business**

**Active Vocabulary:** climate, institutions, ideas and beliefs, cuisine, language, arts, religion, geography, historical events, ceremonies and festivals, misunderstanding, make a good impression, unconscious assumptions, ideas of status, decision-making habits, rules of etiquette

### **Контрольные вопросы по теме:**

1. Why is cultural awareness important for business people?
2. What is important to know when doing business with foreign partners?
3. Why are misunderstandings likely to occur?
4. What is important for a successful conversation?
5. What topics would be suitable for discussion at meals?
6. How will visitors be entertained? Trips? Special events?
7. What gifts would be suitable?
8. Should there be local press and television coverage?
9. Is it necessary to provide an interpreter?

*Материал для подготовки:*

*Market Leader: Intermediate Business English: course Book / D. Cotton, D. Falvey, S. Kent. - Harlow: Longman, [2000]. Unit 13*

### **2\14 Leadership**

**Active Vocabulary:** decisive, flexible, motivating, accessible, driven leader, CEO, ensure, crucial, commitment, cancel, energize people.

### **Контрольные вопросы по теме:**

1. What makes a great leader?
2. Do you think there are differences between men and women leaders?
3. Which modern or historical leaders do you most admire? Why?
4. Which do you admire least? Why?
5. Are people who were leaders at school more likely to be leaders later in life?
6. What are the traits of a good leader?
7. Do you think leaders are born or made?
8. What do you think is the difference between a manager and a leader?
9. As a leader how would you motivate your employees?

*Материал для подготовки:*

*Market Leader: Intermediate Business English: course Book / D. Cotton, D. Falvey, S. Kent. - Harlow: Longman, [2000]. Unit 14*

### **2\15 Competition**

**Active Vocabulary:** competitor, compete, competitive, cope with, make a contribution to, payment on delivery, premium price, profit margin, advertising, intrinsic value.

### **Контрольные вопросы по теме:**

1. What should you focus on to stay ahead of your competitors?
2. Does competition always lead to better products and better value for customers?
3. How can a firm get a competitive advantage?
4. What are the three strategies to gain a competitive advantage?
5. What do you think companies stuck in the middle could do to improve their competitive position?
6. Does advertising play a great role in ensuring the consumer is aware of the intrinsic values of the brand of the company?
7. Does better product necessarily mean cheaper?
8. What do you think of a portfolio of products which include the best brands and the most recognizable packages of your company?
9. Do you buy products that are not market leaders? Why do you buy them?

*Материал для подготовки:*

*Market Leader: Intermediate Business English: course Book / D. Cotton, D. Falvey, S. Kent. - Harlow: Longman, [2000]. Unit 15*

## **2\16 Quality**

**Active Vocabulary:** quality, acquire a different meaning, consistency, lack of defects, excellence, profit margins, stock control balance sheets identified, modified, failed, re-launched, durability, recalled, reliability, tested, launched.

### **Контрольные вопросы по теме:**

1. Do you agree with the saying “You get what you pay for”?
2. What did quality mean in the past??
3. What does quality mean for business people?
4. What essential features do high-quality products have?
5. What are profit margins?
6. What are balance sheets?
7. What is stock control?
8. What words represent the idea of quality?
9. Can you name products that are made according to the idea of quality?

*Материал для подготовки:*

*Market Leader: Intermediate Business English: course Book / D. Cotton, D. Falvey, S. Kent. - Harlow: Longman, [2000]. Unit 16*

## **ПРОМЕЖУТОЧНАЯ АТТЕСТАЦИЯ**

### **Зачет (1 семестр)**

#### **Структура билета:**

1. Сообщение на одну из разговорных тем (2–3 минуты) и ответы на вопросы экзаменатора (без предварительной подготовки).
2. Перевод 5 предложений с русского на английский и 5 предложений с английского на русский (время подготовки - 20 минут).

#### **Список разговорных тем к зачёту:**

1. How does globalization influence business?
2. Advantages and disadvantages of globalization.
3. My favourite brands.
4. Likes and dislikes about traveling.
5. Advertising in business.
6. Good and bad advertising practices.

#### **Список грамматических тем к зачёту:**

1. Present tenses

2. Past tenses
3. Future tenses

**Пример предложений на перевод.**

- 1 The economic situation is already very bad and it is becoming worse.
2. Do you think you will still be working here I 5 years' time?
3. I didn't know what to do when I understood that I had left my purse at home.
4. I have known him for many years, but I have never heard him speak like that before.
5. Why do people do stupid things?

1. Как давно вы живёте в этом городе?
2. Я полагаю, что он очень честный человек.
3. Я ка раз читала ваше письмо, когда вы позвонили.
4. Он положил книги на стол, выключил свет и вышел из комнаты.
5. К 10 часам он уйдет, приходите раньше, если можете.

**Зачет с оценкой (2 семестр)**

**Структура билета:**

1. Сообщение на одну из разговорных тем (2–3 минуты) и ответы на вопросы экзаменатора (без предварительной подготовки).
2. Перевод 5 предложений с русского на английский и 5 предложений с английского на русский (время подготовки - 20 минут).

**Список разговорных тем к зачёту:**

1. How does globalization influence business?
2. Advantages and disadvantages of globalization.
3. My favourite brands.
4. Likes and dislikes about traveling.
5. Advertising in business.
6. Good and bad advertising practices.
7. Employment.
8. Trade.

9. Innovation.
10. Organization.
11. Work and family.
12. Export success.

### **Список грамматических тем к зачёту:**

1. Passive Voice.
2. Conditionals.

### **Пример предложений на перевод.**

1. If you were a man you would never speak to her again.
2. We would have signed the contract if they had given us a good discount.
3. She was brought the news of their success yesterday evening.
4. A fool and his money are soon parted.
5. Your prompt answer will be appreciated by us.

1. Если бы я был врачом, я бы обязательно вылечил всех людей.
2. Детей часто водят в цирк и в театр.
3. Экзамен принимают в аудитории 405.
4. На твоём месте я бы больше времени уделял занятиям.
5. Комната была наполнена дымом.

### **Зачет (3 семестр)**

1. Сообщение на одну из разговорных тем (2–3 минуты) и ответы на вопросы экзаменатора (без предварительной подготовки).

### **Список разговорных тем к зачёту:**

1. Your attitude towards money.
2. Ethics at work.
3. Unethical activities at work.
4. Attitudes to change in general and at work.
5. Business strategy.
6. The advantages and disadvantages of a merger.



## **Экзамен (4 семестр)**

### **Структура билета:**

1. Пересказ английского текста соответствующей трудности (время подготовки - 20 минут).

2. Перевод 5 предложений с русского на английский и 5 предложений с английского на русский (время подготовки - 20 минут).

3. Сообщение на одну из предлагаемых экзаменатором разговорных тем (5 минут) и ответы на уточняющие вопросы экзаменатора без предварительной подготовки.

### **Список разговорных тем к экзамену:**

1. How does globalization influence business?
2. Advantages and disadvantages of globalization.
3. My favourite brands.
4. Likes and dislikes about traveling.
5. Advertising in business.
6. Good and bad advertising practices.
7. Employment.
8. Trade.
9. Innovation.
10. Organization.
11. Work and family.
12. Export success.
13. Your attitude towards money.
14. Ethics at work.
15. Unethical activities at work.
16. Attitudes to change in general and at work.
17. Business strategy.
18. The advantages and disadvantages of a merger.

### **Список грамматических тем к экзамену:**

1. Present tenses
2. Past tenses

3. Future tenses
4. Passive Voice
5. Conditionals
6. Modal verbs
7. The Infinitive
8. The Gerund

## *Экзаменационные билеты*

### **Билет №1**

#### **1. Render the text:**

Globalization may have helped to hold down inflation, but it has also raised some new dilemmas for central banks. Most notably, should they cut interest rates to stop inflation falling below their usual target in response to a boost to global supply – which is how they would deal with falling inflation caused by a slump in demand – or should they accept a lower rate of inflation? Most central banks aim for inflation rate of close to 2%, in the belief that too little inflation can be as harmful as too much of it.

Real interest rates in the past few years have remained lower for longer than at any other time during the past half-century. Despite recent tightening by central banks, average real short-term rates and bond yields in the developed economies are still well below normal levels. Most commentators have concluded that a new era of cheaper money has arrived.

Yet globalization might have been expected to raise, not lower, the world's natural rate of interest, i.e., the rate that is consistent with long-run price stability and also ensures that saving equals investment. In theory, the long-term real equilibrium interest rate should be equal to the marginal return on capital. And the opening up of emerging economies has increased the ration of global labour to capital, raising the return on capital, so real interest rates should rise, not fall.

Another way to look at this is that real interest rates should be roughly the same as the trend rate of GDP growth (a proxy for the return on capital). If greater economic and financial integration leads to a more efficient use of labour and capital, economic growth will be faster, which again means that real interest rates should rise. So why have they been so low?

Analysts have put forward two main explanations for the low level of real bond yields in recent years. The first is that high saving (in relation to investment) by Asian economies and Middle East oil exporters has caused a global saving glut, pushing down yields.

A second explanation is that excess liquidity has pushed up the price of all assets, including bonds. This excess liquidity has not pushed up conventional inflation (thanks largely to cheap Chinese goods), but has fed into a series of asset-price bubbles around the world.

#### **2. Translate the sentences:**

1. Если бы ты был более сообразительным, ты бы не получал плохих оценок.
2. Он не настаивал на получении высокой отметки.
3. Он когда-нибудь видел, как мама шьет одежду? – Ходят слухи, что такую одежду запретят носить в школу.
4. Я займусь работой над статьёй, если все отчёты будут готовы.
5. Тебе когда-нибудь приходилось сдавать экзамены несколько раз?

6. Have you had your house painted yet? – I know someone to rely on this matter. The young scientist was paid attention to. – They can't have failed to praise him. – They spoke to him for making him write a new textbook.
7. They were being looked at with great interest when they entered the room. – I happened to have met with them.
8. When asked a direct question, he didn't know what to say. - Generally speaking, he had no sooner made up his mind than journalists burst out laughing.
9. You wouldn't have caught a cold, if you have followed your mother's advice. – Her idea that I should wear a scarf irritates me.

### **3. Speak on the topic suggested**

#### **Билет №2**

##### **1. Render the text:**

Why are some corporate leaders more likely than others to pursue mergers and acquisitions? This question has long puzzled financial theorists, since the nearly universal conclusion of past research is that mergers and acquisitions have poor odds of success.

If we assume that chief executives act rationally, as most theorists have done, it is difficult to explain why so many mergers and acquisitions take place. But what if at least some chief executives act irrationally? That was the question posed by a recent study, which looked to see whether mergers and acquisitions are being disproportionately pursued by corporate leaders with the arrogance to believe they can beat the odds.

The study was to be carried out by two American professors, who had to find observable behaviour that was unambiguous evidence of overconfidence.

The professors studied a database of 400 of the largest publicly traded corporations. The researchers divided the companies in this database into two groups according to the timing of a chief executive's decision to cash in his stock options. They found a big difference. The group containing companies led by overconfident leader was 1.65 times more likely than the control group to merge with or acquire another company.

This would be compelling evidence that chief executive overconfidence is a major cause of mergers and acquisitions, but they found more. A telling result emerged when the professors focused on what is referred to as diversifying mergers and acquisitions. These occur when the target firm is in a different industry than the acquiring firm. Diversifying mergers and acquisitions have a poor track record, and investors usually react negatively to them. The professors suspected that it takes a chief executive with a lot of arrogance to proceed in the face of the poor odds, and those chief executives were 2.54 times more likely to pursue a diversifying merger or acquisition than those in the control group.

##### **2. Translate the sentences:**

1. Тебе всегда приходится работать по выходным, правда?
2. А разве родственники возражают против того, чтобы навещать нас?
3. Пока мне не починят принтер, я ничего не буду делать. – Оказалось, что вся техника была сломана.

4. На вашем месте я бы не был с ним так откровенен.
5. Ему удалось уйти не попрощавшись.
6. I want to have my health examined for making this dangerous journey.
7. The man was lost sight of. – You can't have failed to miss him.
8. To begin with, hardly had I looked down when I noticed something strange.
9. When I got up the piano was being played too loudly. – They happened to be preparing for the concert. – I was disappointed at them not having been invited to take part in the concert.
10. Where would he have gone if he had been sacked?

### **3. Speak on the topic suggested**

#### **Билет №3**

##### **1. Render the text:**

If you are worried about the environment, you might buy organic food; if you want to help poor farmers, you can do your bit by buying Fairtrade products; or you can express a dislike of evil multinational companies and rampant globalization by buying only local produce. And the best thing is that shopping is fun; so you can do good and enjoy yourself at the same time. Sadly, but it is not that easy. There are good reasons to doubt the claims made about three of the most popular varieties of “*ethical food*”: organic food, Fairtrade food and local food. People who want to make the world a better place cannot do so by shifting their shopping habits: transforming the planet requires duller disciplines, like politics.

Organic food, which is grown without man-made pesticides and fertilizers, is generally assumed to be more environmentally friendly than conventional intensive farming, which is heavily reliant on chemical inputs. But it all depends on what you mean by “*environmentally friendly*”. Farming is inherently bad for the environment since the result has been deforestation on a massive scale.

Fairtrade food is designed to raise poor farmer's incomes. It is sold at a higher price than ordinary food, with a subsidy passed back to the farmer. But prices of agricultural commodities are low because of overproduction.

Surely the case for local food, produced as close as possible to the consumer in order to minimize “food miles” and, by extension, carbon emission, is clear? Surprisingly not. A study of Britain's foods system found that nearly half of food-vehicle miles were driven by cars going to and from the shops, therefore more local food could mean more food-vehicle miles. And what is more, once the energy used in the production as well as transport is taken into account, local food may turn out to be even less green.

So, what should the ethically minded consumer do? Real changes will require action by governments, in the form of a global carbon tax; reform of the world trade system; and the abolition of the agricultural tariffs and subsidies. But these changes will come about only through difficult, international, political deals that the world's governments have so far failed to do.

##### **2. Translate the sentences:**

1. Достаточно ли она внимательна, чтобы обратить на это внимание?
2. Почему мама подозревала, что оставила зонт в трамвае? – Помнишь, как она искала его в прошлый раз, а сама забыла взять его с дачи. – Вместо того, чтобы смеяться, лучше помоги.
3. Работа была бы испорчена, если бы мы не приняли срочных мер.
4. Не может быть, чтобы ты никогда о нём не слышал.
5. Я видела, как ей подарили серьги.
6. Don't come in, the room is being aired now. – I've never heard of his letting anyone use his house for the party.
7. I want to get the grass cut. – I don't think there remains much to be done in your garden.
8. In school I was often found faults with. – You must have failed to make friends with the others. - It is impossible to get on well with people without being kind to them.
9. Phil wouldn't have told her anything unless he had known her better.
10. Strictly speaking, hardly had I opened my mouth when she interrupted me.

### **3. Speak on the topic suggested**

#### **Билет №4**

##### **1. Render the text:**

The basic strategy planning decisions for advertising and sales promotion are the same regardless of where in the world the target market is located. However, the look and feel of advertising and sales promotion vary a lot in different countries, in part because choices available to a marketing manager within each of the decision areas may vary dramatically from one country to another.

The target audience for advertising may be illiterate – making printed ads useless. Commercial television may not be available. If it is, government rules or censors may place severe limits on the type of advertising permitted or when ads can be shown. Radio broadcasts in a market area may not be in the target market's language. Access to interactive media like the Internet may be nonexistent. Cultural, social and behavioral influences may limit what type of ad message can be communicated. Ad agencies who already know a nation's unique advertising environment may be unwilling to cooperate.

International dimensions may also have a significant impact on sales promotion alternatives. For example, in countries with a large number of very small retailers some types of trade promotion are difficult, or even impossible, to manage. A typical Japanese grocery retailer with only 200 square feet of space, for example, does not have room for any special end-of-aisle displays. Consumer promotions may be affected too. Polish consumers, for example, are skeptical about product samples; they don't have a lot of experience with sampling and they figure that if it is free something is amiss. In some developing nations samples cannot be distributed through the mail – because they are routinely stolen from mailboxes before they ever get to the target customer. Similarly, coupons won't work unless consumer can redeem them, and in some regions there are no facilitators to help with that effort.

As economy grows, advertising becomes more important, because more consumers have income and advertising can get results. But good advertising costs money. And spending on

advertising is significant. During the last decade the rate of advertising spending in many parts of the world has increased much more rapidly than in the previous years. For example, advertising in the US accounts for roughly 45 percent of worldwide ad spending, in Europe it accounts for 27 percent, and in Asia about 25 percent.

While total spending on advertising seems high, it represents a small portion of what people pay for the goods and services they buy. US corporations, for example, spend on average only 2.5 percent of their sales dollar on advertising. Worldwide the percentage is even smaller.

## **2. Translate the sentences:**

1. Как это ты смог догнать автобус? – Должно быть, ты бежал очень быстро.
2. Она продолжала смеяться еще долго, даже когда мы перешли к обсуждению другой темы.
3. Она видела, как он зашел в кабинет дантиста.
4. Если бы он не подвёл меня, я бы сделал работу за неделю.
5. Терпеть не могу, когда над кем-нибудь смеются.
6. If Graham hadn't been revising all night, he wouldn't have passed the test. – Were you not so impatient, you'd find the task less tiresome.
7. The safety of workers wasn't provided for. The company will become a bankrupt on account of spending so much money.
8. Hardly had his mother noticed his condition when the doctor was sent for.
9. When we came, some serious matters were being discussed. – I happened to have heard about them before.
10. Why do people have their own photographs taken? – When you know a professional to trust to, why not ask him for help? – You should have learnt how to take pictures.

## **2. Speak on the topic suggested**

### **Билет №5**

#### **1. Render the text:**

Although the Latin root “quails” simply means “of what sort”, we have become accustomed to using the term “quality” to describe excellence and a high degree of value. Expert definitions tend to be more cautious, linking the state of quality to certain prior expectations: quality is – “the capacity of an article or service to fulfill specific requirements”. For Mercedes-Benz the requirement in question is the uncompromising fulfillment of the customer’s wishes.

There is objective and subjective quality. Objective quality can be measured, for example in terms of a commercial vehicle’s operating costs, service life and reliability. Subjective quality is the impression gained by the individual observer. Related to the car, this would extend to such intangible characteristics as stylistic appeal, value, prestige, comfort and safety.

The concept of quality in the Mercedes-Benz sense of the term encompasses much more than the product and the manufacturing process: it covers the entire field of corporate quality, which is ultimately manifested in the way the Mercedes-Benz trademark is experienced by its customers. Tangible quality is also closely linked with the competence and motivation of the company’s employees. Quality cannot be dictated by decree: it must begin in the minds of the workforce. In the automotive sector today, state-of-the-art processes and technologies are available to all manufacturers. The question as to how these instruments are put to use is becoming increasingly important.

The foundation of Mercedes-Benz quality programmes is “total quality management”, or TQM for short. As this term implies, we are dealing not merely with the product itself, but with all services and

processes throughout the company – whether it be in the administrative or the technical field. The word “quality”, as already indicated, implies fulfilment of the highest expectations of the most demanding customer.

“Management” provides the framework within which the highest level of quality is to be attained. This extends to communication, free flow of information and a working atmosphere characterized by openness and trust. All employees must regard “total quality” as a matter of personal concern.

## 2. Translate the sentences:

1. Будет ли Катя с нетерпением ждать перехода на новую работу?
2. Она уволилась, никого не предупредив.
3. Если бы я купил билеты заранее, я бы вас сейчас не беспокоил.
4. Неужели вы уже сделали ремонт?
5. Я случайно видел, как она зашла в офис.
6. He hasn't been heard of since he left.
7. He won't stop arguing until interrupted. – Generally speaking, no sooner had he been given a chance to tell the story, he bored us to death.
8. If Martha might have been persuaded to join us, we wouldn't have quarreled.
9. The letter was being typed when the boss phoned.
10. I'm looking forward to having a break.

## 3. Speak on the topic suggested

### Билет №6

#### 1. Render the text:

Some readers may be thinking, “Sure, human resource decisions are important, but aren't they made by people in human resource departments? These aren't decisions that all managers are involved in.”

It's true that, in large organizations, a number of the activities grouped under the label human resource management (HRM) often are done by specialists in personnel or human resources. However, not all managers work in organizations that have formal human resource departments, and those who do still must engage in some human resource active ties. For instance, small-business managers are one example of individuals who frequently must do their hiring without the assistance of a human resource department. Even managers in billion-dollar corporations are involved in recruiting employee candidates, reviewing application forms, interviewing applicants, orienting new employees, appraising employee performance, making decisions about employee training, and providing career advice to subordinates. Whether or not an organization has a formal human resources department, **every** manager is involved with human resource decisions in his or her area. In addition, many organizations have begun to recognize the important role that employees play in organizational success and have committed themselves to strong HRM departments responsible for developing effective HRM practices. The HRM departments in these organizations are moving away from their traditional responsibilities of simple personnel administration to a more central role in establishing and implementing

organizational strategy. The strategic importance of the human resource management function is becoming evident.

## 2. Translate the sentences:

1. Анна говорит, что ей до смерти надоело работать с бумагами.
2. Он недостаточно храбр, чтобы идти один.
3. Если бы я знал об этом раньше, я бы предупредил вас.
4. Он плох в решении задач.
5. Никогда не слышал, чтобы он читал стихи.
6. He is interested in developing his project.
7. I remember his jokes were often laughed at. – I happened to know him in my youth. – But my brother couldn't stand him joking.
8. If you hadn't had a good rest, you would have broken down. – Doctors suggested that I should go to the country.
9. Old clothes were disposed of. – You can't have thrown away my favorite T-shirt!
10. They wanted to keep playing! – I don't think there is much to be achieved by crying.

## 3. Speak on the topic suggested

### Билет №7

#### 1. Render the text:

The big thing for the manager in the coming years is going to be a little thing. Or rather lots of little things. The smart concept that will shape thinking on management and business will be detail – breaking large things down into small parts. Grand global strategies will be desperately out of fashion. Instead, companies will respond to competitive market in two ways: by concentrating on efficiency and by exploiting local markets. Both involve attention to detail.

However, in this new world managers won't talk about detail. The word they will throw around with casual ease will be "granularity". Granularity refers to the size of the components – the smaller the parts the greater the granularity, and therefore the greater the flexibility of the whole. This idea will be seized on by managers and applied to all aspects of their business. Granularity will be good. This will have implications for the management of a company. As it will be the little picture that counts, the charismatic strategic leader will be out of a job. The quiet leader, who was strong on coaching and motivating and who has been in steady demand for years, is also going to have to take a back seat.

Instead, the middle manager will make a comeback. Some companies will start putting back some of the managers they have spent the past 15 years sacking. They won't call it relayering. They will justify it in terms of making the business more granular, more local, more efficient, more responsive.

The emphasis on detail will be echoed in a movement towards insourcing. Companies will stop simplifying their organizations, shedding all activities they don't deem "core". They will adopt a more complicated approach, taking back in house all the activities which have not been performed well enough by the companies they outsourced them to. The emphasis on detail will play into hands of finance directors, who will reclaim the position of the most important person in the company. The International Financial Reporting Standards, new regulation, tougher



corporate governance standards will all be good for the finance director. He is the only person who understands the rules.

## 2. Translate the sentences:

1. Если бы вы прочитали эту книгу, вы бы могли ответить на мои вопросы.
2. Он наблюдал, как мы разжигали костер из сухого дерева.
3. Он слишком хороший спортсмен, чтобы устать от пары миль.
4. Я не умел готовить в юности. – Должно быть, бабушка не научила тебя.
5. Я никогда в жизни не возражала против его звонков – Я пыталась объяснить ему это, но не смогла.
6. If I were him I wouldn't have arranged this exhibition.
7. This book has never been referred to. – The topic of this book turned out to have lost its importance. –
8. It's worth revising for the exams.
9. Eliza, as she did on most days, had her coffee and a sandwich brought in. – She'd better find another person to take care of her.
10. His manners mustn't be put up with. – Can you have failed to talk to him about his behavior? – I haven't done it for the fear of hurting him.

## 3. Speak on the topic suggested

### Билет №8

#### 1. Render the text:

Now there are signs that the market is splitting. In financial services, perhaps America's fastest-growing industry over the past 25 years, it has split already. The bubble market of the 1990s, with its frantic day-trading in high-tech stocks, belonged mainly to people who were under their 45s. But the customers in the markets for investments, such as mutual funds, tend to be over fifty, and that market has also been growing apace. The fastest-growing industry in any developed country may turn out to be the continuing education of already well-educated adults, which is based on values that are all but incompatible with those of the youth culture.

But it is also conceivable that some youth markets will be exceedingly profitable. In the coastal cities of China middle-class families are now reported to spend more on their one child than earlier middle-class families spent on their four or five children together. This seems to be true in Japan too. Many American families are spending heavily on the education of their single child, mainly by moving to expensive suburb neighborhoods with good schools. But this new luxury youth market is quite different from the homogeneous mass market of the past 50 years.

In future there will almost certainly be two distinct groups of workforce, made up of the under-50s and the over-50s respectively. The younger group will need a steady income from a permanent job, or at least a succession of full-time jobs. The rapidly growing older group will have much more choice, and will be able to combine traditional jobs, non-conventional jobs and leisure in whatever proportion suits them best.

The second reason for the split is a shrinking life expectancy for businesses and organizations of all kinds. In the past, employing organizations have outlived employees. In future, employees, and especially knowledge workers, will increasingly outlive even successful organizations.

“Second career” and “second half of one’s life” have already become buzzwords in America. Employees don’t stop working upon retirement.

“Early retirement to keep on working” is particularly common among knowledge workers that will become the largest single group of people in America from about 2030.

## **2. Translate the sentences:**

1. Кто не умеет говорить по-английски? – Неужели вы так плохо занимались в школе?
2. Медсестра преуспела в том, что улыбалась больным.
3. Я требую, чтобы работа была поручена другому человеку.
4. Он слишком жаден, чтобы оказать помощь по-настоящему.
5. Случилось так, что я видел, как ваши детки ломали скамейку в парке.
6. At last she had her name written on the wall of the office. – There was something else to be done before starting the business.
7. If I had been asked to give my opinion at the moment, I wouldn't have been able to answer
8. You'd better have applied to your friend.
9. The child wasn't looked after very well. – Can they have failed to feed him? – In spite of their feeding him, the child remained hungry.
10. The new film is much spoken about – I happen to have two tickets to the cinema – I remember your asking me out twice this week.

## **3. Speak on the topic suggested**

### **Билет №9**

#### **1. Render the text:**

When, in the late 1980s, companies devoted lots of effort to worrying about the environment, they told themselves that being clean and green was also a route to being profitable. In the same way, they now hope that virtue will bring financial, as well as spiritual, rewards. Environmental controls can, for instance, often be installed more cheaply than companies expect. Ed Freeman, who teaches ethics at the Darden Business School at the University of Virginia recalls how the senior executive of a big chemical company announced that he wanted “zero pollution”. His engineers were horrified. Three weeks later, they returned to admit that they could end pollution and save money. “The conflict between ethics and business may be a lot less than we think”, he argues.

Most academic studies of the association between responsible corporate ethics and profitability suggest that the two will often go together. Researchers have managed to show that more ethically sensitive sales staff perform better (at least in America; the opposite appears to be the case in Taiwan); that share prices decline after reports of unethical conduct; and that companies which state an ethical

commitment to stakeholders in their annual reports do better financially. But proving a causal link is well-nigh impossible.

What of the growing band of ethical investors? “I don’t know of a single one of these funds which looks at the effectiveness of a company’s internal ethics programme”, says the EOA’s Mr. Petry, sadly. So, a defense firm scores bad mark for being in a nasty industry, but no offsetting good marks for having an elaborate compliance programme.

And then there is the impact on employees. It may be true that they like working for ethically responsible companies. But, says Stanford’s Mr Hanson, “I see a lot of my graduate students leaving jobs in not-for-profits to go and work for dot.coms”. Few dot.coms would know a corporate ethics code if it fell on their heads. Small firms, in particular, pay far less attention than bigger rivals to normalizing ethical issues and to worrying about their social responsibilities. Yet employment is growing in small companies and falling in big ones.

There may still be two good reasons for companies to worry about their ethical reputation. One is anticipation: bad behaviour, once it stirs up a public fuss, may provoke legislation that companies will find more irksome than self-restraint. The other, more crucial, is trust. A company that is not trusted by its employees, partners and customers will suffer. In an electronic world, where businesses are geographically far from their customers, a reputation for trust may become even more important. Ultimately, though, companies may have to accept that virtue is sometimes its own reward. One of the eternal truths of morality has been that the bad do not always do badly and the good do not always do well.

## **2. Translate the sentences:**

1. Вы бы не жаловались сейчас на головную боль, если бы не отказались пойти с нами погулять. -
2. Достаточно ли она начитана, чтобы участвовать в конкурсе?
3. Она была разочарована тем, как он вел себя на собрании.
4. He also had his hair dyed black. – There is something in his appearance to hook you now. – He was to have played the role of in a performance.
5. He stopped as if struck by some idea – To be frank, no sooner had the idea come to him that he rejected it.
6. The children will be looked after well here – This nursery school turns out to be better than I expected – They insist on the parents attending classes with children.
7. The missing child is being looked for now.
8. He prevented the thief from leaving the bank.
9. The boat was soon lost sight of.
10. Can he have been reading this book for a month?

## **3. Speak on the topic suggested**

### **Билет №10**

#### **1. Render the text:**

Campaigners for working parents are celebrating. Finally, after more than two decades, they have a green paper which honestly and sensibly confronts a debate about maternity and paternity leave.

Britain has been left behind in Europe; many countries have long passed us in the provisions made for new parents to care for their children. This is despite Britain having some of the highest rates of female participation in the labour market. The cost to the quality of family life and the well being of

babies is obvious. The message from the Labour Government is clear: no change is not an option. That will help focus the minds of those businesses that persist in opposing any improvement.

There are plenty of other goodies in this Christmas stocking – indeed something for everyone as usual with New Labour. They include the outlines of a package carefully designed to keep everyone happy. The details include: an increase in statutory maternity pay (SMP) from £60.20 to around £100 a week, or an extension of maternity leave up to a year; men get two weeks paid paternity leave; on the business side, firms will get a generous exemption scheme on flexible working rights, plus plenty of help on administration costs and recruiting replacements to cover for maternity leave.

This is all a huge step change in government thinking, because only a few years ago the government laughed at the idea of paid paternity leave. But there are some disturbing weaknesses with the proposals. The most depressing is that it presents increasing SMP and lengthening leave as either/or alternatives. But one without the other is useless; women need longer leave, yet they will not take it unless they can afford it. The paper took a very poor view of extending earnings-related pay (which currently covers the first six weeks of maternity leave), arguing that it would benefit the better off – which sounds as if it comes straight from the Treasury.

Also disappointing is the fact that the paper is noticeably hesitant on the key issue of flexible hours on return to work. This is where parents' interests and those of business most clearly clash. Business is angry at the possibility, arguing that if it became law, it would cause serious damage to small companies. The government has recognised business's worries, and the whole document is directed towards winning over business: its subtitle is "competitiveness and choice". One of the first chapters is devoted to the benefits to business of improving provision. At the press conference the Minister for women said: "This is not an old-fashioned argument about rights but about the bottom line". She is wrong. This is an argument primarily about rights – the rights of babies and those who care for them. Those rights come from respect for the next generation and for those who have the responsibilities of raising small children.

## **2. Translate the sentences:**

1. Им придётся отложить свадьбу.
2. Зачем ты обвинил наших соседей в ограблении гаража?
3. Они поздравили его с получением водительских прав.
4. На вашем месте я заставил бы его выполнять свою работу как следует
5. Джон сказал, что он недостаточно богат, чтобы оплатить свадьбу.
6. All the terms were agreed on. – You must have failed to discuss the prices.
7. If doctors had been able to reach her in time, she would not have got to hospital.
8. They should have fallen asleep half an hour ago.
9. The house wasn't lived in. – I happened to be passing by it when I saw a light in the window. – I don't mind anyone living there.
10. Joking aside, hardly had he asked me about the loan, when I refused. – I stood looking at him, my mouth shut.

## **3. Speak on the topic suggested**

## 1. Render the text:

In an economy in which payment by check has become generally accepted in business transactions, the borrower from a bank no longer requires his loan to be in the form of currency. The standard procedure today when a loan application is approved is for the bank to credit the borrower's checking account.

The bank, when it makes a loan, expects the borrower to spend the money very quickly, for no one borrows money and pays interest on it just to hold it idle in the bank. An ordinary commercial loan will be spent completely within two weeks, and other loans even more rapidly. When the borrower spends the proceeds of his loan, these results in an unfavorable clearinghouse balance for the bank, that is, more checks clear against the bank than clear in its favor. The effect of the clearing of checks drawn on new deposits is to lower the bank's cash assets and to eliminate the new deposit account set up by the loan.

Thus, the final effect of the loan of deposit credit by any bank appears to the banker as an increase in loans and decrease in cash, with demand deposits increasing only temporarily. In effect, it is said: "when a bank makes a loan, it loses an equivalent volume of idle cash. Therefore, no creation of money is involved, but merely a transfer from the bank to the borrower."

If a bank has idle funds for which it cannot find loan customers, it will generally invest them in securities to maintain earnings. Banks normally invest some part of their funds in securities in any case to achieve diversification and to secure easily liquidated earning assets. But once these objectives are attained loans are usually preferred because they carry a higher rate of interest. The purchase of securities by banks is in essence identical with the granting of loans and has identical effects on the volume of deposits. A security, after all, is nothing more than a loan form printed by the borrower rather than one typed by the bank.

However, the new money exists in the deposit account of the borrowing corporation or government at its own bank. It will soon move on to the other banks as the borrowers spend, but only concern at this stage is to see clearly that this money exists in the economy and that it exists because a bank extended credit. No other extension of credit involves more than a transfer of funds, but a bank's credit extension involves the creation of new funds.

## 2. Translate the sentences:

1. Причина отъезда слишком серьёзная, чтобы остаться.
2. Он не мог не сдержать свое обещание. – Ты привык рассчитывать на других.
3. Откуда он смог знать о наших планах? - Не может быть, чтобы он прочитал наши мысли.
4. Я бы с вами сейчас не спорил, если бы это было мое личное мнение.
5. Я не слышала, как дети вышли из дома.
6. If she hadn't pushed her brother, he wouldn't have fallen over and broken his arm. – I'd rather go and call the doctor.
7. Now she has no pet to take care of. – She should have taken a cat, they are so cute.
8. This new discovery was paid attention to. – He turned out to be a great scientist. – It's impossible to understand his ideas without his books being read.
9. Properly speaking, no sooner had someone knocked the door when she wiped the tears away.
10. You will be laughed at if you put on this suite. Without trying the suit on you will never understand if it fits you.

## 3. Speak on the topic suggested

Билет №12

### 1. Render the text:

The term "credit" has been defined in a great variety of ways. Broadly defined, credit is the power to get goods in exchange by giving a promise or contract to deliver an equivalent at some future time.

In short, credit is the promise to pay money for a person who buys anything with credit, really buys with money, the payment being deferred.

In other words, to get credit is to obtain a transfer to one's self of commodities under an obligation (variously expressed, according to different habits and circumstances) to return an equivalent amount at fixed date in the future. It is desirable to distinguish between credit and the form (credit instruments). The actual transfer of goods is the essential economic part of the credit operation; the promissory notes, drafts, bills of exchange; book entries are merely the evidences of the credit transactions which have been used to facilitate repayment. So naturally our credit system has developed that very few persons realize that our present economic life moves forward primarily on a credit basis. People make use of checks without knowing that they are using a credit instrument. They patronize banks and money lenders; buy commodities on the installment plan; purchase groceries under an agreement to pay for them at the end of the month; they have charge accounts at department stores. Indeed, credit has become so much a matter of habits that we seldom give thought to it.

Although it seems clear that futurity is the distinctive factor in credit, while confidence lies at the basis of the granting of credit.

The word "credit" is derived from "credere" meaning, "to have confidence". In credit transactions the merchant, the money lender must have the confidence in the ability and willingness of the buyer, borrower, and client to pay, or they must have confidence in the security, which is put up to guarantee payment.

The factors that are usually investigated may be grouped in two general classes: 1) pertaining to the man, 2) pertaining to the business.

## **2. Translate the sentences:**

1. Вы хотите, чтобы доктор проверил ваше зрение?
2. Если бы она не была так застенчива, она бы принимала участие в этом концерте.
3. Он не сумел провести жизнь спокойно.
4. Она одобрила то, что я отвечал уверенно. – Я не помню, чтобы когда-либо раньше так хорошо рассказывал.
5. Вместо того чтобы бездельничать, уберитесь в офисе.
6. Every penny must be accounted for. – I seem to have lost 300 dollars. – I object to you wasting money like that.
7. If I were you, I would have chosen some other date for the party.
8. I am not the person to be addressed to in such a way. – You must have forgotten who I am.
9. That decision was strongly insisted on.
10. Needless to say, hardly had the stranger disappeared round the corner when she remembered meeting him once.

## **3. Speak on the topic suggested**

## Билет №13

### 1. Render the text:

Unsuccessful companies may collapse, go out of business, or go bankrupt. Bankruptcy is a legally declared inability or impairment of ability of an individual or organization to pay their creditors. Creditors may *file bankruptcy* for a debtor in an effort to recoup a portion of what they are owed. In the majority of cases, bankruptcy is initiated by the debtor.

The primary purpose of bankruptcy is to give an honest debtor a "fresh start" in life by relieving the debtor of most debts, and to repay creditors in an orderly manner to the extent that the debtor has the means available for payment.

In the United Kingdom, bankruptcy (in a strict legal sense) relates only to individuals and partnerships. Companies and other corporations enter into differently-named legal *insolvency* procedures: *liquidation*, *administration* (*administration order* and *administrative receivership*).

When a company or partnership gets into financial trouble an *administrator* or *administrative receiver* may be appointed. An administrator's primary goal is to rescue the company as a going concern. If this isn't possible, the administrator will try to get a better result for the creditors than would be possible if the company was *wound up*. If neither of these is possible, the administrator will sell the company's property to make at least a partial payment to one or more secured or preferential creditors, such as employees or the bank.

An *administrative receiver* is an insolvency practitioner who has control of the whole, or a substantial part, of the company's property and wide powers over the business. The administrative receiver is mainly concerned with getting back the money owed to the secured creditor. The administrative receiver may sell the assets piecemeal, or sell the whole business as a going concern to pay off the secured creditor, and the costs of the receivership.

If a company cannot be rescued, it is *wound up*, with the receivers or administrators selling what they can to pay off the debts. A company in this situation *goes into liquidation* and is then *in liquidation*. The receivers or administrators are in this case *liquidators* of the company. A company unable to pay its debts is *insolvent*.

### 2. Translate the sentences:

1. Достаточно ли тепло чтобы гулять?
2. По выходным я привык рано вставать, пить кофе и просматривать прессу.
3. Им придётся сократить визит, правда? – Должно быть, произошли такие-то неприятности.
4. Он никогда не слышал, чтобы она упоминала об этих фото.
5. Эту выставку стоит посмотреть, не так ли? – Мы старались достать билеты, но народу было слишком много. Попробуй заказать в интернете.
6. If she had not provided them with the information, they might have fired her.
7. Lizzy can't talk right now. She's having her hair cut by the barber at the moment. – She has no taste to rely on. – She should have visited the beauty saloon.
8. The weather can't be relied on. – Can you have failed to take an umbrella? – I left without my mother reminding me of it.
9. This is the first time he has driven a car.
10. His remark was taken no notice of.

### 3. Speak on the topic suggested

## Билет №14

### 1. Render the text:

Dell is one of the most successful and profitable computer corporations in history. It has been known for its innovative customer service and product custom configuration. As it continues to grow, it is faced with the challenge of how to maintain its customer relationships and inventory management, while continuing to meet the demands and requirements of its customers.

The computer industry encompasses computer software, computer hardware, as well as the production of computer components, assembly, logistics distribution, sales, marketing, and the provision of information technology services. Dell is in the business of manufacturing computers and servers.

Dell operates in an industry in which there are rapid technological advances in hardware, software, and service offerings and face on-going product and price competition in all areas of our business from branded and generic competitors. Dell competes based on its ability to offer profitable and competitive solutions to its customers that provide the most current and desired product features as well as customer service, quality, and reliability. This is enabled by its direct relationships with customers, which allow Dell to recognize changing customer needs faster than other companies. This connection with its customers allows Dell to best serve customer needs and offers us a competitive advantage.

Technology companies grow by expanding product offerings and penetrating new geographies. To achieve this growth, companies innovate and will also lower price. Dell's ability to maintain or gain share is predicated on its ability to be competitive on product features and functionality, geographic penetration, and pricing. Additionally, its efforts to balance its mix of products and services to optimize profitability, liquidity, and growth may put pressure on its industry unit share position in the short-term. At the end of Fiscal 2009, Dell remained the number one supplier of computer systems in the U.S. and the number two supplier worldwide.

### 2. Translate the sentences:

1. Если бы мы знали, что он будет делать доклад по-немецки, мы ни за что не остались бы.
2. Кто обычно возражает против путешествий самолетом? – Я боюсь лететь завтра в командировку, так как боюсь упасть. – Есть ли смысл в том, чтобы поехать на поезде?
3. Могу ли я положиться на то, что Вы придёте без опозданий? – Если не можете проснуться вовремя, отдайте будильник в ремонт! – Известно, что вы уже трижды проспали.
4. Открыв окно, ей удастся выбраться, если её никто не заметит.
5. Почему тебе всегда приходится повторять всё дважды? - Должно быть, ты неправильно объяснил мне с первого раза. – Как мне еще объяснить, чтобы ты понял?
6. If I hadn't known him so well, I would have believed it.
7. Soon the road was lost sight of. – We happened to be driving past some distant villages.
8. To put it in a nutshell, no sooner had I learned this rule than the teacher gave us a test.
9. Will you have your party catered, or are you going to cook all the food yourself? – It isn't a question to be discussed here.



10. The doctor has just been sent for. Instead of the doctor prescribing him medicine, the patient could have kept a diet.

### 3. Speak on the topic suggested

## Билет №15

### 1. Render the text:

The money that a business spends in order to produce goods or services is its *costs*. Costs are also referred to as *expenses* or *expenditure*. Planned expenditure is shown, *budgeted*, or *budgeted for* in a *budget*.

*Fixed costs* do not change when production goes up or down. Thus, regardless of the number of units produced and sold, the fixed costs remain the same. Examples of fixed costs are rent on equipment, utility costs, and research and development costs.

*Variable costs* refer to the costs that are associated directly with the number of units of product that are produced. For example, the materials used in making a product are considered variable costs of a product. The more products produced, the greater the costs incurred. Thus, variable costs are costs of a production process that increase or decrease along with changes in level of production, as opposed to fixed costs.

*Direct costs* are directly related to the things produced. In manufacturing, for example direct costs include raw materials and wages and *indirect costs* may include things like social security charges on top of the wages.

*Operating costs*, also known as *overhead costs* or *overheads*, are the costs which are additional to the direct costs of manufacturing or of providing services. They usually cover all the regular non-production costs of running a business, such as salaries and telephone bills, and can be extended, for example, to include the cost of marketing and R&D activities.

Spend, until recently only used as a verb, is now also used as a noun in expressions like *marketing spend* and in noun compounds like *overspend*.

When more units of a product or a service can be produced on a larger scale, yet with less input costs, *economies of scale* are said to be achieved. Alternatively, this means that as a company grows and production units increase, a company will have a better chance to decrease its costs. Typically, a company that achieves economies of scale lowers the average *cost per unit* through increased production since fixed costs are shared over an increased number of goods. Economies of scale is the theory that the larger the size of a production unit, the lower the *unit cost*: the cost of producing one ton of coal, one car, or one package holiday for example.

Economies of scale give large companies access to a larger market by allowing them to operate with greater geographical reach. But for the more traditional (small to medium) companies, size does have its limits, so after a point an increase in size (output) actually causes an increase in production costs. This is called "*diseconomies of scale*".

### 2. Translate the sentences:

1. Он гордился тем, что его прадед принимал участие в обороне Севастополя.
2. Даже если бы вы предупредили меня заранее, я вряд ли смог бы прийти проводить вас.
3. Студентов заставили выучить неправильные глаголы, не так ли?
4. Стоит ли покупать билеты в день отправления?

5. Я раньше наблюдал, как он гуляет в парке с детьми – Теперь им сделали детскую площадку у дома.
6. Don't worry, he will be taken good care of. – Can you have forgotten that this is the best day-care school? – In case of his being sent to this school I will keep worrying all the time.
7. Emily had her dress made by a professional. She wanted it to look perfect for her special day! – She will be the only one to admire. – She must have spent a fortune for her dress.
8. If you hadn't worked hard you wouldn't have succeeded. Were you a bit more hard-working you would have found a good job.
9. The matter was looked into very carefully. – He turned out to have missed the most important facts. – I don't approve of him being so careless.
10. The film was much spoken about.

### **3. Speak on the topic suggested**

#### ***ТЕСТ НА ОСТАТОЧНЫЕ ЗНАНИЯ***

#### **ПАСПОРТ ТЕСТА НА ОСТАТОЧНЫЕ ЗНАНИЯ**

Общее количество тестовых заданий в тесте - 40

Ограничение времени выполнения теста (в мин) – 45 минут

Автоматическое перемешивание вопросов в тесте: - нет

Случайный порядок ответов в тестовом задании: - нет

Критерии оценки результатов тестирования:

Неудовлетворительно – 0 –10 правильных ответов

Удовлетворительно -11-25 правильных ответов

Хорошо –26-34 правильных ответов

Отлично –35 и более правильных ответов

#### **I. Read the text and choose one correct answer from those suggested.**

A brand is a name, term, design, symbol, or other feature that distinguishes an organization or product from its rivals in the eyes of the customer. Brands are used in business, marketing, and advertising.

The practice of branding is thought to have begun with the ancient Egyptians who were known to have engaged in livestock branding as early as 2,700 BC. Branding was used to differentiate one person's cattle from another's by means of a distinctive symbol burned into the animal's skin with a hot branding iron. If a

person would steal the animals, anyone could detect the symbol and deduce the actual owner. However, the term has been extended to mean a strategic personality for a product or company, so that “brand” now suggests the values and promises that a consumer may perceive and buy into. Over time, the practice of branding objects extended to a broader range of packaging and goods offered for sale including oil, wine, cosmetics and fish sauce.

Branding is a set of marketing and communication methods that help to distinguish a company or products from competitors, aiming to create a lasting impression in the minds of customers. The key components that form a brand’s toolbox include a brand’s identity, brand communication (such as by logos and trademarks), brand awareness, brand loyalty, and various branding (brand management) strategies.

1. What word is not used in the text?

Brand, branding, bartering, brand loyalty

2. What information is given in the first paragraph?

a) definition of branding

b) definition of a brand

c) definition of advertising

3. What information is given in the second paragraph?

a) information from the history of branding

b) information from the history of agriculture

c) definition of branding

4. When did practice of branding begin?

a) with ancient Romans

b) with ancient Sumerians

c) with ancient Egyptians

5. What is branding used to according to the text?

a) to differentiate a product from competitor’s product

b) to guarantee a certain quality

c) to distinguish a company or products from competitors

**Ключи:** 1 – bartering; 2 – b; 3 – a; 4. – c; 5 – c.

**II. Choose one correct answer from those suggested.**

1. The English language...to Britain by the Anglo-Saxon who came from Germany.

- a) was introduced
- b) introduced
- c) had introduced
- d) had been introduced

2. Modern English began... the fifteenth century.

- a) at
- b) by
- c) from
- d) in

3. America was named after an explorer... was born in Italy.

- a) such
- b) which
- c) whom
- d) who

4. The manager asked the worker...

- a) not to smoke
- b) don't smoke
- c) not smoke
- d) no smoking

5. Unemployment among young people...constantly.

- a) has increased
- b) had increased
- c) is increasing
- d) increased

6. I wonder when he... back tomorrow.

- a) will come
- b) would come
- c) comes
- d) coming

7. If I...him yesterday, I would have discussed the question with him.

- a) saw
- b) see
- c) would see
- d) had seen

8. If you... my sister tomorrow, tell her the news, please.

- a) see
- b) will see
- c) to see
- d) saw

9. A pessimist is a person who always expects bad things...

- a) happen
- b) happened
- c) to happen
- d) happening

10. Optimists are sure that the future...

- a) be happy
- b) will be happy
- c) will happy
- d) would be happy

11. This article deals with the problem of our country's economic...

- a) politics
- b) policy
- c) politician
- d) political

12. The book is very dull. It isn't worth...

- a) read
- b) reading
- c) been read

d) have been read

13. She made...

a) him apologize

b) he apologize

c) he to apologize

d) him apologizing

14. We...this movie last night.

a) saw

b) have seen

c) were seeing

d) had seen

15. English is a very useful language. A lot of people...English all over the world.

a) speaks

b) speak

c) are speaking

d) is speaking

16. John...a letter to his family when his pen... .

a) was writing, had broken

b) have written, broke

c) wrote, was breaking

d) was writing, broke

17. When the lecturer...the room, the students... .

a) was entering, talking

b) was entering, were talking

c) entered, were talking

d) was entered, were talking

18.All these questions...by Friday.

a) will be solved

b) has been solved

c) are solved

d) will have been solved

19.He told me that his sister... and he...visit her.

a) has arrived, will have to

b) had arrived, would have to

c) arrived, will have to

d) have arrived, would have to

20.He left without... a word.

a) say

b) to say

c) said

d) saying

21.I remember...this book. It appeared to be very interesting.

a) to read

b) read

c) reading

d) have read

22.I want you...me.

a) help

b) to help

c) helping

d) helped

23.If I...you I...help him.

a) were, would

b) will be would

c) were, will

d) was, would

24.I have no money now. But if I...money, I... this book.

a) have, would have bought

b) had, would buy

c) had had, would buy

d) had had, would have bought

25.You are late. Ann left ten minutes ago. If you...earlier, you...her.

a) came, would see

b) come, will see

c) had come, would have seen

d) come, see

26.If you...the medicine, you...better.

a) won't take, don't feel

b) don't take, won't feel



c) shall not take, shall not feel

d) don't take, don't feel

27. There isn't...there.

a) something

b) anything

c) nobody

d) nothing

28. I am starting a new job next week. I'm quite...about it.

a) excited

b) exciting

c) excitedly

d) excitingly

29. I don't want to watch this film any more. It is very...

a) bored

b) being bored

c) boring

d) having been bored

30. I am very busy...Sundays.

a) on

b) at

c) –

d) in

31. Tom hasn't studied very much this term, ...?

a) hasn't he

b) has he

c) didn't he

d) did he

32. Have you...been to Scotland?

a) ever

b) usually

c) last month

d) often

33. Honesty is...policy.

a) the best

b) better

c) more better

d) the bestest

34. The children...thirsty. They haven't had a drink for hours.

a) must have been

b) had to be

c) must be

d) has to be

35. The performance begins...half past eight.

a) in

b) –

c) to

d) at

**Ключи:** 1 – a; 2 – d; 3 – d; 4 – a; 5 – c; 6 – a; 7 – d; 8 – a; 9 – c; 10 – b; 11 – b; 12 – b; 13 – a; 14 – a; 15 – b; 16 – d; 17 – c; 18 – d; 19 – b; 20 – d; 21 – c; 22 – b; 23 – a; 24 – b; 25 – c; 26 – b; 27 – b; 28 – a; 29 – c; 30 – a; 31 – b; 32 – a; 33 – a; 34 – c; 35 – d.