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**Приложение
к Рабочей программе дисциплины**

**МИНИСТЕРСТВО КУЛЬТУРЫ РОССИЙСКОЙ ФЕДЕРАЦИИ
ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ
ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ
«СЕВЕРО-КАВКАЗСКИЙ ГОСУДАРСТВЕННЫЙ ИНСТИТУТ ИСКУССТВ»**

Кафедра хореографии



УТВЕРЖДАЮ

Проректор по учебной работе

М. М. Ахмедагаев

от «13» февраля 2025 г.

**ФОНД ОЦЕНОЧНЫХ СРЕДСТВ (ОЦЕНОЧНЫХ МАТЕРИАЛОВ)
ПО ДИСЦИПЛИНЕ**

Второй иностранный язык

Направление подготовки
52.04.01 Хореографическое искусство

Направленность (профиль)
Педагогика

Уровень высшего образования
Магистратура

Нальчик 2025

Фонд оценочных средств предназначен для контроля знаний обучающихся программы магистратуры направления подготовки 52.04.01 Хореографическое искусство по дисциплине (модулю) Б1.В.04 Второй иностранный язык.

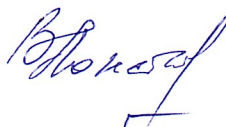
Фонд оценочных средств рассмотрен и утвержден на заседании кафедры ОГи СЭД. Протокол № 7 от 4.02.2025 г.

Зав. кафедрой ОГиСЭД,
профессор, кандидат культурологии



Л.Х. Шауцукова

СОГЛАСОВАНО:
Декан исполнительского факультета



В. В. Лопатин

Проректор по учебной работе



М.М. Ахмедагаев

СОДЕРЖАНИЕ

1. Перечень компетенций с указанием этапов их формирования в процессе освоения образовательной программы, описание показателей, критериев оценивания компетенций на различных этапах их формирования 4
2. Методические материалы и типовые контрольные задания, необходимые для оценки знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций в процессе освоения профессиональной образовательной программы 8
3. Перечень контрольных заданий и иных материалов, необходимых для оценки знаний, умений, навыков и опыта деятельности 8

Фонд оценочных средств (ФОС) для проведения текущего контроля успеваемости и промежуточной аттестации обучающихся базируется на перечне компетенций с указанием этапов их формирования в процессе освоения образовательной программы. ФОС обеспечивает объективный контроль достижения всех результатов обучения, запланированных для дисциплины *ФОС включает в себя:*

- описание показателей и критериев оценивания компетенций на различных этапах их формирования, описание шкал оценивания;
- методические материалы, определяющие процедуры оценивания знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций;
- типовые контрольные задания или иные материалы, необходимые для оценки знаний, умений и уровня овладения формирующимися компетенциями в процессе освоения дисциплины (практический показ).

1. ПЕРЕЧЕНЬ КОМПЕТЕНЦИЙ С УКАЗАНИЕМ ЭТАПОВ ИХ ФОРМИРОВАНИЯ В ПРОЦЕССЕ ОСВОЕНИЯ ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЫ, ОПИСАНИЕ ПОКАЗАТЕЛЕЙ, КРИТЕРИЕВ ОЦЕНИВАНИЯ КОМПЕТЕНЦИЙ НА РАЗЛИЧНЫХ ЭТАПАХ ИХ ФОРМИРОВАНИЯ

Оценочные средства по образовательной программе обеспечивают надежную и интегративную (комплексную) оценку результатов обучения и освоения дисциплины (модуля) Б1.В.04 Второй иностранный язык.

Карта компетенций

Код и наименование компетенции выпускника:

УК-4. Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия.

Код и наименование индикатора достижения компетенций:

УК-4.2. Способен осуществлять перевод и анализ профессионально-ориентированного текста, вести деловую переписку, диалог и дискуссию на иностранном языке;

В результате освоения дисциплины студент должен демонстрировать следующие результаты обучения:

Знать:

- языковой материал (лексические единицы и грамматические структуры), необходимый и достаточный для общения в различных средах и сферах речевой деятельности **УК-4.2.**

Уметь:

- вести диалог, соблюдая нормы речевого этикета, используя различные стратегии, выстраивать монолог **УК-4.2.**

Владеть:

- грамматическими категориями изучаемого(ых) иностранного(ых) языка (ов) **УК-4.2.**

Типы компетенций: универсальная компетенция выпускника образовательной программы по направлению подготовки: 52.04.01 Хореографическое искусство (уровень Магистратуры).

1.1. Этапы формирования компетенций и средства оценивания

Результаты освоения дисциплины, подлежащие проверке

Результаты обучения (компетенции)	Индикаторы достижения компетенций (для планирования результатов обучения по элементам образовательной программы и соответствующих оценочных средств)	Основные показатели оценки результатов обучения	Вид оценочного материала, обеспечивающий формирование компетенций
УК-4. Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия	УК-4.2. Способен осуществлять перевод и анализ профессионально-ориентированного текста, вести деловую переписку, диалог и дискуссию на иностранном языке;	<p><i>Знать:</i></p> <ul style="list-style-type: none"> – языковой материал (лексические единицы и грамматические структуры), необходимый и достаточный для общения в различных средах и сферах речевой деятельности УК-4.2. <p><i>Уметь:</i></p> <ul style="list-style-type: none"> – вести диалог, соблюдая нормы речевого этикета, используя различные стратегии, выстраивать монолог УК-4.2. <p><i>Владеть:</i></p> <ul style="list-style-type: none"> – грамматическими категориями изучаемого(ых) иностранного(ых) языка (ов) УК-4.2. – 	оценочные материалы для монологического высказывания, материалы для контрольной работы; оценочные материалы к зачету.

1.2. Критерии формирования оценок на различных этапах их формирования

Шкала оценивания планируемых результатов обучения
Текущий и рубежный контроль

Семестр	Шкала оценивания			
	Студент не допускается к промежуточной аттестации	оценка «удовлетворительно»	оценка «хорошо»	Оценка «отлично»
2	Частичное посещение аудиторных	Полное или частичное посещение аудиторных занятий.	Полное или частичное посещение	Полное посещение аудиторных

занятий. Плохая подготовка к контрольным мероприятиям.	Выполнение контрольных работ, тестовых заданий, ответы на вопросы на оценку «удовлетворительно».	аудиторных занятий. Выполнение контрольных работ, тестовых заданий, ответы на коллоквиуме на оценку «хорошо».	занятий. Выполнение контрольных работ, тестовых заданий, ответы на коллоквиуме на оценку «отлично».
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Шкала оценки монологического высказывания на примере освоения компетенции УК-4 (Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия).

Шкала оценивания	Характеристика сформированности компетенций
5 «отлично»	Обучающийся владеет общеязыковой и профессиональной лексикой, лексико-грамматическими навыками устной коммуникации. Содержание монологического высказывания соответствует заявленной теме, логически выстроено. Осуществлена систематизация и обобщение научной информации по теме. Высказывание имеет законченный характер, хорошо проработано, материал структурирован, легко воспринимается на слух, используется профессиональная терминология. Студент высказывает собственное мнение по заданной теме, использует свой творческий потенциал.
4 «хорошо»	Обучающийся владеет общеязыковой и профессиональной лексикой. Содержание монологического высказывания соответствует заявленной теме, логически выстроено. Осуществлена систематизация и обобщение научной информации по теме. Высказывание имеет законченный характер, хорошо проработано, материал структурирован, легко воспринимается на слух, используется профессиональная терминология.
3 «удовлетворительно»	Обучающийся владеет общеязыковой и профессиональной лексикой. Содержание монологического высказывания соответствует заявленной теме. Осуществлена систематизация и обобщение научной информации по теме. Высказывание имеет законченный характер, используется профессиональная терминология.
2 «не удовлетворительно»	Содержание монологического высказывания не соответствует заявленной теме. Высказывание не имеет законченный характер, плохо проработано, материал не структурирован, тяжело воспринимается на слух. Студент не может ответить на наводящие вопросы

Шкала оценки контрольной работы на примере освоения компетенции УК-4 (Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия).

Контрольная работа состоит из 10 вопросов.

Контрольная работа оценивается в соответствии со следующими критериями:

Оценка	Характеристика сформированности компетенций
5 «отлично» 90-100% правильных ответов	Знает языковой материал необходимый и достаточный для общения в различных средах и сферах речевой деятельности. Умеет вести диалог и выстраивать монолог. Владеет способами взаимодействия с окружающими людьми, понятийно-терминологическим аппаратом.
4 «хорошо» 76-89% правильных ответов	Знает языковой материал необходимый и достаточный для общения Умеет вести диалог и выстраивать монолог. Владеет способами взаимодействия с окружающими людьми, понятийно-терминологическим аппаратом.
3 «удовлетворительно» 60-75% правильных ответов	Умеет включаться в межкультурную коммуникацию. Владеет способами взаимодействия с окружающими людьми.
2 «неудовлетворительно» меньше 59% правильных ответов	Не знает языковой материал необходимый для общения. Не умеет вести диалог и выстраивать монолог. Не умеет включаться в межкультурную коммуникацию. Не владеет понятийно-терминологическим аппаратом.

Оценочные материалы для промежуточной аттестации по итогам освоения дисциплины

Определение степени сформированности компетенций проводится в ходе промежуточной аттестации в форме **зачета** с учетом уровней формирования компетенции (допороговый уровень соответствует «не зачтено», пороговый уровень, продвинутый уровень и высокий уровень – «зачтено»).

«**Зачтено**» выставляется, если обучающийся достиг уровней формирования компетенций: продвинутый, повышенный, пороговый – обучающийся знает курс на уровне лекционного материала, базового учебника, дополнительной учебной, научной и методологической литературы, умеет привести разные точки зрения по излагаемому вопросу.

«**Не зачтено**» соответствует нулевому уровню формирования компетенций; обучающийся имеет пробелы в знаниях основного учебного материала, допускает принципиальные ошибки в выполнении предусмотренных программой заданий.

На зачете оцениваются:

1. Диапазон используемых языковых средств.
2. Интонационно-синтаксическая и фонетическая правильность речи.
3. Лексическая и грамматическая правильность речи.
4. Коммуникативная результативность и связность речи.
5. Коммуникативная адекватность восприятия речи на слух.

2. МЕТОДИЧЕСКИЕ МАТЕРИАЛЫ И ТИПОВЫЕ КОНТРОЛЬНЫЕ ЗАДАНИЯ, НЕОБХОДИМЫЕ ДЛЯ ОЦЕНКИ ЗНАНИЙ, УМЕНИЙ, НАВЫКОВ И ОПЫТА ДЕЯТЕЛЬНОСТИ, ХАРАКТЕРИЗУЮЩИХ ЭТАПЫ ФОРМИРОВАНИЯ КОМПЕТЕНЦИЙ В ПРОЦЕССЕ ОСВОЕНИЯ ПРОФЕССИОНАЛЬНОЙ ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЫ

Перечень оценочных средств

№	Наименование оценочного средства	Краткая характеристика оценочного средства	Представление оценочного средства в фонде
1.	Коллоквиум	Средство контроля усвоения учебного материала темы, раздела или разделов дисциплины, организованное как учебное занятие в виде собеседования преподавателя с обучающимися	Вопросы по темам/разделам дисциплины
3.	Контрольная работа	Средство проверки умений применять полученные знания для решения задач определенного типа по теме или разделу	Комплект контрольных заданий по вариантам
7	Монологическое высказывание (сообщение)	Продукт самостоятельной работы студента, представляющий собой публичное выступление по представлению полученных результатов решения определённой учебно-практической, учебно-исследовательской или научной темы	Перечень тем освещения

3. ПЕРЕЧЕНЬ КОНТРОЛЬНЫХ ЗАДАНИЙ И ИНЫХ МАТЕРИАЛОВ, НЕОБХОДИМЫХ ДЛЯ ОЦЕНКИ ЗНАНИЙ, УМЕНИЙ, НАВЫКОВ И ОПЫТА ДЕЯТЕЛЬНОСТИ

Банк контрольных заданий для текущего контроля успеваемости:

Контрольная работа №1

Время выполнения работы – 45 минут

Вариант I

1. Заполните пропуски предлогами и наречиями, где это необходимо.
 1. Please open that book ... page eight.
 2. Whose exercise-books are ... the table?
 3. Please take that red cup ... that boy.
 4. «Where's Jack?». «He's ... the blackboard. He's looking ... it».

5. The walls ... the rooms ... my flat are yellow and blue.
2. Напишите существительные во множественном числе.
A jar, an umbrella, a glass, a bench, a boy, a loaf, a man, a wing, a pilot, a tomato, a city, a chief, a fish, a car, a lady, a mouse, a foot, a teacher, a thief, a story
3. Поставьте вопросы к подчеркнутым словам.
1. My friend is a teacher.
 2. Her name's Mary.
 3. It is an English newspaper.
 4. That's a bad car.
 5. The books are on the table.
4. Переведите предложения на английский язык.
1. Встречайте Бена!
 2. Скажите, пожалуйста, Петру мое имя.
 3. Те ручки не черные.
 4. Катя в Киеве или Минске?
 5. Они друзья Джека.
 6. Это собака. Она хорошая.
 7. Ник мой друг. Он доктор.
 8. Возьмите, пожалуйста, свою книгу у Петра.
 9. Выйдите из комнаты, пожалуйста.
 10. Что вы сейчас делаете? – Мы читаем текст восьмой.
5. Read the text. Decide if the statements are true (T) or false (F).
- In England everything is different. You must understand that when people say 'England' they sometimes mean 'Great Britain', sometimes 'The United Kingdom', sometimes 'The British Isles' – but never just England. On Sundays in Europe, the poorest person wears his best clothes and the life of the country becomes happy, bright and colourful; on Sundays in England, the richest people wear their oldest clothes and the country becomes dark and sad. In Europe nobody talks about the weather; in England, you have to say 'Nice day, isn't it?' about two hundred times a day, or people think you are a bit boring. In Europe you get Sunday newspapers on Monday. In England, a strange country, you get Sunday newspapers on Sunday. In Europe people like their cats but in England they love their cats more than their family.
- In Europe people eat good food. In England people think that good manners at the table are more important than the food you get to eat. The English eat bad food but they say it tastes good. And one more thing – in Europe important people speak loudly and clearly; in England they learn to speak slowly and quietly so you cannot understand them.
- 1 _____ 'England' always means 'United Kingdom'.
 - 2 _____ A rich English person puts on his oldest clothes on Sunday.
 - 3 _____ In England people talk about the weather all the time.
 - 4 _____ In England people can buy newspapers on Sunday.
 - 5 _____ In Europe people like their pets more than their family.
 - 6 _____ The English think they eat good food.
6. Ask a railway official where you can have your luggage labelled and put it in the van, and which platform your train is leaving from.

Вариант 2.

1. Заполните пропуски предлогами и наречиями, где это необходимо.
 1. They're looking ... the boys.
 2. Please go ... the table.

3. Fred is ... home now.
 4. Please go ... the room.
 5. Take a piece ... chalk ... the table and write these words, please.
2. Напишите существительные во множественном числе.
A lion, a toy, a granny, a leaf, a child, a fork, a tree, a boss, a potato, a tooth a house, a tray, a match, a dress, a wolf, a sheep, a woman, a goose, a roof, a lily.
3. Поставьте вопросы к подчеркнутым словам.
1. The walls in my room are yellow.
 2. Bess is a good pupil.
 3. It is our classroom.
 4. This is a large map.
 5. The matches are on the table.
4. Переведите предложения на английский язык.
1. Познакомьтесь с Петром.
 2. Дайте мне мой галстук, пожалуйста.
 3. Та страница не чистая.
 4. Николай или Петр у доски?
 5. Моя сестра и я студенты.
 6. Катя не преподаватель. Она студентка.
 7. Это примечание. Оно длинное.
 8. Уберите вашу книгу со стола, пожалуйста.
 9. Достань свою ручку из сумки, Анна.
 10. На кого они смотрят? – Они смотрят на наших девочек.
5. Read the text. Decide if the statements are true (T) or false (F).
- In England everything is different. You must understand that when people say ‘England’ they sometimes mean ‘Great Britain’, sometimes ‘The United Kingdom’, sometimes ‘The British Isles’ – but never just England. On Sundays in Europe, the poorest person wears his best clothes and the life of the country becomes happy, bright and colourful; on Sundays in England, the richest people wear their oldest clothes and the country becomes dark and sad. In Europe nobody talks about the weather; in England, you have to say ‘Nice day, isn’t it?’ about two hundred times a day, or people think you are a bit boring. In Europe you get Sunday newspapers on Monday. In England, a strange country, you get Sunday newspapers on Sunday. In Europe people like their cats but in England they love their cats more than their family.
- In Europe people eat good food. In England people think that good manners at the table are more important than the food you get to eat. The English eat bad food but they say it tastes good. And one more thing – in Europe important people speak loudly and clearly; in England they learn to speak slowly and quietly so you cannot understand them.
- 1 The Europeans know how to celebrate Sundays.
 - 2 If you talk about the weather in England, you seem boring to other people.
 - 3 Families are more important to Europeans than their cats.
 - 4 The Europeans value table manners more than food.
 - 5 The English eat good food.
 - 6 Important Europeans speak in a loud but clear manner.
6. Ask a railway official where you can have your luggage labelled and put it in the van, and which platform your train is leaving from.

Ключи

1 вариант	2 вариант
1 задание	
1. at 2. on 3. from 4. at, at 5. in, of (7 баллов)	1. at 2. at, down 3. at 4. to 5. of, on (7 баллов)
2 задание	
Jars, umbrellas, glasses, benches, boys, loaves, men, wings, pilots, tomatoes, cities, chiefs, fish, cars, ladies, mice, feet, teachers, thieves, stories. (20 баллов)	Lions, toys, grannies, leaves, children, forks, trees, bosses, potatoes, teeth, houses, trays, matches, dresses, wolves, sheep, women, geese, roofs, lilies. (20 баллов)
3 задание	
1. What is my friend? 2. What is her name? 3. What is it? 4. Is that a bad cap? 5. What are on the table? (5 баллов)	1. What colour are the walls? 2. Is Bess a good pupil? 3. Is it our classroom? 4. What is this? 5. What is on the table? (5 баллов)
4 задание	
1. Meet Ben. 2. Please, say to Pete my name. 3. Those pens aren't black. 4. Is Kate in Moscow or in Minsk? 5. They are Jack's friends. 6. This is a dog. It's good. 7. Nick is my friend. He is a doctor. 8. Please, take your book from Pete. 9. Go out from the room, please. 10. What are you doing now? We are reading text 8. (10 баллов)	1. Meet Pete. 2. Give me my tie, please. 3. That page is not clean. 4. Is Nick or Pete at the blackboard? 5. My sister and me are students. 6. Kate is not a teacher. She is a student. 7. This is a notice. It's long. 8. Take off your pen from the table, please. 9. Ann, take out your pen from the bag. 10. Who are they looking at? They're looking at our girls. (10 баллов)
5 задание	
1 –Т 2-Т 3-Т 4-Т 5-F 6-Т (6 баллов)	1 – Т 2- F 3 –Т 4- F 5 –F 6 –Т (6 баллов)
6 задание	
Лексически и грамматически правильно оформленный ответ при решенной коммуникативной задаче 10 баллов.	Лексически и грамматически правильно оформленный ответ при решенной коммуникативной задаче 10 баллов.

КРИТЕРИИ ОЦЕНКИ	
5(отлично)	56-58 баллов
4(хорошо)	44- 55 баллов
3(удовлетворительно)	30- 43 баллов
2 (неудовлетворительно)	29 и менее баллов

Контрольная работа № 2

Время выполнения работы – 45 минут

Вариант 1

1. Поставьте следующие предложения в отрицательную форму.
 1. He goes to the office every day.
 2. They often read English books.
 3. His marks are always good.
 4. Her sister lives in Moscow.
 5. He is having a dictation now.
2. Поставьте вопросы к подчеркнутым словам.
 1. My friends work at the Ministry of Foreign Trade.
 2. I sometimes give Peter my exercise-books.
 3. She writes a lot of sentences on the blackboard.

4. We usually have our English in the evening.
 5. You are going to the blackboard.
3. Переведите на английский язык, используя активную лексику уроков
1. Вы любите получать письма?
 2. Да. Наш новый инженер иногда переводит письма иностранных фирм.
 3. Ей нравится этот фильм, а мне нет.
 4. Этот ученик всегда делает домашнюю работу очень хорошо.
 5. Вы повторяете грамматические правила дома или в классе?
 6. В следующем году я буду учить (to be going to learn) два иностранных языка.
 7. В классе мы не учим новые слова, мы делаем это дома.
 8. Как он переводит с русского на английский? – Я не знаю.
 9. Вы часто получаете телеграммы?
 10. Вам здесь нравится? – Мне здесь очень нравится.
4. Прочитайте текст и ответьте на вопросы.

How to Be a Good Interpreter.

Foreign languages are socially demanded especially at the present time when the progress in science and technology has led to an explosion of knowledge and has contributed to an overflow of information. Today more and more people are trying to learn at least one foreign language, but there are still a great number of people who have to appeal to an interpreter. Hence, interpreters play a very important role in modern life. They are people who make possible the communication between different nations. To be a good interpreter one must work hard. The work starts when you enter a university and it never ends because you are to improve your knowledge permanently. A lot of things depend on an interpreter and his abilities. It is important for him not only to be good at languages but he has to be intelligent and to be able to get out of a difficult situation when it is impossible to make a metaphor. Generally, he must be ready for out-of-order situations. So, we can see that the role of interpreter is really great especially in modern conditions when all countries are open to each other. And due to this fact labour-market is in need of qualified and competent interpreters.

1. Why do people learn foreign languages?
2. What do you need to be a good interpreter?
3. What is the role of an interpreter?

Вариант 2

1. Поставьте следующие предложения в отрицательную форму.
 1. These students read a lot.
 2. Sometimes we have dictations.
 3. He is usually at his office in the morning.
 4. His sisters always give me books to read.
 5. Her friend does English exercises at home.
2. Поставьте вопросы к подчеркнутым словам.
 1. Our teacher always speaks English in class.
 2. We often have dictations in class.
 3. They do a lot of exercises at home.
 4. Ann goes abroad twice a year.
 5. They are having their lunch now.
3. Переведите на английский язык, используя активную лексику уроков
 1. Это очень хороший журнал. Я собираюсь почитать его сегодня вечером (tonight).
 2. Мой сын всегда приходит на занятия во время.
 3. Кто из ваших друзей обычно получает хорошие оценки? – Том.
 4. Вы обычно ходите домой вместе?
 5. Чья это книга? Она мне нравится.

6. Кто из вас живет в центре Москвы?
7. Завтра он получит две телеграммы: от меня и от наших друзей.
8. Как часто вы получаете плохие оценки? – Очень редко.
9. Что вы делаете сегодня вечером?
10. Как мне доехать до вашего учреждения?

4. Прочитайте текст и ответьте на вопросы.

The Role of Foreign Languages in Education.

During the educational process we learn different subjects and get different skills. It will help us in our future life to get interesting well-paid job and we want. But as usual there is always a foreign language in every educational curriculum. So why do we need foreign languages for? The answer is rather simple. There are for about 6 billions of people on our planet and all of them speak a great number of languages. Most popular of them are very necessary for every person in modern life. The reason is simple – to understand people from others countries and make communication with them easier. It is very important because people don't live separately from each other. But it isn't enough to know only popular languages. People also need to study ancient languages. Why? Because they are maternal to modern languages and learning them help us to understand modern languages better.

1. Why do we need foreign languages for?
2. Why is it important to know foreign languages?
3. What is the role of ancient languages in learning modern ones?

Ключи

1 вариант	2 вариант
1 задание	
1. He doesn't go to the office every day. 2. They don't often read English books. 3. His marks aren't always good. 4. Her sister doesn't live in Moscow. 5. He isn't having a dictation now. (5 баллов)	1. These students don't read a lot. 2. Sometimes we don't have dictations. 3. He isn't usually at his office in the morning. 4. His sisters don't always give me books to read. 5. Her friend doesn't do English exercises at home. (5 баллов)
2 задание	
1. Where do my friends work? 2. How often do you give Peter your exercise-books? 3. Does she write a lot of sentences on the blackboard? 4. Who usually has English in the evening? 5. Who is going to the blackboard? (5 баллов)	1. Where does our teacher always speak English? 2. What do we often have in class? 3. Where do they do a lot of exercises? 4. How often does Ann go abroad? 5. Who is having lunch now? (5 баллов)
3 задание	
1. Do you like to get letters? 2. Sometimes our new engineer translates the letters of foreign companies. 3. She likes this film, but I don't. 4. This student always does homework very well. 5. Do you revise grammar rules at the lessons or at home? 6. Next year I'm going to learn two foreign languages. 7. We don't learn new words at the lesson, we do it at home. 8. How does he translate from Russian into English? I don't know. 9. Do you often get telegrammes? 10. Do you like here? I like it very much here. (10 баллов)	1. It's a very good magazine. I am going to read it tonight. 2. My son always comes to the classes in time. 3. Which of your friends usually get good marks? – Tom is. 4. Do you usually go home together? 5. Whose is this book? I like it. 6. Which of you lives in the center of Moscow? 7. Tomorrow he will get two telegrammes: from me and from my friends. 8. How often do you get bad marks? – Very seldom. 9. What are going to do tonight? 10. How can I get to your office? (10баллов)
4 задание	

За каждый лексически и грамматически правильно оформленный ответ при решенной коммуникативной задаче 2 балла.
Всего 6 баллов.

За каждый лексически и грамматически правильно оформленный ответ при решенной коммуникативной задаче 2 балла.
Всего 6 баллов.

КРИТЕРИИ ОЦЕНКИ	
5(отлично)	24-26 баллов
4(хорошо)	18- 23 балла
3(удовлетворительно)	13- 17 баллов
2 (неудовлетворительно)	12 и менее баллов

Контрольная работа № 3

Время выполнения работы – 45 минут

Вариант 1

1.Прочитайте текст.

1.2. Выполните задания к тексту.

One day a well-known singer was invited to the house of a rich lady to sing for her guests at a dinner-party. But instead of inviting the singer to dine with her guests, the lady ordered dinner for him in the servants' room. The singer said nothing. He dined well and after dinner said to the servants: "Now, my dear friends, I am going to sing for you". The servants were very much surprised but said they were awfully glad to have a chance to hear the great singer. He sang many beautiful songs and servants enjoyed listening to him. Later the lady sent one of her servants

to bring the singer up to the drawing room, where all her guests were waiting for him. "But I cannot sing twice in one evening. Madam", said the singer to the lady when she met him at the door leading into the drawing-room. "What do you mean?" asked the lady. "I mean I have already sung for about an hour for your servants, Madam", -answered the singer. -"It was a pity you were not there, for I always sing for the people with whom I dine". And with these words he left the house.

1. Выберите заголовок, соответствующий содержанию текста.

a) Rich lady b) Dinner c) Good lesson d) Friends

2. Какое утверждение не соответствует содержанию текста.

a) A well-known singer was invited to a rich house.
b) The singer had his dinner with servants.
c) The servants were very glad to listen to the famous singer
d) He sang only one song

3. Закончите предложение: The singer sang...

a) for famous people
b) for a rich lady
c) for his friends with whom he had dinner
d) for the guests of the rich lady

4. Объясните причину Why didn't he want to sing twice in one evening?

a) Because he wanted to sing for servants.
b) Because he was very busy.
c) Because he was very tired.
d) Because he refused to sing for people who didn't respect him.

5. Выберите правильный ответ What kind of a man was the singer?

a) a man of no character
b) a very polite man
c) a proud man
d) a man of no principles

6. Выберите пословицу, которая передает основную мысль текста.
- a) Promise little but do much.
 - b) All is well that ends well.
 - c) A hungry man is an angry man.
 - d) As you sow, you shall mow.

2. Выберите правильный ответ

1. Mike is looking for ... job.
- a) a
 - b) the
 - c) an
2. I want those books. Please give ... to me.
- a) they
 - b) them
 - c) those
 - d) these
3. Lavrov has got... English texts to look through today.
- a) any
 - b) little
 - c) much
 - d) some
4. Ann ... turn to her parents for help if she can cope with her homework.
- a) doesn't
 - b) don't
 - c) not
5. She is a kind of person ... likes to go to parties.
- a) which
 - b) who
 - c) whom
 - d) where
6. My college ... laboratories and workshops.
- a) has any
 - b) have many
 - c) have much
 - d) has many
7. An educated person is one who ... a lot about many things.
- a) know
 - b) is known
 - c) knows
 - d) is knowing
8. Students know that the attendance is compulsory, but today there is ... in the classroom.
- a) anybody
 - b) anyone
 - c) nobody
 - d) anything
9. Can you tell us ... amusing story?
- a) another
 - b) other
 - c) else
 - d) more
10. a lot of kings when the Vikings came to England.

- a) there is
 - b) there was
 - b) there were
11. Ann ... attend a competition.
- a) is going to
 - b) are going to
 - c) are going
 - d) is going
12. The problem is easy enough for.... to solve at once.
- a) mine
 - b) my
 - c) I
 - d) me

3. Вставьте much, many, little, few, a little или a few.

1. When we walked ... farther down the road, we met another group of students. 2. Have you got ... ink in your pen? 3. At the conference we met ... people whom we knew well. 4. There are very ... old houses left in our street. Most of them have already been pulled down. 5. If you have ... spare time, look through this book. You will find ... stories there which are rather interesting. 6. There are ... things here which I cannot understand. 7. Shall I bring ... more chalk? — No, thank you. There is... chalk on the desk. I hope that will be enough for our lesson. 8. There are ... apples in the fridge. Shall I go to the shop?

Вариант 2.

1.Прочитайте текст.

1.2. Выполните задания к тексту.

We are in Oxford Circus, one of the busiest street in the West End of London, and that street over there is Regent Street, famous all over the world for its splendid shops. On both sides of the street there are shops, banks and restaurants. In the roadway there is a constant stream of cars, taxis, buses and lorries-. Most of London buses are the famous red double-deckers that have two platforms (or decks) for passengers. The noise is deafening', but one soon gets used to it. The pavements are crowded with people, and it's dangerous to cross tt.4 We are in Oxford Circus, one of the busiest streets in the road until the traffic is stopped, either by a policeman or by the red traffic light. In any case before crossing the road, take care to look to your right, and when you reach the middle of the road, look to your left. You must not do the reverse, because the cars in Britain keep to the left and not to the right as in most countries of the world. At night, the streets are lit by electricity. The main streets are flooded with light from brilliant shop-windows and the illuminated signs, so that after dark everything looks as bright as in broad daylight.

1. Выберите предложение, соответствующее тексту.
- a) Oxford Circus is one of the busiest streets in the East End.
 - b) Regent Street is famous as a business centre of London.
 - c) Most of London buses are the famous green double-deckers.
 - d) In Regent Street there are many splendid shops.
2. Найдите продолжение фразе. The text is devoted to the description of...
- a) the traffic in London.
 - b) some streets in the West End.
 - c) London sights.
 - d) peculiarities of the British traffic.

3. Найдите слово, наиболее близкое по смыслу к выделенному.
There is a «**constant**» stream of cars, taxis and buses.
a) straight
b) firm
c) endless
d) immense
4. Найдите продолжение в соответствии со смыслом отрывка.
The cars in Britain keep to the left and not to the right as in most countries. The thing strikes the tourists from Europe. They cannot....
a) get used to it b) cross the road c) enjoy walks in the streets of London
d) get in double-decker's
5. Найдите строку, где следует вставить артикль "the".
a) The streets are lit by... gas. b) The main streets are flooded with ... light from shop windows. c) The cars in Britain keep to ... left. d) The pavements are crowded with ... people.
6. Вставьте нужную форму глагола - After dark everything.... very bright
a) is looking
b) looks
c) look
d) are looking

2. Выберите правильный ответ

1. He made ... report at the last lesson.
a) a
b) the
c) –
2. I'd like to read this book. Please, give ... to me.
a) his
b) her
c) it
3. We don' have ... bread at home. Shall I go to the supermarket?
a) some
b) any
c) no
4. He attend lectures and seminars every day.
a) don't
b) doesn't
c) not
5. He is a kind of person ... likes to help people.
a) which
b) who
c) what
d) where
6. My parents ... books in their library.
a) has any
b) have many
c) have much
d) has many
7. Is ... home?
a) anybody
b) anyone
c) nobody
d) anything
8. The teacher ... me at every lesson.

- a) ask
b) asks
c) is asking
9. Mother, tell me ... tale, please.
a) another
b) other
c) else
10. _____ a flag over the building, when Parliament is in session.
a) there is
b) there are
c) there was
11. We ... to Paris this summer.
a) is going to
b) are going to
c) are going
12. It's not easy for ... to solve this problem.
a) we b) our c) us
3. Вставьте much, many, little, few, a little или a few.
1. He had ... English books at home, so he had to go to the library for more books.
 2. She gave him ... water to wash his hands and face.
 3. I'd like to say ... words about my journey.
 4. After the play everybody felt ... tired.
 5. Let's stay here ... longer: it is such a nice place.
 6. There were ... new words in the text, and Peter spent ... time learning them.
 7. There was ... water in the river, and they decided to cross it.
 8. My mother knows German ... and she can help you with the translation of this letter.

Ключи

1 вариант	2 вариант
1 задание	
1-с, 2-d, 3- с,4-d,5-с,6-d (6 баллов)	1-d,2-b,3-с,4-a,5-с,6-b (6 баллов)
2 задание	
1-а, 2- b, 3- d, 4- а, 5- b, 6- d, 7- с, 8- с, 9- а, 10-b, 11- а, 12- d (12 баллов)	1-а,2-с,3-b,4-b,5-b,6-b,7-а,8-b,9-а,10-а,11-с,12-с (12 баллов)
3 задание	
1-little 2-much 3-many 4-few 5-a little, many 6- many 7- a little, much 8-a few (9 баллов)	1-few 2-a little 3-few 4-a little 5-a little 6-many, much 7-little 8-a little (9 баллов)

КРИТЕРИИ ОЦЕНКИ	
5(отлично)	25-27 баллов
4(хорошо)	18-24 балла
3(удовлетворительно)	12-17 баллов
2 (неудовлетворительно)	13 и менее баллов

Задания для зачета

Тема 1. WRITING A RESEARCH PAPER

№ 1• Read the text and answer the following questions.

WRITING A RESEARCH PAPER

A scientific paper or research article is a technical document that describes a significant experimental, theoretical or observational extension of current knowledge, or advances in the practical application of known principles. Research article should report on research findings that are not only valid and previously unpublished, but also add some new understanding, observation, proofs, i.e. potentially important information.

Unlike a novel, newspaper article or an essay, a research article has a required structure or style. However, a research article is not only a technically rigid document, but also a subjective intellectual product that reflects personal opinions and beliefs. Therefore, it requires good skills in both structuring and phrasing the discoveries and thoughts.

The process of writing an article is initiated by considering the significance of the future article, its importance and potential newness to the scientific community. It is also vital to identify those who might be interested in seeing your results, i.e. who is the target audience? In addition, it is beneficial to consider the practical implications of your research. A scientific article must be based on research that is conducted scientifically by using accepted methods. An article wraps up research by presenting it clearly and concisely to the scientific community.

A scientific article must answer the following basic questions:

- What is the problem that is addressed?
- Why is it important?
- How did you study the problem?
- What are your results?
- What are the implications of the results?
- What do you recommend as further study for others?

An article typically constitutes the following sections and elements:

- Title
- Abstract
- Introduction
- Theory / Literature review
- Research method / process
- Results (sometimes divided into results & analysis)
- Conclusions

Title

When considering a title for your article, do familiarize yourself with the types of titles in the target journal, analyze whether they are more general or very specific. Avoid abbreviations in the title as well as unnecessary “and” words. Fundamentally, a very long title is not good as the reader may have difficulties in perceiving the content. Journals favoring short indicative titles may, for example prefer titles with less than eight words. On the other hand, other journals may prefer long informative titles.

However, researchers ought to attempt simplifying their titles even when longer ones are allowed.

Abstract

The Abstract is one of the most central elements of your article, luring other people to read it and may also influence the acceptance of your article. An abstract must describe the purpose of your article. Moreover, it must describe how you have realized your research and provide few key findings and any practical implications. You can build your abstract by answering the following questions with one or two sentences for each one:

- What is the bigger, more general field your article relates to?
- What is the purpose of your article?

- What methodology did you use?
- What are the key results?
- What are the practical implications of your research (how can the results be utilized by e.g. practitioners, society or companies)?

Introduction

The Introduction justifies the significance of the subject matter and connects your work to previous research. This chapter can also include a definition of the key terms, if necessary.

It is sensible to write the introduction in a form of a logical funnel, where more general aspects are told first and sentence-by-sentence, paragraph-by-paragraph the text should proceed onto narrower detail. The purpose of the article is expressed last in the introduction by describing the research problem.

Start the Introduction with sentences that are adequately general, and simple enough to understand even for those who are not experts in exactly the same topic as you.

Theory / Literature review

The purpose of a literature review is not to present all possible references, but to concentrate on those that are relevant for the focus of your article. The literature review will position your research in relation to previous literature; therefore cite articles on which your research is based. Minimize self citations; only cite your own previous work if absolutely necessary.

Research method / process

The article must describe your research, the set-up and research methods precisely. This way the reviewers can assess the scientific basis of your research and the justification of your results. In principle, the research method/process should be described so that another researcher can repeat the study. You must prove that the methodology you have chosen is robust and applicable for your study. It is important to describe clearly how the research is done. In some fields, it is customary to discuss the reliability and validity of the research in the research method section.

Results and discussion

Consider what the key results of your research are and present them clearly. Build the Results section of your article around these key results. Present your results in such an order that their logic is as easy for an outsider to understand as possible. Remember to highlight the key results by using visual elements, such as lists, illustrations and tables.

You may include a Discussion section at the end of your results section to explain and contemplate the results. The discussion can either be a part of the Results section or a separate section of its own, whichever is in line with the practices of your target journal.

Conclusions

The Conclusions section can be written up by using the following structure (one paragraph each):

- Introduction
- Results (one paragraph for each research question)
- Significance of the research/practical implications
- Limitations
- Recommended topics for further study

The Conclusions must be in line with the previous sections and should not present totally new results.

The implications should, however, be discussed.

Polishing the article

Make sure your article has a solid storyline and is written in good English. Do pay attention to transitions between sentences in order for the reader to easily understand the positioning of different sentences. It must be clear whether sentences are parallel, opposed, or have a logical continuum. Consequently, words such as in addition, also, however, nevertheless, or consequently can be used for this purpose.

II Answer the questions.

1. How is a research article defined?
2. What kind of information should a research article present?
3. What is the typical structure of a research article?
4. Why is it necessary to choose the target article first?
5. How should a research article title be chosen?
6. What is the main purpose of Abstract?

What does Introduction include?

1. What is the purpose of Literature Review?
2. How should Methodology be described?
3. How should a Results and Discussion section be built?
4. What is included in a Conclusions section?
5. Why is a language aspect of a research article so important?

Tema 2: My research work

Nº 1 Readthetext.

MY RESEARCH WORK

I. Let me tell some words about my scientific work. I chose my theme about two years ago and now my research area has expanded. I'm researching influence of electronic mass-media on human psychic and effects of enormous information influence. I think it is an important problem of modern psychology.

The human's social environment is constantly changing and now one of its defining factors is the impact of the information.

The information in various forms surrounds people. The information pressure especially increased with the spread of electronic mass media, which include, first of all, television and the Internet. What happens to a person in an electronic environment? What are the changes in the psychic? is there a deviation from the normal line of personal development? These are just some of the questions we're trying to answer.

I must say that this theme is very close to a perspective new area of research such as information ecology. If we talk about the science of the future, I think this trend will receive particular attention. Besides the question of the existence of rights in the information environment, the science looks at ways to limit the influence of information, development ecological relations between human and environment.

Some of my previous articles dealt with this area of psychology ("Factors of development of information addiction", "The development of social maturity and information addiction in the young age"). Now I'm going to explore the environmental factors of electronic information environment and how to develop resistance to the aggressive impact of the information.

The person should have a choice of the information he receives from the outside world. But the man has the S-S relationship with the environment. It means that he isn't only recipient, but also an active creator. A person creates an environmental object; this object turns affects back to him. These factors are called quasi ecological. Earlier works of art and architecture were considered as such objects, now we can speak about the whole man-made environment, in particular virtual reality. My work is devoted to studying such factors.

The object of my research is relationship between man and information environment, subject consist changes in human behavior under the influence of quasi ecological factors. I think this is the perspective subject area. The results of my work may be interesting not only for academic scientists, but also for practice specialists: managers, social scientists, IT-professionals

№ 2 Speak about the main issues of wring a research article. Use the following plan.

1. Research article.
1. Structure of a research article.
2. Target journal.
3. Title.
4. Abstract.
5. Introduction.
6. Literature review.
7. Methods.
8. Results and discussion.
9. Conclusion.

Тема3: SCIENCE AND TECHNOLOGY

SCIENCE AND TECHNOLOGY

1. In recent years, scientific and technological developments have drastically changed life on our planet.

2. Today, science and technology are closely related. Many modern technologies such as nuclear power and space flights depend on science and the application of scientific knowledge and principles. Each advance in pure science creates new opportunities for the development of new ways of making things to be used in daily life. In turn, technology provides science with new and more accurate instruments for its investigation and research.

3. Technology refers to the ways in which people use discoveries to satisfy needs and desires, to alter the environment, to improve their lives. Throughout human history, men and women have invented tools, machines, materials and techniques, to make their lives easier.

4. Of course, when we speak of technology today, we are looking at it in a much narrower sense. Generally, we mean industrial technology, or the technology that began about 200 years ago with the development of power-driven machines, growth of the factory system, and mass production of goods that has created the basis for our modern society. Today we often say that we live in an age of science and technology.

According to one estimate, 90 % of all the scientists who ever lived, were alive and active in the 1970-s. This increased scientific activity has brought new ideas, processes, and inventions in ever-growing amount.

5. The scientific revolution that began in the 16th century was the first time that science and technology began to work together. Thus, Galileo, who made revolutionary discoveries in astronomy and physics, also built an improved telescope and patented a system of lifting water. However, it was not until the 19th century that technology truly was based on science and inventors began to build on the work of scientists. For example, Thomas Edison built on the early experiments of Faraday and Henry in his invention of the first practical system of electrical lighting. So too, Edison carried on his investigations until he found the carbon filament for the electric bulb in a research laboratory. This was the first true modern technological research.

6. In a sense, the history of science and technology is the history of all humankind.

Примечания к тексту:

both...and – как..., так и

advance – продвижение

drastically – круто, решительно

in turn – в свою очередь
 in a much narrower sense – в более узком смысле
 humankind – человечество
 filament – нить накала

Упражнения

1. Найдите в тексте синонимы к следующим словам. Запишите их.
Up-to-date, progress, possibilities, precise, requirements, to change, to make better, quantity, usually, clean, to apply.
2. Найдите русские эквиваленты к следующим английским словам и запомните их.

А	В
development	исследование
as a whole	научный
closely	согласно чему-либо
application	изобретать
to provide	тесно, близко
investigation	открытие
to invent	снабжать, обеспечивать
scientific	развитие, разработка
according to	в целом
discovery	применение

1. Составьте из следующих слов законченные предложения, обращая внимание на порядок слов.
 2. play, technology, a, our, life, science, part, great, in, daily, and
 3. to satisfy, discoveries, use, people, and, desires, needs
 4. this, research, first, technological, was, modern, the.
2. Переведите письменно следующие предложения из текста, обращая внимание на глагол- сказуемое в разных временах.
 1. Scientific and technological developments have changed life on the planet.
 2. The scientific revolution began in the 16th century.
 3. When we speak of technology today, we are looking at it in a narrow sense.
3. Дайте развернутый ответ на вопросы по тексту (выполняется письменно)
 - 1) Why do many modern technologies depend on science?
 - 2) What is a technology in a narrow sense?
 - 3) Why do we say that we live in the age of science and technology?
4. Пользуясь словарем, переведите письменно 5 абзац текста.

Словарь

scientific – научный
 views – взгляды
 society – общество
 whole – весь, целый
 closely – близко, тесно

nuclear – ядерный, атомный
flight – полет
to depend on – зависеть от
advance – продвижение, прогресс
pure – чистый
to create – создавать, творить
opportunity – возможность
accurate – точный investigation – исследование
research – поиск
refer to – относиться к narrow – узкий
goods – товары
estimate – оценка
to invent – изобретать
to discover – открывать, обнаруживать
to improve – улучшать
to satisfy – удовлетворять
throughout – везде, повсюду to alter – изменять
bulb – лампочка
filament – нить накала
environment – окружающая среда
mankind – человечество

Задание:

Укажите номера абзацев текста, которые содержат информацию для ответа на вопросы ниже:

- Что изобрели люди на протяжении своей истории?
- К чему привели исследования Эдисона?

Прочитайте следующие утверждения и определите, являются ли они согласно тексту верными (T), неверными (F) или не обсуждаются вообще (N):

1. Science and technology are not related at all.
2. The application of the latest achievements in industry demands great knowledge and good polytechnical training.
3. The scientific revolution began in the 16th century.
4. Galileo made revolutionary discoveries in astronomy and physics.
5. Faraday found the filament for the electric bulb.

Расположите следующие предложения в таком порядке, чтобы получилось краткое изложение содержания текста.

1. The history of science and technology is the history of all mankind.
2. Today science and technology are closely related.
3. Scientific and technological developments have changed life on our planet.
4. Throughout human history men and women have invented tools, machines, materials and techniques to make their lives easier.
5. 90 % of all the scientists lived and worked in the 1970-s.
6. Напишите краткое изложение текста на английском языке.

Прокомментируйте часть текста, которая вам показалась наиболее интересной.

Тема 4: PhD Thesis

№ 1 Read the text and translate it.

My name is Stephanie Freeman. Speaking about my research work I must mention the

following: How are new forms of Internet-mediated peer-production (such as is Free/Libre/Open Source Software (FLOSS) and Wikipedia) changing the relation between developer and user, author and publisher, expert and lay person? What motivates people to contribute? To whom is participation open? Finding answers to the question of the possibilities and problems of participating and acting in one's computer-mediated world, is at the heart of my dissertation research.

The problem of motivation (and participation) is also theoretically interesting and challenging. Individual-psychological theories of motivation are problematic because motivation is seen as happening "inside the head of an individual" isolated from social and cultural reality. However, Cultural-Historical Activity Theory (CHAT) and Cultural Psychology offer promising tools for studying both volunteers' individual motivation and the collective motive of their work. By examining the relationship between the individual and the collective, I wish to contribute to the development of CHAT.

My PhD thesis will comprise of four articles. Articles 1 and 2 are based on data collected from the hybrid firm-Free/Libre Open source community project OpenOffice.org, which develops a complete set of Free/Open Source Software Office end-user applications.

- 1) 'The Social and Material Dynamics of Motivation: Contributions in Open source Language Technology Development (forthcoming examines OpenOffice.org contributors' motivation as dynamically and historically developing;
- 2) 'The emerging role of the user in end-user FLOSS' (in progress);
- 3) 'The struggle of choosing between Open Source and proprietary software in the Finnish public sector' is based on data collected from four public sector organizations: The Finnish Meteorological Institute; The Justice Department, The Ministry of Finance and Turku town (in progress);
- 4) This article will deal with the practices of article-approval in the Finnish Wikipedia (about to begin data collection).

Tema 5: INTRODUCTION INTO BUSINESS ENGLISH

Exercise 1. Explain the following words and make up sentences with either of them:

1. to mind one's own business;
2. bad business;
3. dirty business;
4. personal business;
5. business hours;
6. monkey (funny) business;
7. annual business;
8. to be in business;
9. to be out of business;
10. booming business;
11. to build up business;
12. business competition;
13. business corporation.

Exercise 2. Choose three words which you consider the most important ones in any business from the list below. Explain your answer:

money business promotion customer challenge result respect profit team spirit prestige

Exercise 3. Discussion. How do you see your future profession? Please answer the following questions:

What kind of work are you interested in:

1. well paid work
2. interesting work

3. work in a large and famous company
4. quiet work
5. work in an industry which has future prospectsprestigious work
6. a kind of work such as not to sit the whole day in the office
7. to travel a lot

Please, discuss advantages and disadvantages of your future profession:

1. Do you think that your future profession is prestigious?
2. Do you think it will be still prestigious and well paid by the time you graduate?
3. How difficult is it to find a good work in your field?
4. Is there a competition in your group?
5. Do you think that competition among your coeds is a good stimulus to study well or it just makes communication between you more difficult?

Тема 6: TYPES OF BUSINESSES

№ 1 • *Read and translate the text. Прочитайте и переведите текст*

TYPES OF BUSINESSES

Businesses are structured in different ways to meet different needs. The simplest form of business is called an individual or sole proprietorship. The proprietor owns all of the property of the business and is responsible for everything. For legal purposes, with this kind of business, the owner and the company are the same. This means the proprietor gets to keep all of the profits of the business, but must also pay any debts. In other words, he has unlimited liability for debts. Sole proprietorships are the oldest, simplest and most common of all types of businesses.

Another kind of business is the partnership. Two or more people go into business together. An agreement is usually needed to decide how much of the partnership each person controls. Partnerships are concentrated on businesses that require relatively small amounts of money to start and operate. One kind of partnership is called a limited liability partnership.

These have full partners and limited partners. Limited partners may not share as much in the profits, but they also have less responsibility for the business. Doctors, lawyers and accountants often form partnerships to share their risks and profits. A husband and wife can form a business partnership together. Partnerships exist only for as long as the owners remain alive. The same is true of individual proprietorships. But corporations are designed to have an unlimited lifetime.

A corporation is the most complex kind of business organization. Corporations can sell stock as a way to raise money. Stock represents shares of ownership in a company. Investors who buy stock can trade their shares or keep them as long as the company is in business. A company might use some of its earnings to pay dividends as a reward to shareholders. Or the company might reinvest the money back into the business. If shares lose value, investors can lose all of the money they paid for their stock. But shareholders are not responsible for the debts of the corporation. A corporation is recognized as an entity - its own legal being, separate from its owners. A board of directors controls corporate policies. The directors appoint top company officers. The directors might or might not hold shares in the corporation. Corporations can have a few major shareholders or ownership can be spread among the general public. But not all corporations are traditional businesses that sell stock. Some nonprofit groups are also organized as corporations.

№ 2 • *Make notes from the text then write a short summary of it.* Сделайте заметки из текста, а затем напишите краткое изложение его содержания.