



**MINISTRY OF SCIENCE AND HIGHER EDUCATION
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SAF Baikal International Business School (Institute)
Department of Humanities and Foreign Languages



APPROVED:

Dean of SAF, Baikal International Business
School (Institute)

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Syllabus

Discipline: Б1.О.05 Foreign Language

Major: 27.03.05 Innovatics

Specialization: Management of Innovative and IT Projects and Products

University degree: Bachelor

Full time

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Methodological Council of Baik
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Contents

I. GOALS AND OBJECTIVES OF THE DISCIPLINE (MODULE)	3
II. PLACE OF THE DISCIPLINE IN THE STRUCTURE OF CPEP HE	3
III.REQUIREMENTS FOR THE DISCIPLINE LEARNING OUTCOMES	3
IV.DISCIPLINE CONTENTS AND STRUCTURE	Ошибка! Закладка не определена.
4.1. Discipline Contents, Structured by Topics, with Indicated Types of Classes and Allocated Academic Hours	5
4.2. Plan for Out-of-Class Student Self-Study of the Discipline	8
4.3. Learning Content	11
4.3.1. List of seminars, practical sessions and laboratory work	12
4.3.2.List of topics (questions) assigned for independent work as part of student self-study...	13
4.4. Guidelines for Organizing Students' Self-Study	15
V. EDUCATIONAL, METHODOLOGICAL, AND INFORMATION SUPPORT FOR THE DISCIPLINE	18
a) Required Reading	18
б) Databases, search and reference systems, and information systems	18
VI.MATERIAL AND TECHNICAL SUPPORT FOR THE DISCIPLINE.....	19
6.1. Educational and Laboratory Equipment	19
6.2. Software.....	22
6.3. Technical and Electronic Learning Tools.....	22
VII.EDUCATION TECHNOLOGIES.....	22
VIII.MATERIALS FOR FORMATIVE AND SUMMATIVE ASSESSMENT.....	23

I. GOALS AND OBJECTIVES OF THE DISCIPLINE (MODULE)

Goals: To increase students' baseline level of foreign language proficiency achieved at the previous stage of education and to equip them with communicative competence necessary and sufficient for conducting business communication.

Objectives:

- To form a sufficient theoretical and practical base for exchanging business information in oral and written forms;
- To improve skills in reading, listening, speaking, and writing in a foreign language for professional and cognitive purposes, including lifelong learning.

II. PLACE OF THE DISCIPLINE IN THE STRUCTURE OF CPEP HE

The academic discipline (module) B1.O.05 "Foreign Language" is part of the compulsory component of the bachelor's program in accordance with the Federal State Educational Standard of Higher Education for the major 27.03.05 Innovatics, specialization "Management of Innovative and IT Projects and Products."

The discipline "Foreign Language" serves as a foundation for studying the elective disciplines "Preparation for International English Language Proficiency Testing" and "Foreign Language in Professional Communication," which are taught in the first and second semesters.

III. REQUIREMENTS FOR THE DISCIPLINE LEARNING OUTCOMES

The process of mastering the discipline is aimed at developing competency YK-4 in accordance with the Federal State Educational Standard of Higher Education and the Educational Program of Higher Education for the major 27.03.05 Innovatics, specialization "Management of Innovative and IT Projects and Products."

List of planned learning outcomes for the discipline (module), correlated with competency achievement indicators

Competency	Competency Achievement Indicator	Learning Outcomes
UC-4 Is able to conduct business communication in oral and written forms in the state language of the Russian Federation and in a foreign language/foreign languages	UC-4.1. Demonstrates the ability to exchange business information in oral and written forms in the state language, accounting for stylistic features of formal and informal correspondence and socio-cultural differences	Knows: the features of intercultural communication in the target foreign language in various fields; the characteristics of formal and informal style. Is able to: carry out academic and business-oriented oral communication in monologue and dialogue forms (report, conversation, presentation, debate, round table discussion, etc.) and written communication in a foreign language (email, review, inquiry, etc.), and use etiquette forms of scientific and professional communication. Possesses: skills in oral and written communication in academic, professional, and everyday situations

	<p>UC-4.2. Demonstrates ability to exchange business information in oral and written forms in at least one foreign language</p>	<p>Knows: the fundamentals of the linguistic system, including key phonetic, lexical, grammatical, and word-formation concepts; the distinctive features of oral and written communication, as well as the specifics of business style</p> <p>Is able to: apply acquired knowledge to exchange business information in both oral and written forms</p> <p>Possesses: skills in conducting oral and written business communication</p>
	<p>UC-4.3 Selects communication style according to partnership goals and conditions; adapts speech, communication style, and body language to suit different interaction contexts</p>	<p>Knows: linguistic and cultural specifics of verbal and non-verbal communication.</p> <p>Is able to: adapt both verbal and non-verbal communication styles to suit different interaction contexts</p> <p>Possesses: skills in applying verbal and non-verbal communication techniques in various interpersonal situations</p>

IV. DISCIPLINE CONTENTS AND STRUCTURE

Discipline scope is 6 credits, 216 hrs.

including **71** hrs of self-study **43** hrs of summative assessment.

Summative assessment: pass/fail tests in the 2nd and the 3rd semesters; exam in the 4th semester.

4.1. Discipline Contents, Structured by Topics, with Indicated Types of Classes and Allocated Academic Hours

№	Discipline Section/ Topic	Semester	Total hours	Including practical sessions	Types of educational activities, including self-study, practical sessions, and workload (in hrs)			Formative Assessment Formats; Summative Assessment Format	
					Self-Study		Self-Study		
					Lecture	Seminar/Practical session/Lab session			Consultations, monitoring
1	2	3	4	5	6	7	8	9	10
1	English for Business Communication 1. Introductions and Getting Acquainted 2. Countries and Nationalities 3. Professions and Work 4. Family, Friends, Appearance and Personality 5. Lifestyle (Daily Routine, Hobbies)	2	72			34	8	30	Formative assessment: quizzes/tests, oral questioning, role-playing, email writing

	Syntax <ol style="list-style-type: none"> 1. Sentence Types. The Simple Sentence. Subject-Verb Agreement. 2. Connection Types. Coordinating and Correlative Conjunctions. Parallelism. Agreement. 3. The Compound Sentence. Logical Connectors and Punctuation. 4. The Complex Sentence. Types of Subordinate Clauses. 5. The Adjective Clause. Morphology <ol style="list-style-type: none"> 1. The Pronoun 2. The Noun 3. The Adjective 4. The Verb. Tense and Aspect Forms. 								Summative assessment: a pass/fail test (credit)
2	English for Business Communication <ol style="list-style-type: none"> 1. Seasons and Weather 2. Food and Dining 3. Money and Shopping 4. Feelings and Emotions Syntax <ol style="list-style-type: none"> 1. The Noun Clause 2. The Adverb Clause (Time, Cause, Result, Concession) Morphology <ol style="list-style-type: none"> 1. Verb Tenses and Aspects 2. The Passive Voice 	3	72			34	8	30	Formative assessment: quizzes/tests, a presentation, oral questioning, role-playing exercises. Summative assessment (end of module): a pass/fail test (credit)

	3. Participles: Present (Active) and Past (Passive)								
3	English for Business Communication <ol style="list-style-type: none"> Travel Foundations of Effective Intercultural Communication Syntax <ol style="list-style-type: none"> Conditional Clauses (If-Clauses) The Subjunctive Mood Morphology <ol style="list-style-type: none"> The Infinitive The Gerund Modal Verbs 	4	72			34	10	11	17 Formative assessment: quizzes/tests, a presentation, oral questioning, role-playing exercises. Summative assessment: a final examination.
	Total:		216			102	26	71	17

4.2. Plan for Out-of-Class Student Self-Study of the Discipline

Semester	Section, topics	Self-study			Assessment tool	Self-study educational and methodological support
		Type of self-study	Deadlines	Load (hrs.)		
2	English for Business Communication <ol style="list-style-type: none"> 1. Introductions and Getting Acquainted 2. Countries and Nationalities 3. Professions and Work 4. Family, Friends, Appearance and Personality 5. Lifestyle (Daily Routine, Hobbies) Syntax <ol style="list-style-type: none"> 1. Sentence Types. The Simple Sentence. Subject-Verb Agreement. 2. Connection Types. Coordinating and Correlative Conjunctions. Parallelism. Agreement. 3. The Compound Sentence. Logical Connectors and Punctuation. 4. The Complex Sentence. Types of Subordinate Clauses. 5. The Adjective Clause. Morphology <ol style="list-style-type: none"> 1. The Pronoun 2. The Noun 3. The Adjective 4. The Verb. Tense and Aspect Forms. 	<p>Completing textbook assignments, reviewing the course material, preparing for vocabulary tests using online resources (e.g., https://agendaweb.org/vocabulary-exercises.html), writing and acting out dialogues, preparing for a role-play, writing an email to a friend</p> <p>Preparing for tests, reviewing the course material, completing practice online tests using resources such as: https://www.englishgrammar.org/ and https://agendaweb.org/verbs-exercises.html</p>	Semester 2	30	Oral questioning, role-playing exercise, email writing, test	Literature from the list (Section V) Hecadem

Semester	Section, topics	Self-study			Assessment tool	Self-study educational and methodological support
		Type of self-study	Deadlines	Load (hrs.)		
3	English for Business Communication <ol style="list-style-type: none"> Seasons and Weather Food and Dining Money and Shopping Feelings and Emotions Syntax <ol style="list-style-type: none"> The Noun Clause The Adverb Clause (Time, Cause, Result, Concession) Morphology <ol style="list-style-type: none"> Verb Tenses and Aspects The Passive Voice Participles: Present (Active) and Past (Passive) 	<p>Reviewing the course material, preparing for vocabulary tests via recommended online platforms (e.g. https://agendaweb.org/vocabulary-exercises.html), writing dialogues, and preparing for role-playing activities.</p> <p>Preparing for tests, reviewing the course material, completing practice online tests using resources such as: https://www.englishgrammar.org/ and https://agendaweb.org/verbs-exercises.html</p>	Semester 3	30	Oral questioning, role-playing exercise, report, test	Literature from the list (Section V) Hecadem

Semester	Section, topics	Self-study			Assessment tool	Self-study educational and methodological support
		Type of self-study	Deadlines	Load (hrs.)		
4	English for Business Communication 1. Travel 2. Foundations of Effective Intercultural Communication	Reviewing the course material, preparing for vocabulary tests via recommended online platforms (e.g. https://agendaweb.org/vocabulary-exercises.html), writing dialogues, preparing for role-playing activities, writing emails	Semester 4	11	Oral questioning, role-playing exercise, report, email, test	Literature from the list (Section V) Hecadem
	Syntax 1. Conditional Clauses (If-Clauses) 2. The Subjunctive Mood Morphology 1. The Infinitive 2. The Gerund 3. Modal Verbs	Preparing for tests, reviewing the course material, completing practice online tests using resources such as: https://www.englishgrammar.org/ and https://agendaweb.org/verbs-exercises.html				
Total self-study load (hrs)				71		

4.3. Learning Content

Semester 2

1.1. English for Business Communication

1. Introductions and Getting Acquainted
2. Countries and Nationalities
3. Professions and Work
4. Family, Friends, Appearance and Personality
5. Lifestyle (Daily Routine, Hobbies)

1.2. Syntax

1. Sentence Types. The Simple Sentence. Subject-Verb Agreement.
2. Connection Types. Coordinating and Correlative Conjunctions. Parallelism. Agreement.
3. The Compound Sentence. Logical Connectors and Punctuation.
4. The Complex Sentence. Types of Subordinate Clauses.
5. The Adjective Clause.

1.3. Morphology

1. The Pronoun
2. The Noun
3. The Adjective
4. The Verb. Tense and Aspect Forms.

Semester 3

2.1. English for Business Communication

1. Seasons and Weather
2. Food and Dining
3. Money and Shopping
4. Feelings and Emotions

2.2. Syntax

1. The Noun Clause
2. The Adverb Clause (Time, Cause, Result, Concession)

2.3. Morphology

1. Verb Tenses and Aspects
2. The Passive Voice
3. Participles: Present (Active) and Past (Passive)

Semester 4

3.1. English for Business Communication

1. Travel
2. Foundations of Effective Intercultural Communication

3.2. Syntax

1. Conditional Clauses (If-Clauses)
2. The Subjunctive Mood

3.3. Morphology

1. The Infinitive
2. The Gerund
3. Modal Verbs

4.3.1. List of seminars, practical sessions and laboratory work

№	Section/ topic number	Seminars, practical and laboratory work	Load (hrs)		Assessment Tools	Developed Competencies (indicators)
			Total hrs.	Including practical sessions		
1	2	3	4	5	6	7
1	1.1.	1. Introductions and Getting Acquainted 2. Countries and Nationalities 3. Professions and Work 4. Family, Friends, Appearance and Personality 5. Lifestyle (Daily Routine, Hobbies)	16	---	Oral questioning, test, role play, email	UC-4.2, UC-4.3
2	1.2.	1. Sentence Types. The Simple Sentence. Subject-Verb Agreement. 2. Connection Types. Coordinating and Correlative Conjunctions. Parallelism. Agreement. 3. The Compound Sentence. Logical Connectors and Punctuation. 4. The Complex Sentence. Types of Subordinate Clauses. 5. The Adjective Clause.	10	---	Test	UC-4.1, UC- 4.2
3	1.3.	1. The Pronoun 2. The Noun 3. The Adjective 4. The Verb. Tense and Aspect Forms.	8	---	Test	UC-4.1, UC- 4.2
4	2.1.	1. Seasons and Weather 2. Food and Dining 3. Money and Shopping 4. Feelings and Emotions	16	---	Oral questioning, role play, report, test	UC-4.1, UC- 4.2, UC-4.3
5	2.2.	1. The Noun Clause 2. The Adverb Clause (Time, Cause, Result, Concession)	10	---	Test	UC-4.1, UC- 4.2

№	Topic	Assignment	Developed competency	Indicator
	<p>Correlative Conjunctions. Parallelism. Agreement.</p> <p>3. The Compound Sentence. Logical Connectors and Punctuation.</p> <p>4. The Complex Sentence. Types of Subordinate Clauses.</p> <p>5. The Adjective Clause.</p> <p>Morphology</p> <p>1. The Pronoun</p> <p>2. The Noun</p> <p>3. The Adjective</p> <p>4. The Verb. Tense and Aspect Forms.</p>	<p>Prepare for the tests, review the course material, complete practice online tests using the following resources:</p> <p>https://www.englishgrammar.org , https://agendaweb.org/verbs-exercises.html</p>		
2	<p>English for Business Communication</p> <p>1. Seasons and Weather</p> <p>2. Food and Dining</p> <p>3. Money and Shopping</p> <p>4. Feelings and Emotions</p> <p>Syntax</p> <p>1. The Noun Clause</p> <p>2. The Adverb Clause (Time, Cause, Result, Concession)</p> <p>Morphology</p> <p>1. Verb Tenses and Aspects</p> <p>2. The Passive Voice</p> <p>3. Participles: Present (Active) and Past (Passive)</p>	<p>Review the course material, prepare for vocabulary tests using the online resource (https://agendaweb.org/vocabulary-exercises.html), prepare for an interview, prepare for a role-play, make a report.</p> <p>Prepare for the tests, review the course material, complete practice online tests using the following resources:</p> <p>https://www.englishgrammar.org/ , https://agendaweb.org/verbs-exercises.html</p>	UC-4	UC-4.1, UC-4.2, UC-4.3
3	<p>English for Business Communication</p> <p>1. Travel</p> <p>2. Foundations of Effective Intercultural Communication</p>	<p>Prepare for the role-play. Read Chapter "What is Successful Communication" from the book: <i>English Language: Communication Issues</i> by T.V. Poplavskaya.</p> <p>Complete the online course "Write Professional Emails in English"</p>	UC-4	UC-4.1, UC-4.2, UC-4.3

Nº	Topic	Assignment	Developed competency	Indicator
	Syntax 1. Conditional Clauses (If-Clauses) 2. The Subjunctive Mood Morphology 1. The Infinitive 2. The Gerund 3. Modal Verbs	(Coursera): https://www.coursera.org Take notes on the video lectures. Compile a list of standard phrases (clichés) for formal and informal emails. Write an email (practical task). Prepare for the tests, review the course material, complete practice online tests using the following resources: https://www.englishgrammar.org/ , https://agendaweb.org/verbs-exercises.html		

4.4. Guidelines for Organizing Students' Self-Study

Independent (out-of-class) work is a student's primary responsibility. It is essential to complete homework assignments thoroughly and in full, compile a glossary for each lexical topic, and take notes on rules and examples from the grammar textbook. Students should look up and memorize the pronunciation and meaning of unfamiliar words from texts, audio materials, exercises, and tests. Special attention should be paid to set phrases and collocations. Students should learn to work effectively with electronic dictionaries, online sources, encyclopedias, and text databases. It is necessary to be able to objectively evaluate the reliability of each source and the appropriateness of consulting it in any given situation. It is advisable to prepare notes on the homework, which can be used during classroom sessions when discussing answer options. These notes help formulate potential questions for the instructor in case of difficulties or in need for clarification.

Assessment criteria for notes and glossary: formatting/presentation, logical structure/coherence, relevance to the topic, timely submission.

Types of assessment methods:

1. **Oral questioning**, which is a structured conversation between the instructor and the student on topics related to the course, is a form of assessment aimed at evaluating the student's knowledge. Students are given the subtopics for the interview in advance (e.g., within the general topic "Food," subtopics may include favorite dishes, restaurants, dietary preferences and habits, etc.).

Sample Interview Questions on the Topic "Food":

1. What's your favorite food?
2. What's your favorite cuisine?
3. What's your go-to recipe?
4. What do you usually eat for breakfast?
5. Do you think breakfast is the most important meal of the day?
6. Do you like trying new foods?
7. Do you have any food allergies?
8. Do you ever order delivery food?
9. How often do you eat fast food?
10. What's your favorite pizza topping?
11. How often do you eat fruit?
12. What food do you hate?
13. Have you ever ordered food in a foreign language?

14. What was the last meal you cooked?
15. Have you ever had breakfast in bed?
16. How much can you eat at an all-you-can-eat buffet?
17. What is the most expensive meal you have ever eaten?
18. What dessert do you love to eat?
19. Do you like to drink hot drinks?
20. If you could only eat one thing for a year, what would it be?
21. Which herbs and spices do you regularly cook with?
22. What is the strangest food you have ever tried?
23. Have you ever baked a cake?
24. What food do you like to eat on your birthday?
25. What's your favorite meal of the day?
26. Who do you usually eat meals with?
27. Which one is better? A picnic in the park or a meal in a restaurant?
28. Which one do you prefer? Cake or ice cream?
29. Do you ever eat leftover food?
30. Do you have a favorite restaurant?

Interview assessment criteria: fluency and accuracy of speech, command of sufficient vocabulary and grammar structures, logical coherence and structure of the response.

2. **Role-play** is a collaborative activity of a group of students and a teacher under the teacher's guidance, aimed at solving educational and professionally-oriented tasks through simulating a real problem situation. It allows the teacher to assess the students' ability to analyze and solve typical professional tasks.

Sample Role Play Scenarios (Topic: Travel)

1.) You are at the duty-free shop, shopping for a gift for your significant other, but are unsure of what to buy and you are running out of time. Ask for some assistance.

Person #1: English-speaking clerk.

Person #2: Foreigner.

Tips:

Tips for Person #1: Be polite and patient. Ask questions about what his/her significant other enjoys.

Tips for Person #2: Your wife is picky and likes expensive things; she is also a fan of brand names.

2.) You check into your hotel only to find that your room isn't what you were promised online.

Person #1: Hotel Guest.

Person #2: Front Desk Clerk

Tips:

Tips for Person #1: Be polite but stern. Explain that your reservation is supposed to have a double bed, and an ocean side view.

Tips for Person #2: Remind the guest that the pictures online do not accurately reflect the actual hotel. However, you will do your best to make their stay enjoyable. Try to find a compromise.

3.) You sit down in your seat on a train after a long flight and want to relax. However, the person next to you decides to strike up a conversation.

Person #1: Exhausted traveler who wants some peace and quiet.

Person #2: Traveler who can't stop talking.

Tips:

Tips for Person #1: Answer the first few questions politely then hint that you are tired and would like some time to yourself because you are tired.

Tips for Person #2: Ask them everything about their upcoming trip: who, what, when, where, why, and how. When they hint that they are not interested in small talk ask them more questions!

4.) You travel to a foreign country on business but find out last minute you have two free days to yourself until returning home. Ask the cab driver for some suggestions about where to go and why.

Person #1: Traveler on business.

Person #2: Taxi cab driver that knows the country well.

Tips:

Tips for Person #1: Be open to suggestions but let the cabbie know exactly what you are interested in.

Tips for Person #2: Choose countries you have traveled to already and pretend you are a cabbie in that country. Do your best to describe your recommendations and why.

5.) You are traveling to a foreign country with a friend. One of you thinks it's best to enjoy yourselves and spend money freely. The other believes you should try to save money while traveling in case of unforeseen expenses.

Person #1: Wants to stay in an expensive hotel and eat in expensive restaurants.

Person #2: Wants to play it safe and stay in an inexpensive hotel and eat at cheaper restaurants to save some money.

Tips:

Tips for Person #1: Remind the other person that you are on vacation and that spending money isn't such a bad thing.

Tips for Person #2: The best things in life are free. Remind them that you will only be in the hotel to sleep, and that expensive hotels are unnecessary.

Assessment criteria: fluency and grammatical accuracy of speech, appropriate and logical responses, ability to maintain a conversation.

3. A **report** is a public presentation based on the analysis of scholarly and other sources, addressing a specific applied, educational-research, or academic topic.

Sample Topics of Reports:

1. Shopping in Moscow/ Paris ...

2. Places of Interest in New York/ Washington DC/ London

Assessment criteria: logical structure and organization, use of visual aids, fluency and grammatical accuracy of speech, presentation and audience engagement skills, responses to questions.

4. **Email** is a type of creative written assignment that is formatted and structured strictly according to a model and assesses the development of written communication skills.

Assessment criteria: correct organization, use of required set phrases and choice of appropriate style depending on the situation (formal or informal), effective use of syntactic and grammatical structures, adherence to all lexical-grammatical and stylistic norms of letter formatting.

5. **Test** is a form of assessment aimed at verifying mastery of terminology, information technologies, and specific knowledge in the fields of fundamental and applied disciplines. It is a system of standardized tasks in a subject, designed to determine the level of development of the cognitive component of competency. When completing a test, it is necessary to manage time correctly, allowing for a final review of one's answers.

Assessment criteria: the percentage of correctly completed tasks, which is converted into a grade.

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V. EDUCATIONAL, METHODOLOGICAL, AND INFORMATION SUPPORT FOR THE DISCIPLINE

a) Required Reading

1. Купцова, А. К. Английский язык для менеджеров и логистов (B1-C1) : учебник и практикум для вузов / А. К. Купцова, Л. А. Козлова, Ю. П. Волынец ; под общей редакцией А. К. Купцовой. — 2-е изд., испр. и доп. — Москва : Издательство Юрайт, 2022. — 355 с. — (Высшее образование). — ISBN 978-5-534-08147-3. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/489323>
2. Смирнова, Н. В. Английский язык для менеджеров (B1—B2): учебник для вузов / Н. В. Смирнова, А. В. Соколова, Ю. А. Дуглас. — Москва : Издательство Юрайт, 2022. — 185 с. — (Высшее образование). — ISBN 978-5-534-08395-8. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/494530>
3. Английский язык для экономистов (B1—B2): учебник и практикум для вузов / Т. А. Барановская [и др.] ; ответственный редактор Т. А. Барановская. — 3-е изд., перераб. и доп. — Москва : Издательство Юрайт, 2022. — 421 с. — (Высшее образование). — ISBN 978-5-534-15097-1. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/488977>
4. Стогниева, О. Н. Английский язык для экономистов (B1—B2). English for Business Studies in Higher Education : учебное пособие для вузов / О. Н. Стогниева. — Москва : Издательство Юрайт, 2022. — 197 с. — (Высшее образование). — ISBN 978-5-534-10008-2. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/475072>

Further Reading:

1. Поплавская, Т. В. Английский язык. Проблемы коммуникации : учебное пособие для вузов / Т. В. Поплавская, Т. А. Сысоева. — Москва : Издательство Юрайт, 2022. — 175 с. — (Высшее образование). — ISBN 978-5-534-07461-1. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/494296>
2. Токарева, Н. Д. Английский язык (A2—B2). Страноведение: Россия. Russia as it is : учебное пособие для вузов / Н. Д. Токарева. — 2-е изд., испр. и доп. — Москва : Издательство Юрайт, 2022. — 297 с. — (Высшее образование). — ISBN 978-5-534-08838-0. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/494387>
3. Суслова А.Ю., Луганская Е.В., Каплуненко В.В., Липко Ю.Г. Discovering America: Real People, Real Stories. - Иркутск: Изд-во ИГУ, 2015. – Ч. 1. – 205 с.
4. Домышева С.А., Копылова Н.В., Лазаревская О.В., Липко Ю.Г., Луганская Е.В., Суслова А.Ю. Discovering America: Real People, Real Stories : Textbook // Edited by Ye.V. Luganskaya, A.Yu. Suslova. – Иркутск: Изд-во ИГУ, 2017. – Ч. 2. – 341 с.

б) Databases, search and reference systems, and information systems

1. ЭБС ЭЧЗ «Библиотех». Государственный контракт № 019 от 22.02.2011 г. ООО «Библиотех». Лицензионное соглашение № 31 от 22.02.2011 г. Адрес доступа: <https://isu.bibliotech.ru/> Срок действия: с 22.11.2011 г. бессрочный.
2. ЭБС «Рукопт» Контракт № 98 от 13.11.2020 г.; Акт № 6К-5415 от 14.11.20 г. Срок действия по 13.11.2021г. доступ: <http://rucont.ru/>
3. ЭБС «Издательство Лань». ООО «Издательство Лань». Информационное письмо № 128 от 09.10.2017 г. Срок действия: бессрочный. Адрес доступа: <http://e.lanbook.com/>
4. ЭБС «Национальный цифровой ресурс «Рукопт». ЦКБ «Бибком». Контракт № 04-Е-0343 от 12.11.2021 г. Адрес доступа: <http://rucont.ru/>
5. ЭБС «Айбукс.ру/ibooks.ru». ООО «Айбукс». Контракт № 04-Е-0344 от 12.11.2021 г.; Акт от 14.11.2021 г. Адрес доступа: <http://ibooks.ru>

6. Электронно-библиотечная система «ЭБС Юрайт». ООО «Электронное издательство Юрайт». Контракт № 04-Е-0258 от 20.09.2021г. Адрес доступа: <https://urait.ru/>

VI. MATERIAL AND TECHNICAL SUPPORT FOR THE DISCIPLINE

6.1.Educational and Laboratory Equipment

Наименование специальных помещений и помещений для самостоятельной работы	Оснащенность специальных помещений и помещений для самостоятельной работы	Перечень лицензионного программного обеспечения. Реквизиты подтверждающего документа
Учебная аудитория для проведения занятий лекционного типа	Аудитория оборудована специализированной (учебной) мебелью на 48 студентов и техническими средствами обучения, служащими для представления учебной информации большой аудитории. Комплект демонстрационного оборудования включает: 1. ПК HP Elite 8300 SFF i5 3470/4Gb/1Tb/DVDRV/kb/m/DOS/Solenoid Lock and Hood Sensor (RUS) 2. Монитор Viewsonic TFT 20" VA2014WM glossy-black 5ms 20 00:1 250cd M/M 3. Проектор Epson EB-1830 4. Колонки активные Genius SP-S110 черные 5. Разветвитель видеосигнала Aten VS92A 2- port VGA Оснащена учебно-наглядными пособиями и электронными презентациями, обеспечивающими тематические иллюстрации по всем темам, указанным в рабочей программе дисциплины	БАЗОВЫЙ УСТАНОВОЧНЫЙ КОМПЛЕКТ ПО: Office 2007 Russian OpenLicensePack NoLevel AcademicEdition – договор с ЗАО "СофтЛайн Трейд" Tr026664 от 17.05.2007 Project Standard 2007, Access 2007 - Программы академического сотрудничества с Microsoft DreamSpark Premium Electronic Software Delivery. – договор с ЗАО "СофтЛайн Трейд" Tr000023480 от 19.05.2015 Операционные системы Windows по лицензионным программам предустановки OEM, Программы академического сотрудничества с Microsoft MSDN AA.- договор с ЗАО "СофтЛайн Трейд" Tr017431 от 15.05.2008 Операционные системы Windows по лицензионным программам предустановки OEM, Программы академического сотрудничества с Microsoft DreamSpark Premium Electronic Software Delivery. – договор с ЗАО "СофтЛайн Трейд" Tr000031723 от 05.08.2015 Антивирусные программы - Права на программы для ЭВМ drWeb Server Security комплексная защита 120Пк (1 лицензию за год) миграция с дозакупкой(LBW-BC-12M-120:119-C4) – договор с ЗАО "СофтЛайн Трейд" 13982/МОС2957 от 22.01.2016 Архиваторы WinRAR: 3.x: Standard Licence - для юридических лиц 100-199 лицензий – договор с ЗАО "СофтЛайн Трейд" №15422/IRK11 от 05.02.2010 Сетевая клиентская часть Права на программы для ЭВМ Windows Server CAL 2012 Russian OLP NL Akademic Edition Device CAL 120 лицензий – договор с ЗАО "СофтЛайн Трейд" 13512/МОС2957 от 29.10.2015 Межсетевой экран, функционал Proxy - Право использования программ для ЭВМ Traffic Inspector GOLD льготная – договор с ЗАО "СофтЛайн Трейд" Tr044356 от 27.08.2013 Право использования программ для ЭВМ Продление Traffic Inspector GOLD Special на 1 год – договор с ЗАО "СофтЛайн Трейд" Tr000112196 от 29.09.2016
Учебная аудитория для проведения занятий семинарского типа	Аудитория оборудована специализированной (учебной) мебелью на 48 студентов и техническими средствами обучения, служащими для представления учебной	БАЗОВЫЙ УСТАНОВОЧНЫЙ КОМПЛЕКТ ПО: Office 2007 Russian OpenLicensePack NoLevel AcademicEdition – договор с ЗАО "СофтЛайн Трейд" Tr026664 от 17.05.2007 Project Standard 2007, Access 2007 - Программы академического сотрудничества с Microsoft DreamSpark Premium Electronic Software Delivery. – договор с ЗАО "СофтЛайн Трейд" Tr000023480 от 19.05.2015 Операционные системы Windows по лицензионным программам

	<p>информации большой аудитории</p> <p>Комплект демонстрационного оборудования включает: 1.ПК HP Elite 8300 SFF i5 3470/4Gb/1Tb/DVDRV/kb/m/DOS/Solenoid Lock and Hood Sensor (RUS)</p> <p>2. Монитор Viewsonic TFT 20" VA2014WM glossy-black 5ms 20 00:1 250cd M/M</p> <p>3. Проектор Epson EB-1830</p> <p>4. Колонки активные Genius SP-S110 черные</p> <p>5. Разветвитель видеосигнала Aten VS92A 2- port VGA</p>	<p>предустановки OEM, Программы академического сотрудничества с Microsoft MSDN AA.- договор с ЗАО "СофтЛайн Трейд" Tr017431 от 15.05.2008</p> <p>Операционные системы Windows по лицензионным программам предустановки OEM, Программы академического сотрудничества с Microsoft DreamSpark Premium Electronic Software Delivery. – договор с ЗАО "СофтЛайн Трейд" Tr000031723 от 05.08.2015</p> <p>Антивирусные программы - Права на программы для ЭВМ drWeb Server Security комплексная защита 120Пк (1 лицензию за год) миграция с дозакупкой(LBW-BC-12M-120:119-C4) – договор с ЗАО "СофтЛайн Трейд" 13982/МОС2957 от 22.01.2016</p> <p>Архиваторы WinRAR: 3.x: Standard Licence - для юридических лиц 100-199 лицензий – договор с ЗАО "СофтЛайн Трейд" №15422/IRK11 от 05.02.2010</p> <p>Сетевая клиентская часть Права на программы для ЭВМ Windows Server CAL 2012 Russian OLP NL Academic Edition Device CAL 120 лицензий – договор с ЗАО "СофтЛайн Трейд" 13512/МОС2957 от 29.10.2015</p> <p>Межсетевой экран, функционал Proxu - Право использования программ для ЭВМ Traffic Inspector GOLD льготная – договор с ЗАО "СофтЛайн Трейд" Tr044356 от 27.08.2013</p> <p>Право использования программ для ЭВМ Продление Traffic Inspector GOLD Special на 1 год – договор с ЗАО "СофтЛайн Трейд" Tr000112196 от 29.09.2016</p>
Аудитория для групповых и индивидуальных консультаций, текущего контроля и промежуточной аттестации	<p>Аудитория оборудована специализированной (учебной) мебелью на 11 студентов, 5 рабочих мест, оснащенных компьютерами с подключением к сети «Интернет» и обеспечением доступа в ЭИОС ФГБОУ ВО «ИГУ». 1. 5 рабочих мест Системный блок HP compad dc7800SFF Dual Core PE-2180, 4 Gb DDR2 PC6400, 160GB SATA 3.0 HDD</p> <p>2. Монитор ЖК (LCD) дисплей 17,0" ViewSonic "VA703m" 1280x1024, 8мс, TCO"03, серебр-черный (D-Sub, MM)</p> <p>3. Принтер Многофункциональное устройство Hewlett-Packard LaserJet 3055 All-in-One одна штука.</p>	<p>БАЗОВЫЙ УСТАНОВОЧНЫЙ КОМПЛЕКТ ПО: Office 2007 Russian OpenLicensePack NoLevel AcademicEdition – договор с ЗАО "СофтЛайн Трейд" Tr026664 от 17.05.2007</p> <p>Project Standard 2007, Access 2007 - Программы академического сотрудничества с Microsoft DreamSpark Premium Electronic Software Delivery. –договор с ЗАО "СофтЛайн Трейд" Tr000023480 от 19.05.2015</p> <p>Операционные системы Windows по лицензионным программам предустановки OEM, Программы академического сотрудничества с Microsoft MSDN AA.- договор с ЗАО "СофтЛайн Трейд" Tr017431 от 15.05.2008</p> <p>Операционные системы Windows по лицензионным программам предустановки OEM, Программы академического сотрудничества с Microsoft DreamSpark Premium Electronic Software Delivery. – договор с ЗАО "СофтЛайн Трейд" Tr000031723 от 05.08.2015</p> <p>Антивирусные программы - Права на программы для ЭВМ drWeb Server Security комплексная защита 120Пк (1 лицензию за год) миграция с дозакупкой(LBW-BC-12M-120:119-C4) – договор с ЗАО "СофтЛайн Трейд" 13982/МОС2957 от 22.01.2016</p> <p>Архиваторы WinRAR: 3.x: Standard Licence - для юридических лиц 100-199 лицензий – договор с ЗАО "СофтЛайн Трейд" №15422/IRK11 от 05.02.2010</p> <p>Сетевая клиентская часть Права на программы для ЭВМ Windows Server CAL 2012 Russian OLP NL Academic Edition Device CAL 120 лицензий – договор с ЗАО "СофтЛайн Трейд" 13512/МОС2957 от 29.10.2015</p> <p>Межсетевой экран, функционал Proxu - Право использования программ для ЭВМ Traffic Inspector GOLD льготная – договор с ЗАО "СофтЛайн Трейд" Tr044356 от 27.08.2013</p> <p>Право использования программ для ЭВМ Продление Traffic Inspector GOLD Special на 1 год – договор с ЗАО "СофтЛайн Трейд" Tr000112196 от 29.09.2016</p>

Помещение для самостоятельной работы студентов	Оборудовано специализированной (учебной) мебелью на 10 студентов, оснащено компьютерной техникой, подключенной к сети Интернет и обеспеченной доступом в ЭИОС ИГУ 1. Системный блок Think Centre M80 Series SFF в комплекте: Intel® Core™ i3-540 Clarkdale 2.93GHz / 1333MHz / Dual Core™ / 4M/73W / LGA 1156/32nm/4GB PC3-10600 SDRAM x 2 /250 GB, 7200RPM SATA	БАЗОВЫЙ УСТАНОВОЧНЫЙ КОМПЛЕКТ ПО: Office 2007 Russian OpenLicensePack NoLevel AcademicEdition – договор с ЗАО "СофтЛайн Трейд" Tr026664 от 17.05.2007 Project Standard 2007, Access 2007 - Программы академического сотрудничества с Microsoft DreamSpark Premium Electronic Software Delivery. – договор с ЗАО "СофтЛайн Трейд" Tr000023480 от 19.05.2015 Операционные системы Windows по лицензионным программам предустановки OEM, Программы академического сотрудничества с Microsoft MSDN AA.- договор с ЗАО "СофтЛайн Трейд" Tr017431 от 15.05.2008 Операционные системы Windows по лицензионным программам предустановки OEM, Программы академического сотрудничества с Microsoft DreamSpark Premium Electronic Software Delivery. – договор с ЗАО "СофтЛайн Трейд" Tr000031723 от 05.08.2015 Антивирусные программы - Права на программы для ЭВМ drWeb Server Security комплексная защита 120Пк (1 лицензию за год)
	/DVD RW - 10шт 2. Монитор ЖК (LCD) - монитор 20.0 ViewSonic "VA2013w" 1600x900, 5мс, TCO 03, черный (D-Sub) - 10шт 3. Принтер HP LaserJet 5000N, A3, 22ppm, 32 MB, 250&500 sheet feeder, JetDirect 615n prn svr 4. Принтер HP LaserJet 5100th, A3, 22ppm, 32 MB, 250&500 sheet feeder, JetDirect 615n prn svr	миграция с дозакупкой(LBW-BC-12M-120:119-C4) – договор с ЗАО "СофтЛайн Трейд" 13982/МОС2957 от 22.01.2016 Архиваторы WinRAR: 3.x: Standard Licence - для юридических лиц 100-199 лицензий – договор с ЗАО "СофтЛайн Трейд" №15422/IRK11 от 05.02.2010 Сетевая клиентская часть Права на программы для ЭВМ Windows Server CAL 2012 Russian OLP NL Akademik Edition Device CAL 120 лицензий – договор с ЗАО "СофтЛайн Трейд" 13512/МОС2957 от 29.10.2015 Межсетевой экран, функционал Проху - Право использования программ для ЭВМ Traffic Inspector GOLD льготная – договор с ЗАО "СофтЛайн Трейд" Tr044356 от 27.08.2013 Право использования программ для ЭВМ Продление Traffic Inspector GOLD Special на 1 год – договор с ЗАО "СофтЛайн Трейд" Tr000112196 от 29.09.2016

6.2. Software

Университет обеспечен необходимым комплектом лицензионного и свободно распространяемого программного обеспечения, в том числе отечественного производства:

1. Базовый установочный комплект по: Office 2010 Услуги по предоставлению права использования программы Microsoft Desktop Edu ALNG LicSAPk OLV E 1Y Acdmc Ent., 39-лицензий для БМБШ ИГУ. Договор № 03-К-1131 от 29.11.2021 КОСГУ 226.4
2. Project Standard 2007, Access 2007 – Подписка ИГУ Azure Dev Tools for Teaching subscription (Visio, Projekt) 1 Year. Microsoft Corporation, One Microsoft Way, Redmond, WA 98052. Expiration Date March 31, 2023.
3. Microsoft Project Professional 2010, Подписка ИГУ Azure Dev Tools for Teaching subscription (Visio, Projekt) 1 Year. Microsoft Corporation, One Microsoft Way, Redmond, WA 98052. Expiration Date March 31, 2023.
4. Операционные системы Windows'7, Windows'10 Услуги по предоставлению права использования программы Microsoft Desktop Edu ALNG LicSAPk OLV E 1Y Acdmc Ent., 39-лицензий для БМБШ ИГУ. Договор № 03-К-1131 от 29.11.2021 КОСГУ 226.4
5. Антивирусные программы - Dr.Web продление Договор № Tr000582689/03-E-0043 от 05 февраля 2021 г. счет № Tr000582689 от 08 февраля 2021
6. Архиваторы WinRAR: 3.x: Standard Licence - для юридических лиц 100-199 лицензий – прилож. №1 к дог №15422/IRK11 ЗАО "СофтЛайн Трейд" от 05.02.2010

7. Сетевая клиентская часть Права на программы для ЭВМ Windows Server CAL 2012 Russian OLP NL Akademik Edition Device CAL 120 лицензий - счет Tr000051059 ЗАО "СофтЛайн Трейд" от 27.10.2015
8. Межсетевой экран, функционал Проху - Право использования программ для ЭВМ Traffic Inspector GOLD льготная счет Tr005456 ЗАО "СофтЛайн Трейд" от 27.08.2013
9. Traffic Inspector GOLD Special* на 5 лет Договор РСЗ-0000276 от 16.11.2021 КОСГУ 226.4 Продление лицензии

6.3. Technical and Electronic Learning Tools

Мультимедийные средства и другая техника для презентаций учебного материала:

1. Настольный ПК HP ElliteDesk 800 G4 SFF Intel Core i5 8500 (3Ghz)/8192Mb/1000Gb/DVDrw/war 3y/W10Pro +V
 2. Монитор ViewSonic 21,5" VA2245a - LED [LED, 1920x1080, 10M: 1 5мс, 170гop, 160вер, D-Sub]
 3. Проектор Nec M420X LCD 4200ANSI Lm XGA 2000:1 лампа 3500ч. Eco mode HDMI USB Viewer RJ-45 10W 3,6 кг
 4. Колонки Jetbalance JB-115U 2.0 черные (4W)
 5. Разветвитель видеосигнала Aten VS92A 2- port VGA
- Перечень используемого лицензионного программного обеспечения:
1. Office 2010 по программе академического сотрудничества с Russian Microsoft Desktop Education AllLng License/Software Assurance Pack Academic OLV 1License LevelE Enterprise
 2. Project Standard 2007, Access 2007 – по программе академического сотрудничества с Microsoft DreamSpark Premium Electronic Software Delivery.
 3. Microsoft Project Professional 2010, Microsoft Visio Professional 2010 по программе академического сотрудничества с Microsoft Imagine Standart Electronic Software Delivery при содействии ЦНИТ ИГУ.

VII. EDUCATION TECHNOLOGIES

In the educational process, within the framework of implementing the competency-based approach, active and interactive forms of conducting practical classes are used. Furthermore, the study of the discipline includes students' independent work to master theoretical and practical material. Interim assessment involves completing independent and control assignments, as well as tests to check the mastery of the material. During practical classes, group discussions and brainstorming techniques are used, and debates on specific topics are organized. Interactive formats (such as role-playing games) are employed to form and develop students' professional skills. Multimedia tools are widely used to explain the material. Networked computer technologies include the use of Internet resources and the virtual university.

Distance learning technologies applied in teaching the discipline are implemented through the "Hecadem" differentiated Internet learning system used at BIBS ISU (Irkutsk State University).

Class Topics, With Indicated Teaching Forms, Methods, and Technologies:

№	Class Topic	Type of class	Forms / Methods / Technologies of Distance and Interactive Learning	Number of hours
1	2	3	4	5

1	English for Business Communication – sections 1.1, 2.1, 3.1	Practical session	Role-play, discussion, report, tests	40
2	Syntax and morphology – sections 1.2, 1.3, 2.2, 2.3, 3.2, 3.3	Practical session	Hecadem tests, online tests	56
3	Foundations of Effective Intercultural Communication (section 3.1. -writing emails)	Practical session	Online platform Coursera	6
Total:				102

VIII. MATERIALS FOR FORMATIVE AND SUMMATIVE ASSESSMENT

Materials for Conducting Formative and Summative Assessment of Student Knowledge:

№	Forms of Assessment	Assessed Topics (Sections)	Assessed Competencies/Indicators
1	2	3	4
	Formative assessment		
1	Quizzes and tests	All the topics of the course (Semesters 2, 3, 4)	UC-4.1, UC-4.2, UC – 4.3.
	Summative assessment		
2	Pass/fail test	All the topics (Semester 2)	UC-4.1, UC-4.2, UC – 4.3.
3	Pass/fail test	All the topics (Semester 3)	UC-4.1, UC-4.2, UC – 4.3.
4	Exam Test	All the topics (Semester 4)	UC-4.1, UC-4.2, UC – 4.3.

Formative Assessment

Test Grading Criteria: A 100-percent scale is used for assessing test performance. Points (as a percentage) are awarded separately for each question. The final grade is derived based on the number of questions (calculated as a percentage). The maximum score for correctly completed tasks is 100 percent.

Grading Scale:

86–100% — 5 (Excellent)

71–85% — 4 (Good)

61–70% — 3 (Satisfactory)

60% and below — 2 (Fail / Unsatisfactory)

Sample Grammar Tests for Formative Assessment:

Test on Conjunctions

Identify the underlined part of speech.

1. She said that she saw the man who had been hiding from police.
a. coordinating conjunction b. correlative conjunction c. subordinating conjunction
d. preposition
2. Henry called to the person selling pretzels with mustard.
a. coordinating conjunction b. conjunctive adverb c. subordinating conjunction
d. preposition
3. Neither Frederick nor his brother has ever been to the town where their father grew up.
a. coordinating conjunction b. correlative conjunction c. conjunctive adverb
d. subordinating conjunction e. preposition
4. The frightened kitten crouched under the table and cried.
a. coordinating conjunction b. correlative conjunction c. conjunctive adverb
d. subordinating conjunction
5. I know you like your ice cream, but please try mine and tell me what you think.
a. coordinating conjunction b. correlative conjunction c. subordinating conjunction
d. preposition
6. When the soldiers finished their mission, they set up camp and rested.
a. coordinating conjunction b. correlative conjunction c. subordinating conjunction
d. preposition
7. Their investors became concerned after the company's quarterly reports were filed.
a. coordinating conjunction b. conjunctive adverb c. subordinating conjunction
d. preposition
8. Helen does not smoke cigarettes, nor does she drink.
a. coordinating conjunction b. correlative conjunction c. subordinating conjunction
d. preposition
9. Billy Bob Thornton, an eccentric actor, is afraid of antiques.
a. coordinating conjunction b. conjunctive adverb c. subordinating conjunction
d. preposition
10. Before the guerillas surrendered to the army, they took a vote.
a. coordinating conjunction b. conjunctive adverb c. subordinating conjunction
d. preposition
11. None of the items looks good to her; however, she is not really hungry.
a. coordinating conjunction b. correlative conjunction c. conjunctive adverb
d. subordinating conjunction
12. Would Bob like Sally to come to the presentation or is he more comfortable going alone?
a. coordinating conjunction b. correlative conjunction c. conjunctive adverb
d. subordinating conjunction e. preposition

13. Dick found your coat, and he put it in the lost and found.
a. coordinating conjunction b. correlative conjunction c. conjunctive adverb
d. subordinating conjunction e. preposition
14. They ran from the woods when they heard something crashing toward them.
a. coordinating conjunction b. correlative conjunction c. subordinating conjunction
d. preposition
15. Either the red shoes or the orange socks have to go.
a. coordinating conjunction b. correlative conjunction c. conjunctive adverb
d. subordinating conjunction e. preposition
16. When the speaker finishes, please go to the stage and make your presentation.
a. coordinating conjunction b. correlative conjunction c. conjunctive adverb
d. subordinating conjunction e. adjective
17. She seems to be interested in the discussion, yet she rarely says anything.
a. coordinating conjunction b. correlative conjunction c. subordinating conjunction
d. preposition
18. It's hard to understand why Sylvia waited so much time to have the oil checked.
a. coordinating conjunction b. conjunctive adverb c. preposition d. adverb
e. adjective
19. Nancy skipped the lecture because she needed to make a few phone calls.
a. coordinating conjunction b. conjunctive adverb c. subordinating conjunction
d. preposition e. adverb
20. We are not going to the game tonight; however, we will be there Saturday.
a. coordinating conjunction b. correlative conjunction c. conjunctive adverb
d. subordinating conjunction e. adverb

Test on Parallelism

Directions: *The sentences below contain parallelism errors. Repair all parallelism errors. To make your corrections, you may add words, delete words, or revise grammatical constructions. Retain the original format of parallelism with coordinate elements, series, comparisons, linking elements, or correlative conjunctions.*

1. The understudy had bright green eyes, a great mass of blonde hair, and her face was red.
2. When winter comes, the Joneses will have to find either a warmer house or they will have to get a wood stove.
3. When Moe was in high school, his parents spent a good deal of time not only helping him with his homework assignments but also they participated with him in school activities.
4. It is better to be happy than being sad.
5. The word for *left* means "deceitful" in Italian, "awkward " in German, "malicious" in Spanish, and Russians define its meaning as "sneaky."
6. The contract was illegible, lengthy, and it is awkward.
7. Aspiring actors go to Hollywood to become stars and because they want to make money.
8. The tourists amused themselves by playing shuffleboard, watching plays, and they went to trendy restaurants in the center of the city.
9. Before you order anything, you should not only check with the purchasing agent but also the comptroller.

10. The radiologist examined the MRI both carefully and with competence.
11. Please return the medical records either to Dr. Jones or Dr. MacIntyre.
12. This sofa is better for beauty, for appearance, and it is comfortable.
13. The process seemed to Beth both a bore and annoying.

Test on Sentence Types

After each sentence, select the option that best describes that sentence.

1. Pauline and Bruno have a big argument every summer over where they should spend their summer vacation.
A. Simple Sentence
B. Compound Sentence
C. Complex Sentence
D. Compound-Complex Sentence
2. Pauline loves to go to the beach and spend her days sunbathing.
A. Simple Sentence
B. Compound Sentence
C. Complex Sentence
D. Compound-Complex Sentence
3. Bruno, on the other hand, likes the view that he gets from the log cabin up in the mountains, and he enjoys hiking in the forest.
A. Simple Sentence
B. Compound Sentence
C. Complex Sentence
D. Compound-Complex Sentence
4. Pauline says there is nothing relaxing about chopping wood, swatting mosquitoes, and cooking over a woodstove.
A. Simple Sentence
B. Compound Sentence
C. Complex Sentence
D. Compound-Complex Sentence
5. Bruno dislikes sitting on the beach; he always gets a nasty sunburn.
A. Simple Sentence
B. Compound Sentence
C. Complex Sentence
D. Compound-Complex Sentence
6. Bruno tends to get bored sitting on the beach, watching the waves, getting sand in his swimsuit, and reading detective novels for a week.
A. Simple Sentence
B. Compound Sentence
C. Complex Sentence
D. Compound-Complex Sentence
7. This year, after a lengthy, noisy debate, they decided to take separate vacations.
A. Simple Sentence
B. Compound Sentence

- C. Complex Sentence
- D. Compound-Complex Sentence

8. Bruno went to the White Mountains of New Hampshire, and Pauline went to Cape Cod.

- A. Simple Sentence
- B. Compound Sentence
- C. Complex Sentence
- D. Compound-Complex Sentence

9. Although they are 250 miles apart, they keep in constant contact on the internet.

- A. Simple Sentence
- B. Compound Sentence
- C. Complex Sentence
- D. Compound-Complex Sentence

10. Bruno took the desktop computer that he uses at work, and Pauline sits on the beach with her laptop computer, which she connects to the internet with a cellular phone.

- A. Simple Sentence
- B. Compound Sentence
- C. Complex Sentence
- D. Compound-Complex Sentence

11. Jim and his friend Ryan had planned to return to Canada.

- A. Simple Sentence
- B. Compound Sentence
- C. Complex Sentence
- D. Compound-Complex Sentence

12. Although we searched everywhere, Curtis could find no trace of his shoes.

- A. Simple Sentence
- B. Compound Sentence
- C. Complex Sentence
- D. Compound-Complex Sentence

13. Linda wrote an original poem, and her mother corrected her spelling.

- A. Simple Sentence
- B. Compound Sentence
- C. Complex Sentence
- D. Compound-Complex Sentence

14. Since he was entrusted with the secret, Fred became very serious, and he was no longer a practical joker.

- A. Simple Sentence
- B. Compound Sentence
- C. Complex Sentence
- D. Compound-Complex Sentence

15. The real story is that he was injured while he was hiking.

- A. Simple Sentence
- B. Compound Sentence
- C. Complex Sentence
- D. Compound-Complex Sentence

16. None of the other jurors asked me to change my mind.

- A. Simple Sentence
- B. Compound Sentence
- C. Complex Sentence
- D. Compound-Complex Sentence

17. Barbara and Jeanne whispered and giggled all night.

- A. Simple Sentence
- B. Compound Sentence
- C. Complex Sentence
- D. Compound-Complex Sentence

18. That he is my cousin cannot be denied.

- A. Simple Sentence
- B. Compound Sentence
- C. Complex Sentence
- D. Compound-Complex Sentence

19. The boy who is speaking is my brother, and he will be staying with us.

- A. Simple Sentence
- B. Compound Sentence
- C. Complex Sentence
- D. Compound-Complex Sentence

20. I know you don't like him, but that doesn't matter.

- A. Simple Sentence
- B. Compound Sentence
- C. Complex Sentence
- D. Compound-Complex Sentence

Test on the Adjective Clause

I. Combine each of the following pairs of simple sentences into one complex sentence containing an adjective clause. Put commas where necessary.

1. The theft was committed last night. The police have caught the man.
2. The French language is different from the Latin language. Latin was once spoken throughout Europe.
3. You are looking upset. Can you tell me the reason?
4. He had several plans for making money quickly. All of them have failed.
5. The landlord was proud of his strength. He despised the weakness of his tenants.
6. This is the village. I was born here.
7. You put the keys somewhere. Show me the place.
8. Paul was an old gentleman. He was my travelling companion.
9. A fox once met a crane. The fox had never seen a crane before.
10. The shop keeper keeps his money in a wooden case. This is the wooden case.
11. We wanted to buy a used car. The price of the car depended on the market.
12. I like a television program about a funny guy. His dog always stares at him.
13. His cars can be seen in the garage. Half of them are Cadillacs.
14. Elvis loved Cadillacs. One of them was his favorite - a 1955 pink Fleetwood.
15. My friend didn't make it to the movie on time. It disappointed me.

II. Correct the mistakes.

1. She married a man what has a lot of money.
2. Everything what you did was unnecessary.
3. I know a man which speaks five languages.
4. The car that I bought it has a stick shift.
5. I know several English teachers who speaks Spanish.
6. Who wants to leave early should sit in the back.
7. A student who's grades are good may get a scholarship.
8. The house which bought my cousin is very beautiful.
9. The teacher what we have is from Canada.
10. The teacher gave a test had 25 questions.

III. Put commas where necessary.

1. People who send e-mail often use abbreviations.
2. My father who sent me an e-mail yesterday is sick.
3. Kids who watch a lot of TV don't spend much time on their homework.
4. My grammar teacher who has been teaching here for 20 years knows a lot about the problems of foreign students.
5. There are many TV programs for children on Saturdays when most kids are home.
6. Children whose parents work are often home alone after school.
7. Berners-Lee whose parents were very educated loved learning new things.
8. Marc Andreessen created Netscape which is a popular Web browser.
9. The computer you bought three years ago doesn't have enough memory.
10. The computer which is one of the most important inventions of the 20th century has changed the way people process information.

Test on Noun Clauses

Complete the sentence choosing the correct item

1. I had an accident and took my car to the garage. My husband asked me where -----.
a. is my car
b. my car was
c. my car is
d. was my car
e. is your car?
2. The old lady next door must have a lot of cats. I don't know how many -----.
a. cats does she have
b. does she has cats
c. she has cats
d. cats she has
e. cats has she
3. Do you know ----- from the earth? I have no idea.
a. how far the moon is
b. how far is the moon
c. how the moon is far
d. if how far the moon is
e. whether how is the moon far

4. Your brother is playing his music too loud. I can't hear what -----.
- a. is saying your brother
 - b. that your brother is saying
 - c. is saying your brother
 - d. your brother is saying
 - e. your brother says
5. When I left home, my uncle gave me some advice. He said ----- give up.
- a. I shouldn't
 - b. that shouldn't
 - c. don't
 - d. that I don't
 - e. no
6. Jill didn't want to go to the car show. Her husband insisted that ----- with him.
- a. she come
 - b. she came
 - c. she had come
 - d. she comes
 - e. she has come
7. My boss wants this report immediately. He demanded that it ----- ready by 5:00.
- a. is
 - b. will be
 - c. be
 - d. was
 - e. should be
8. Did he tell you where ----- the report when you finish?
- a. should you put
 - b. you to put
 - c. you put
 - d. to put
 - e. will you put
9. My friend predicted _____ receive a lot of praise for my work.
- a. that I would
 - b. that I
 - c. what would I
 - d. what I
 - e. me to
10. My friend saw an accident. He told me ----- at the scene of the accident.
- a. if he'd seen
 - b. what he saw
 - c. what he'd seen
 - d. whether he saw
 - e. that he'd seen
11. Is it true all of the computers shut down in the year 2,000? _____ is unbelievable!
- a. That all the computers could shut down
 - b. All computers could shut down
 - c. Due to the fact that all computers could shut down

- d. It is that all computers could shut down
- e. Shutting down of all computers

12. Can you tell me how to fix my computer? That depends on ----- an old computer.

- a. have you
- b. whether you have
- c. that have you
- d. if have you
- e. about your having

13. Is it true ----- people said about Y2K?

- a. that what
- b. that
- c. if
- d. whether or not
- e. what

14. ----- an old "date" chip is important.

- a. A computer has
- b. Does a computer
- c. If a computer have
- d. Whether or not a computer has
- e. Has a computer

15. What are you going to do with your old computer? Nothing! _----- is too expensive.

- a. That I want to do
- b. What I want to do
- c. That what I want to do
- d. What do I want to do
- e. If what I want to do

Grammar Test on Tenses (2nd sem)

Fill the gaps with the correct tenses.

1. I (learn) English for seven years now.
2. But last year I (not / work) hard enough for English, that's why my marks (not / be) really that good then.
3. As I (pass / want) my English exam successfully next year,
I (study) harder this term.
4. During my last summer holidays, my parents (send) me on a language course to London.
5. It (be) great and I (think) I (learn) a lot.
6. Before I (go) to London, I (not / enjoy) learning English.
7. But while I (do) the language course, I (meet) lots of young people from all over the world.

8. There I (notice) how important it (be) to speak foreign languages nowadays.
9. Now I (have) much more fun learning English than I (have) before the course.
10. At the moment I (revise) English grammar.
11. And I (begin / already) to read the texts in my English textbooks again.
12. I (think) I (do) one unit every week.
13. My exam (be) on 15 May, so there (not / be) any time to be lost.
14. If I (pass) my exams successfully, I (start) an apprenticeship in September.
15. And after my apprenticeship, maybe I (go) back to London to work there for a while

Test on the Passive Voice

I. Are the sentences written in Active or Passive voice? What tense?

1. Boys like to play soccer.
2. This room has been painted blue.
3. Cricket is played in Australia.
4. We have lost our keys.
5. They were singing a song.
6. A letter was written to her.
7. The bike is being repaired.

II. Rewrite these sentences beginning with the words in **bold type**.

1. They offered **William** a promotion.
2. They are testing **the new system**.
3. We haven't used **the car** for ages.
4. Employers must pay **all travel expenses** for this training course.
5. All visitors must wear **identity badges**.
6. The news about the exam results distressed **Sidney**.

III. Take the following sentences in the passive voice and put them into the active voice.

1. The instructions have been changed.
2. This car was manufactured in Japan by Toyota.
3. Casual clothes must not be worn.
4. The test will be given at five o'clock this afternoon.
5. All work will have been completed by five o'clock this evening.
6. Lunch was being served when we arrived.
7. Lectures are recorded and posted on the Internet.
8. Portuguese has always been spoken in this village.

IV. Find the mistakes and correct them.

1. Your watch didn't make in Japan.
2. I'm very tire now.
3. The drugstore doesn't located near my house.
4. The movie filmed in Mexico last year.
5. The composition didn't written by John.
6. A dictionary found on the floor of the classroom.
7. Where was the accident happened?
8. The answers can find in the back of the book.
9. He get shot in 1980.
10. It was a very excited movie.

Test on Modals

I. Fill in the blanks with the correct form of the infinitive:

1. The report on President Kennedy's death said that Oswald must (to kill) Kennedy. 2. John F. Kennedy, Jr. flew in the dark. He shouldn't (to fly) in the dark. 3. The search teams couldn't (to find) the bodies for 6 days. 4. She may (to wear) her hair long now. 5. They can't (to discuss) it for 6 hours. 6. Where can I (to leave) my glasses? 7. Don't do that! A better way out could (to find). 8. They may (to meet) in secret now. 9. I needn't (to go) there. They had done everything by the time I came. 10. She was wearing her best hat and it was ruined. She ought not (to wear) it.

II. Use the appropriate modal verb and specify its meaning in parentheses:

1. I think you ... apologize. 2. You ... have gone out in this rain. You have a bad cold. 3. The door ... open. 4. Why ... he give an explanation? 5. I ... leave you now. Here comes my bus. 6. She ... have been about twenty then. 7. We have chosen *Cinderella* and I ... to be the Prince. 8. ... he have failed to see him? 9. ... I bring my pet here? 10. Tom ... have been whitewashing the fence for 2 hours.

III. Find the mistakes and correct them:

1. I should studied English when I was a child. 2. Thanks for helping me to find a job. I couldn't have found it without your help. 3. When he heard the good news, he must be excited. 4. You're a third-year student, you can know such things. 5. She can have very beautiful when she was young. 6. I was suppose to go on vacation, but I got sick. 7. I could have went to the University of Illinois, but I decided to go to Truman College instead. 8. My wife is angry because I was late. I should had called her. 9. I can't called you last night because I lost your phone number. 10. You had better to go there right now.

IV. Make up sentences using these modals in the following meanings:

must (obligation), must (prohibition), must (supposition), can (ability), can (permission), may (supposition), will (refusal to perform an action), should (advice), should (reproach), would (repeated action).

Summative Assessment

Semester 2 – pass/fail test (listening comprehension, reading, vocabulary, grammar)

Semester 3 - pass/fail test (listening comprehension, reading, vocabulary, grammar)

Semester 4 - exam

Materials for pass/fail tests

Sample Listening Comprehension Test (Semester 2)

Listening Comprehension Test

Task 1: Listen to the interview. Are the sentences true (T) or false (F)?

1. Dan gets up early.
2. He has a small breakfast.
3. He's a student.
4. Dan has lunch at home.
5. He goes swimming after classes.
6. Dan watches TV or goes on the internet before bed.

Task 2: Listen to the dialog and choose the correct option.

1. Ismael is ...
 - a) OK, but a bit ill.
 - b) OK, but has a lot of homework.
 - c) OK, but a bit bored.
2. 'Light and dark' is ...
 - a) a horror film.
 - b) a science fiction film.
 - c) a romantic comedy.
3. The comedy film is about a ...
 - a) family.
 - b) shop.
 - c) school.
4. Jack hates ...
 - a) horror films.
 - b) romantic films.
 - c) science fiction films.
5. They decide to see a ...
 - a) romcom.
 - b) horror film.
 - c) science fiction film.
6. They decide to meet at ...
 - a) 7 o'clock.
 - b) half past seven.
 - c) 8 o'clock.

Sample Reading and Vocabulary Test (Semester 2)

Reading Comprehension and Vocabulary Test

Read the following texts and answer the questions below.

Addicted to the Mall

What do you do for recreation? Do you swim, dance, play cards, garden, or read? Many people today prefer to spend their free time shopping. These people are called recreational shoppers. Recreational shoppers do not always buy something. They may go window shopping and enjoy shopping experience.

Of course, many people like going to indoor malls. However, for recreational shoppers, the mall is more than stores. For them, the mall represents happiness and fulfillment. For these people, a visit to the mall is an adventure. In fact, for many recreational shoppers the art of looking for and buying something is more fun than owning it.

Recently, a group of psychologists studied recreational shopping. First, they used tests to identify recreational shoppers. Then they compared recreational shoppers with ordinary shoppers. The psychologists discovered that the two groups were different. Recreational shoppers were usually younger, less self-confident, and more often female. In addition, they were more interested in material things and had less self-control.

The recreational shoppers also went shopping when they felt worried, angry, or depressed. Ordinary shoppers didn't. Most of the recreational shoppers said buying something helped them feel better – it made them happy. Their negative feelings went away. Many recreational shoppers also did something unusual while they were shopping. They pretended that they were different people with different lives.

Of course, shopping is an important part of our contemporary consumer society. We spend a lot of time in malls. In a recent study, people spent most of their time at home, at work, and in school. Shopping malls ranked fourth. However, in the future, will we think of recreational shopping as an addiction like smoking or drinking?

I. Mark the statements as true (T) or false (F):

1. Recreational shoppers go shopping for fun.
2. All people who go shopping are recreational shoppers.
3. Having things is more important for recreational shoppers than looking for things and buying them in the mall.
4. The psychologists compared ordinary shoppers and recreational shoppers.
5. Most recreational shoppers are men.
6. While they are shopping, recreational shoppers may pretend that they are different people with different lives.
7. Recreational shoppers may go shopping when they are sad or depressed.
8. The recent study says that people spend more time in shopping malls than they do at work.

II. Compare the two groups and check the correct box:

	more materialistic	older	more self-confident	have less self-control
ordinary shoppers				
recreational shoppers				

III. Choose the best completion:

1. In line 2, *prefer* means...
 - a) like something better
 - b) have to
 - c) start
2. In line 5, *indoor malls* means...
 - a) open areas in a town where markets are held
 - b) large shopping centers with recreation areas located in a building
 - c) areas inside a building designed for fun and recreation
3. In line 6, *represents* means...
 - a) enjoys
 - b) takes
 - c) is a symbol of
4. In line 12, *in addition* means...
 - a) also
 - b) but
 - c) absolutely

5. In line 19, *consumer society* means...
- a) a lot of new things in a mall
 - b) people who often buy new things, especially things that they do not need
 - c) all rich and fashionable people

Sample Reading Test (Semester 3)

Reading Comprehension and Vocabulary Test

An email from a friend

Hi!

I've been meaning to write for ages and finally today I'm actually doing something about it. Not that I'm trying to make excuses for myself, it's been really hard to sit down and write, as I've been moving around so much. Since we last saw each other I've unpacked my bags in four different cities. This job has turned out to be more of a whirlwind than I expected, but it's all good!

I went from London to Prague to set up a new regional office there. You know I'd always wanted to go, but maybe I was imagining Prague in spring when I used to talk about that. Winter was really hard, with minus 15 degrees in the mornings and dark really early in the evening. But at least it was blue skies and white snow and not days on end of grey skies and rain, like at home. It's tough being away from home over Christmas, though, and Skype on Christmas Day wasn't really the same as being with everyone.

From there I was on another three-month mission to oversee the set-up of the office in New York. Loved, loved, loved New York! It's like being in one big TV show, as everywhere looks just a little bit familiar. I did every tourist thing you can think of when I wasn't working, and must have spent most of my salary on eating out. It was really hard to leave for the next job, especially as I kind of met someone (!) More about Michael later ...

So then I was posted to LA, which felt like a whole other country compared with the East Coast. I could definitely get used to that kind of outdoor, beach lifestyle, but I didn't spend as much time getting to know California as I could have because I was flying back to see Michael every other weekend. He came to see me when he could, but his job means he's often working at weekends, so he couldn't make the flight very often. Those three months flew by and then I was off again, to Frankfurt, which is where I am now. And ... so is Michael! He got a month off work and we're trying to work out how we can be in the same place at the same time for a while. We figure the first step in that direction is getting married, which is also why I wanted to write – I can't get married without my oldest friend there! The wedding's going to be at home in London in September and I hope you can come!

Anyway, tell me all your news and I promise not to leave it so long this time!

Lots of love,

Kath

1. Match the descriptions (a–e) with the cities (1–5).

Cities Descriptions

- | | |
|------------------------|--|
| 1) New York | a. Where she will get married |
| 2) London | b. A city that wasn't what she expected |
| 3) Frankfurt | c. An expensive place |
| 4) Prague | d. A place she didn't really see much of |
| 5) LA | e. The most recent city she's lived in |

2. Choose the best answer:

1. Recently, Kath has been ...
- a. making an effort to email people she knows.
 - b. too busy to even think about writing emails.

- c. thinking about writing an email to her friend
- 2. Prague was ...
 - a. better than Kath imagined.
 - b. just as Kath imagined.
 - c. not as nice as Kath imagined.
- 3. Kath says Christmas was ...
 - a. exciting because she was in a new place.
 - b. difficult because she missed her family.
 - c. as good as usual thanks to technology.
- 4. In New York, she spent most of her money on ...
 - a. tourist attractions.
 - b. restaurants.
 - c. a TV.
- 5. How did Kath feel about LA?
 - a. It's nice for a holiday but not to live.
 - b. She would have enjoyed spending more time at the beach.
 - c. She didn't really like the beach part of the LA lifestyle.
- 6. Kath and Michael are ...
 - a. thinking about how to spend more time together.
 - b. working out where to hold the wedding.
 - c. planning to get engaged.

Sample Grammar Test (Semester 3)

Select the answer a, b, c, or d:

- 1. What words correctly complete the statement below?
A/ an_-----_or main clause has its own subject and verb, and can stand alone.
 - a. Independent clause
 - b. Dependent clause
 - c. Subordinate clause
- 2. Complex sentences have
 - a. two independent clauses
 - b. one independent clause
 - c. at least one independent and one dependent clause
 - d. a coordinating conjunction
- 3. Which of the following answers lists ALL of the coordinating conjunctions?
 - a. It, my, For, And, So, But, Dog
 - b. Because, If, So that, Even though, Since
 - c. For, The, A, An, Yet, So, But
 - d. For, And, Nor, But, Or, Yet, So
- 4. A compound sentence contains at least how many independent clauses?
 - a. 1
 - b. 2
 - c. 3
 - d. 4
- 5. The sentence below is a simple sentence.
My mother and father wished me luck and drove me to the race.
 - a. True
 - b. False
- 6. What is the definition of a simple sentence? A simple sentence has...
 - a. has two subjects and two predicates
 - b. one subject and one predicate.

- c. multiple subjects and one predicate
 - d. None of the above
7. Subordinating conjunctions (clause words)
- a. For And Nor But Or Yet So
 - b. are a necessary part of complex sentences
 - c. begin independent clauses
 - d. connect independent clauses
8. Does the dependent clause in a complex sentence have to go first?
- a. Yes
 - b. No

II. Identify the type of a sentence and select the answer a, b, c, or d:

1. When you go to the doctor with a cold or the flu, don't automatically ask for antibiotics.
 - a. simple
 - b. compound
 - c. complex
 - d. compound/complex
2. Colds and flu are caused by viruses, and antibiotics don't work to fight them, so you should discuss other medicines with your doctor.
 - a. simple
 - b. compound
 - c. complex
 - d. compound/complex
3. Choose the complex sentence.
 - a. As soon as they have enough money, they are going to buy a house.
 - b. They'd like to buy a house, but don't have enough money for a downpayment at this time.
 - c. Houses are expensive, so most young people live in apartments.
 - d. We live in an apartment, but my wife and I would rather have a house.
4. Choose the simple sentence.
 - a. In the past, people used to get far more exercise and be in better shape.
 - b. If you are in poor shape, you need to change your lifestyle.
 - c. Proper diet is something which should be taken seriously.
5. Choose the compound sentence.
 - a. We could renovate our house, but it would be expensive.
 - b. Houses are better places to live than apartments or condos.
 - c. Are your brothers or sisters willing to drive you to the airport on Friday?
 - b. Classes begin at 1:00 and end at 5:15.
6. Choose the complex sentence.
 - a. Early rock music, which combines country, gospel and folk, is my favourite type of music.
 - b. I prefer rock or jazz music, but my brother likes country.
 - c. Early rock music combined elements of blues, folk and gospel.
 - d. My taste in music has changed over the years.
7. Choose the compound sentence.
 - a. Her son wants to be a doctor.
 - b. Her mother and father give her as much support as possible.
 - c. Her parents encourage her; her grandparents do too.
 - b. He doesn't know yet.

III. Choose the correct connector to complete the sentences:

1. I won't help you you don't agree to work hard.
 - a. unless
 - b. if

- c. though
- 2. to improve motivation, we have to increase employees' salaries.
 - a. In order
 - b. Since
 - c. Whereas
- 3. It's important to sleep for at least 7 hours a night less than this may lead to tiredness during the day.
 - a. while
 - b. even though
 - c. as
- 4. I lent her my bike she could get to work.
 - a. in order to
 - b. so that
 - c. until
- 5. I will stay in America I have perfect English.
 - a. because
 - b. until
 - c. wherever
- 6. train fares are at their most expensive, passenger numbers continue to increase.
 - a. While
 - b. Whereas
 - c. Even though
- 7. You will continue to put on weight you start to eat less junk food.
 - a. while
 - b. whereas
 - c. unless

IV. Choose the correct option to complete a sentence

- 1. While ____ work, I saw an old friend of mine.
 - a. I walking home from
 - b. walking home from
 - c. walked home from
 - d. walking home work
- 2. Before ____, I brushed my teeth.
 - a. left my house
 - b. I leaving my house
 - c. leaving my house
 - d. my house leaving
- 3. While ____ about adverb clauses, a mild earthquake shook the classroom.
 - a. the teacher lecturing
 - b. the teacher was lecturing
 - c. lecturing
 - d. lectured
- 4. Since ____ to San Bernardino, Yih-Ping has made many friends.
 - a. coming
 - b. come
 - c. she coming
 - d. she comes to
- 5. Peter went back to school ____ the phone.
 - a. after John calling him on
 - b. John had called him on

- c. after John had called him on
d. after John had called him
6. ____ the necessary qualifications, she was not hired for a job.
a. Lacked
b. When lacking
c. Lacking
d. Because lacking
7. She went out ____ the rain.
a. although
a. despite
b. Either could be used here.
8. We didn't arrive until seven o'clock _____ the traffic was terrible.
a. because
b. because of
9. We stopped playing tennis _____ the rain.
a. because of
b. because
10. I was late. _____, the others were all on time.
a. Although
b. However
c. Despite
11. She found the exam easy _____ she had worked hard during the course.
a. because of
b. because
12. _____ Bella's nervousness, she did not pass the driving test.
a. when
b. so
c. due to
d. thanks to
13. By 4pm tomorrow the test _____.
a. will write
b. will be written
c. will have been written
14. This project should _____ as soon as possible.
a. be finished
b. finish
c. finished
15. I _____ all the windows before the storm started.
a. cleaned
b. had cleaned
c. was cleaning
16. The dinner _____ right now.
a. is cooking
b. being cooked
c. is cooked
d. is being cooked
17. The house _____ in 1990.
a. built
b. was built
c. is built
18. The food _____ by waiters wearing a beautiful uniform.
a. usually serves

- b. usually served
- c. is usually served

Assessment Materials for Conducting Summative Assessment in the Form of an Examination

Sample Examination Card (Semester 4)

Examination Card 1	
Discipline	Б1.О.05 Foreign Language
Major	27.03.05 Innovatics

1. Do the test.
2. Act out the role play with the teacher.
You and your friend (teacher) want to go on a weekend trip together, but you have different ideas about where to go and how to spend the time. You want to relax, but your friend prefers hiking. You need to decide on the destination, transportation, budget and activities.
3. You bought a computer whose parts are missing. Write an email to a store asking them to either replace the computer or refund the money.

The examination consists of three tasks and assesses the mastery of all speech communication skills and the formation of competency UC-4 (Universal Competency-4).

The first task is an integrated test including listening, reading, vocabulary, and grammar assignments. It assesses the formation of UC-4.1. The second task is a role-play with the instructor based on a given situation. It assesses the formation of UC-4.2 and UC-4.3. The third task is writing an email (formal or informal). This task is aimed at assessing the formation of UC-4.1 and UC-4.2.

Assessment criteria:

The overall exam grade is calculated by summing the scores for all three tasks on the exam card and computing the average score. The test (the first task) is graded as a weighted average score for all its parts (listening, reading, and grammar).

Role-play assessment criteria:

A grade of «5» (Excellent) is awarded if the student demonstrates excellent command of the topic's vocabulary, uses syntactic and grammatical structures effectively and accurately, responds promptly to the interlocutor's cues, and employs appropriate speech formulas. The presence of 2-3 minor errors (phonetic, lexical, grammatical) that do not impede comprehension or communication is permissible.

A grade of «4» (Good) is awarded if the student demonstrates good command of the topic's vocabulary, uses syntactic and grammatical structures effectively and with sufficient accuracy, responds to the interlocutor's cues promptly enough, and employs appropriate speech formulas. The presence of 2-3 minor errors (phonetic, lexical, grammatical) that do not impede comprehension or communication, as well as 1-2 major errors, is permissible.

A grade of «3» (Satisfactory) is awarded if the student demonstrates satisfactory command of the topic's vocabulary, uses simple and repetitive syntactic and grammatical constructions, responds slowly to the interlocutor's cues without using appropriate speech formulas, and makes major errors.

A grade of «2» (Fail / Unsatisfactory) is awarded if the student demonstrates poor command of the topic's vocabulary, struggles to respond adequately to cues, or is unable to continue the dialogue.

Assessment of the Writing Task (Task 3):

A grade of «5» (Excellent) is awarded if the student demonstrates excellent written communication skills, correctly organizes the letter, uses the required set phrases and selects the appropriate style according to the situation (formal or informal), effectively employs syntactic and grammatical structures, and adheres to all lexical, grammatical, and stylistic norms of letter writing. The presence of 2-3 minor errors (lexical, grammatical) that do not impede understanding is permissible.

A grade of «4» (Good) is awarded if the student demonstrates good written communication skills, correctly organizes the letter, uses the required set phrases and selects the appropriate style according to the situation (formal or informal), effectively employs syntactic and grammatical structures, and generally adheres to lexical, grammatical, and stylistic norms of letter writing. The presence of 4-5 minor errors (lexical, grammatical) that do not impede understanding is permissible.

A grade of «3» (Satisfactory) is awarded if the student demonstrates satisfactory written communication skills, uses simple and repetitive syntactic and grammatical structures, violates lexical, grammatical, and stylistic norms of written communication, and makes a considerable number of errors (lexical, grammatical), including major ones.

A grade of «2» (Fail / Unsatisfactory) is awarded if the student demonstrates poor written communication skills, fails to organize the letter correctly, does not use the required set phrases, struggles to accomplish the communicative task, and makes a large number of errors (lexical, grammatical), including major ones.

The final grade for the pass/fail test (credit test) and the examination is calculated as follows: 60% of the semester grade + 40% of the pass/fail test or exam grade. The resulting percentage is then converted into a final mark using the following scale:

86–100% — 5 (Excellent)

71–85% — 4 (Good)

61–70% — 3 (Satisfactory)

60% and below — 2 (Fail / Unsatisfactory)

Developed by:



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Department



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