

**Государственное бюджетное профессиональное образовательное учреждение
Московской области «Сергиево-Посадский колледж»
(ГБПОУ МО «СПК»)**

**ФОНДЫ ОЦЕНОЧНЫХ СРЕДСТВ
ПО ДИСЦИПЛИНЕ
ИНОСТРАННЫЙ ЯЗЫК В ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ
основной профессиональной образовательной программы
(ОПОП) по специальности
38.02.07 БАНКОВСКОЕ ДЕЛО**

1. Общие положения

Контрольно-оценочные средства (КОС) предназначены для контроля и оценки образовательных достижений обучающихся, освоивших программу учебной дисциплины
ОГСЭ.03 Иностранный язык в профессиональной деятельности

КОС включают контрольные материалы для проведения текущего контроля и промежуточной аттестации в форме дифференцированного зачета

КОС разработаны на основании положений:

основной профессиональной образовательной программы по специальности 38.02.07
Банковское дело

программы учебной дисциплины ОГСЭ.03 Иностранный язык в профессиональной деятельности

2. Результаты освоения дисциплины, подлежащие проверке

Результаты обучения	Критерии оценки	Методы оценки
Перечень знаний, осваиваемых в рамках дисциплины - правила построения простых и сложных предложений на профессиональные темы; - основные общеупотребительные глаголы (бытовая и профессиональная лексика); - лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности; - особенности произношения слов; - правила чтения текстов профессиональной направленности. Дополнительные знания лексический (1200 -1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарём) иностранных текстов профессиональной направленности.	Характеристики демонстрируемых знаний, которые могут быть проверены - уровень освоения учебного материала; - умение использовать теоретические знания и практические умения при выполнении профессиональных задач; - уровень сформированности общих компетенций.	Какими процедурами производится оценка Оценка результатов выполнения практических работ. Оценка результатов устного и письменного опроса. Оценка результатов тестирования. Оценка результатов самостоятельной работы. Оценка результатов выполнения домашних заданий.
Перечень умений, осваиваемых в рамках дисциплины - понимать общий смысл четко произнесенных высказываний на профессиональные бытовые темы;	Демонстрация умения пополнять словарный запас и самостоятельно совершенствовать устную и письменную речь; Демонстрация умения	Оценка результатов выполнения практических работ. Оценка результатов устного и письменного опроса.

<p>-понимать тексты на базовые и профессиональные темы; - строить простые высказывания о себе и о своей профессиональной деятельности; -участвовать в диалогах на общие и профессиональные темы; -кратко обосновывать и объяснять свои действия; -писать простые связные сообщения на знакомые или интересующие профессиональные темы. Дополнительные умения общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы; - переводить (со словарем) иностранные тексты профессиональной направленности; - самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас.</p>	<p>определять свою позицию и излагать свои мысли на иностранном языке; Демонстрация умения общаться устно и письменно на иностранном языке на профессиональные темы; Демонстрация умения описывать значимость своей профессии на иностранном языке.</p>	<p>Оценка результатов тестирования. Оценка результатов самостоятельной работы. Оценка результатов выполнения домашних заданий. Оценка результатов проведенного экзамена.</p>
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3.2. Типовые задания для оценки освоения учебной дисциплины

3.2.1. Типовые задания по аудированию (текущий контроль).

Вы услышите пять высказываний. **Установите соответствие** между высказываниями каждого говорящего **А–Е** и утверждениями, данными в списке **1–6**. Используйте каждое утверждение из списка **1–6** **только один**

раз. В задании **есть одно лишнее утверждение**. Запишите свои ответы в таблицу.

1. The speaker explains why he/she likes the city life.
2. The speaker talks about a local tourist attraction.
3. The speaker talks about unusual houses.
4. The speaker describes the area where he/she lives.
5. The speaker explains how to get to the city centre.
6. The speaker describes his/her room.

Говорящий	A	B	C	D	E	F	G
Утверждение							

Speaker A

I live in the country but I've always wanted to move to a big city. I think that there are more career opportunities there, more jobs, people can get a better education and better medical services there. There is more entertainment in the city, too. You can go to theatres, cinemas and clubs, there are lots of people everywhere – you'll never get bored. I'll move to the city as soon as I get an opportunity to do so.

Speaker B

I live in a big city, in a new fast-developing area. Most of the buildings were built not long ago, so the area has a modern look and is comfortable to live in. There are shops, cinemas, schools, hospitals, sports centres and parks within easy reach of my house. Right in front of my house there's a bus stop, so I have no problem getting to the centre or any other part of the city.

Speaker C

We've just moved house and now I live in a new modern building in the centre of the city. My window has a view of a busy street but the interior creates a nice and peaceful atmosphere. The walls are painted light green and the furniture is in warm brown and creamy colours. There's a plasma TV and a portable audio centre. I like drawing and there are several of my pictures on the walls. I think they look nice there.

Speaker D

Everybody wants their home to be a safe, nice and comfortable place but their ideas of comfort and beauty are very different. In hot climates people sometimes make their homes underground. Living underground, however, doesn't mean living in dark, dirty and damp caves. Modern underground homes are light. They are beautifully designed, nicely furnished and very comfortable to live in.

Speaker E

When we were walking along the main street, the guide pointed to an ordinary looking house and said that the place had a history. During the war a famous doctor lived there. He arranged a hospital in his own home and saved lots of people. Now nobody lives in the house, there's a museum of science and medicine there. The museum has very interesting exhibits on the history of medical science.

3.2.2. Типовые задания на освоение лексического материала (текущий контроль).

1. Выберите соответствующее значение выделенного слова:

You must **KEEP** your promise.

- a).содержать;
- b).охранять;
- c).держать;
- d).соблюдать.

2. Подберите синоним к выделенному слову:

The **VIEWS** of London are very exciting.

- a).sights;
- b).squares;
- c).people;
- d).streets.

3. Найдите антоним к слову:

“**foreign**”

- a).long;
- b).favorite;
- c).strange;

d).native.

3.2.3. Типовые задания по чтению (текущий контроль).

Litter is a problem in our cities.

Litter is garbage – like food, paper and cans – on the ground or in the street. Where many people live together, litter is a problem. People don't always put their garbage in the bins. It's easier to drop a paper than to find a bin for it. But litter is ugly. It makes the city look dirty, and it spoils the view.

The wind blows papers far away. Often they are difficult to catch. When they blow against a fence, they stay there. This fence is a wall of garbage.

Litter is a health problem, too. Food and garbage attract animals, which sometimes carry disease.

Some people want to control litter. They never throw litter themselves, and sometimes they work together in groups to clean up the city. In most places litter is against the law. The law punishes people who throw garbage in the streets. They usually pay a fine, and occasionally they go to jail.

Two famous sayings in the United States are: "Don't be a litterbug!" and "Every litter bit hurts!"

Прочитайте следующие утверждения. Определите их соответствие прочитанному тексту.

- 1) Litter is a problem among people.
a) true b) false c) not stated
- 2) Garbage makes our cities look awful.
a) true b) false c) not stated
- 3) There are special bins for different garbage in the streets.
a) true b) false c) not stated
- 4) Papers are easy to catch.
a) true b) false c) not stated
- 5) Garbage attracts sick animals.
a) true b) false c) not stated
- 6) People don't care about litter.
a) true b) false c) not stated
- 7) Groups that clean litter are in every city.
a) true b) false c) not stated
- 8) There are no antipollution laws.
a) true b) false c) not stated
- 9) In some countries people are punished for dropping litter.
a) true b) false c) not stated
- 10) The saying "Don't be a litterbug!" asks you not to drop litter in the streets.
a) true b) false c) not stated

3.2.4. Типовые задания на освоение грамматического материала (текущий контроль).

1. Допишите предложения, используя возвратные местоимения **myself/ yourself/ ourselves/himself/herself/themselves/itself**:

1. Be careful! That plate is very hot. Don't burn
2. I got out of the bath and dried with a towel.
3. When people are alone, they often talk to
4. The police say that the woman shot with a gun.
5. Good- bye! Have a good holiday and look after

2. Дополните предложения, используя стоящие в скобках глаголы в Past Continuous или Past Simple :

1. I(get) up early this morning, I(wash),(dress) myself and then I(have) breakfast.
2. The postman (come) while I(have) lunch.
3. The boys (break) a window while they(play) football.
4. I was late, but my friends (wait) for me when I(arrive).
5. “What (you/do) on Saturday evening?” “I went to the cinema”.
6. “What (you/do) at 9.30 on Saturday evening?” “I..... (watch) a film in the cinema”.

3. Составьте предложения, выражающие просьбу, в зависимости от ситуации. Используйте выражения Can you.....?/ Could you?/ Can I.....?/ May I.....?

1. (We are having dinner. You want me to pass the salt.)
You say to me:?
2. (You want me to turn off the radio.)
You say to me:?
3. (You want my pen.)
You say to me:?
4. (You are in my house. You want to use my phone.)
You say to me:?
5. (You want me to give you my address.)
You say to me:?

4. Контрольно-оценочные материалы для итоговой аттестации по учебной дисциплине

Предметом оценки являются умения и знания.

Оценка освоения дисциплины предусматривает использование *дифференцированного зачёта* в форме итоговой контрольной работы.

5. Приложения. Задания для текущего контроля.

Задание 1. Раскройте скобки, употребляя правильную форму прилагательного.

1. We should eat (healthy) food.
2. Today the streets aren't as (clean) as they used to be.
3. It's (bad) mistake he has ever made.
4. This man is (tall) than that one.
5. Mary is a (good) student than Lucy.
6. This garden is the (beautiful) in our town.

Задание 2. Поставьте somebody, anybody, nobody, everybody.

1. Don't tell ... about it.
2. Life is tough! ... has problems.
3. ... has eaten all the ice cream. That's terrible! ... will be able to have it for dessert tonight.
4. I think, ... in our class is honest. That's why we trust
5. Is there ... in the office?

Задание 3. Поставьте many, much, little, few, a little, a few.

1. Have you got ... time before the lessons?
2. After the lessons everybody felt ... tired.
3. I have ... time to finish this work.
4. I don't like ... sugar in my tea.
5. I never eat ... bread with soup.
6. She wrote us ... letters from the country.

Задание 4. Выберите правильный вариант ответа.

1. My mother comes from Paris. ... French.
 - a). He is
 - b). She is
 - c). It is
 - d). They are
2. I am studying English. ... fifteen students in my class.
 - a). Have
 - b). Are
 - c). There are
 - d). There is
3. Your English is very good. ... American?
 - a). You`re
 - b). Are you
 - c). Do you
 - d). You
4. I work in a bank. My wife ... in a school.
 - a). working
 - b). works
 - c). work
 - d). is work
5. I live in London. Where ... ?
 - a). you live
 - b). you do live
 - c). live you
 - d). do you live
6. John likes coffee, but he ... like tea.
 - a). no
 - b). not
 - c). don`t
 - d). doesn`t
7. We have a son and a daughter. Do you have ... children?
 - a). The
 - b). any
 - c). some

d).any of

8. I didn't see you at the party ... there?

a). You were

b). You went

c). Did you

d). Were you

9. I ... a great movie last night.

a). saw

b). had seen

c). was seeing

d). did see

10. We had a lovely holiday last year! Really? Where ... ?

a). did you go

b). were you going

c). went you

d). have you gone

Задание 5. Переведите на русский язык:

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.

Task I

Fill in the words:

an apprenticeship *courses* *range* *a university* *contribute GCSE*
secondary *vocational* *two* *prefer opportunities* *continue*
A-level exams *get back* *option particular* *a student loan*

Finishing _____ school is an important time in the life of each teenager. You should think over your _____ after the exams. British teenagers take _____ at the age of 16. Then they have several options. They can go to a school sixth form and _____ their education. It is comfortable because you learn in familiar place with teachers that you know and have a lot of friends. But some teenagers _____ going to a sixth form college because it offers a wider _____ of subjects and options for students. School sixth form and sixth form college take _____ years. They prepare students for _____. You need them to enter _____. Some teenagers can't afford to continue their education because their families need them to _____ to the family income. They can go to _____ courses that teaches skills you need to do a _____ job. Another way is to go to a company that offers _____. Some companies give an opportunity to do flexible or evening _____. So you can develop and get a promotion. Time off from education may make you think what you really want to study. If you want to _____ to studying, you can get _____ that you pay back later. There are a lot of ways and _____ after finishing school. But it is up for you to decide and to choose.

Task II

Прочитайте текст об экстремальных видах спорта. Установите соответствие между вопросами А-Д и пронумерованными абзацами текста 1-3. Используйте каждую букву только один раз. В задании есть один лишний вопрос.

- A. Extreme sports become increasingly popular because of punk culture and fashion.
- B. Many sports demonstrate daring tricks and are connected with special culture.
- C. Snowboarding was introduced into Olympics due to X Games.
- D. A winter extreme sport requires a specially designed board.

1. Developed in the 1960s, snowboarding is believed to have originated in the US, where several inventors explored the idea of surfing on the snow. The sport quickly developed, and the early boards were replaced by designs that are specialized to meet the demands of different competitions. The basic design is a board to which the rider's feet are attached with bindings. The size and shape of a board varies according to its use and the size of the snowboarder.

2. The term extreme sports is generally attributed to the ebcid:com.britannica.oec2.identifier.IndexEntryContentIdentifier?idxStructId=1016262&library=EBX Games, a made-for-television sports festival created by the cable network ESPN in 1995. The success of the X Games raised the profile of these sports. The extreme sports of mountain biking and ebcid:com.britannica.oec2.identifier.IndexEntryContentIdentifier?idxStructId=550613&library=EB snowboarding debuted at the Summer and Winter Olympic Games in 1996 and 1998, respectively.

3. The primary extreme sports - skateboarding, in-line roller-skating, and BMX, for example - often use half-pipes and urban landscapes to perform a wide range of tricks. The sports also share a unique subculture that separates them from traditional team sports. This youth-oriented culture embraces punk music and fashion and emphasizes individual creativity.

Task III

Fill in the gaps in the text with the correct form of the words.

Self-care

We live in the era of 1_____ advances in “self-care”.	IMPORTANCE
What you need is new information. There is so much you can learn to have a 2_____ life. Then you can fulfill your needs in health easily and routinely as part of your normal way of life.	HEALTH
It is more and more obvious that 3_____ kinds of treatment and cures in the world cannot bring lasting health if you are not willing to live an existence without diseases.	DIFFER
Years of physical damage – smoking, drinking, overeating, the wrong food, lack of rest or exercise – can only interfere with good health. Emotional instability is also incompatible with good health. And when the result is ill health, drugs are only 4_____ aids.	ADDITION
To repair the damage of disease, or more to the point, to prevent it, you must live more 5_____	CARE
It is possible that you know this already. But you must also know how to use that instinctive 6_____	KNOW

Task IV

1. Have you ever thought about your future career? What are you going to be?
2. What opportunities are there for a Russian teenager after finishing the 9th Form?
3. Do you go in for sport? How can sport help a person? What negative points are there?
4. What is your attitude to extreme sport?

Контрольная работа 1

Вариант 1

1. Переведите текст

ECONOMIST

I'm a student of Arzamas Instrument Making College. In the near future I'll graduate from the college and become a professional economist. I'm sure that the profession of an economist is one of the most important nowadays in our country.

What makes a good economist? Whatever he does, an economist should have a through training in economic theory, mathematics and statistics and our college offers such training. At the college we are taught various general and special subjects, such as Macroeconomics, Microeconomics, Management, Accounting, Money and Banking, Economic Theory, Statistics, Computer Science, Business Ethics, English.

The profession of an economist is quite diversified. The graduates of this specialty work at the educational institutions, various research centers and laboratories, in industry, business, banks.

Being employed in industry and business, our graduates work as managers, as executive managers, sales managers, financial managers. Some of us work as accountants. An accountant is one of the prestigious and widely required professions of an economist in a society. You shouldn't mix an accountant with a book-keeper. While a book-keeper is mostly involved in calculations, like balance sheets, income statements, invoices, an accountant is responsible for designing the financial policy of a company.

Some of us work at the banks, at the Stock Exchange, others work for the government or are employed by various agencies and by military services.

Economists can solve many problems facing our country.

I. Переведите с английского языка на русский:

Graduate; in view of; various; graduates; to be employed; an executive manager; a financial manager; an accountant; widely required; a book-keeper; balance sheets; income; statements; invoices; military services; to face problems.

II. Переведите с русского языка на английский:

В ближайшем будущем; в настоящее время; основательное обучение; предлагать; знание; вовлекать; разносторонний; исследовательские центры; менеджер по продажам; престижный; расчет; быть ответственным за что-либо; финансовая политика.

III. Закончите предложения:

1. An economist needs some knowledge of the world outside his own country because...
2. Being employed in industry and business, our graduates work...
3. One of the most prestigious and widely required professions of an economist is...
4. An accountant is responsible for...

IV. Ответьте на вопросы.

1. What should an economist have to be a good economist?
2. What subjects does an economist need for his future profession?
3. Where can graduates work?
4. What is the difference between an accountant and a book-keeper?

V. Перепишите предложения, определяя видовременную форму глаголов.

1. In the near future I'll graduate from the college.
2. The graduates of this specialty work at educational institutions.
3. Scientists in the field of Economics created new theories and models.
4. I hope I'll manage to make my contribution to this process,

VI. Перепишите и переведите предложения на русский язык, определяя, чем является окончание -s: а) показателем множественного числа существительного; б) показателем притяжательного падежа; в) окончанием глагола в 3 л. ед. ч. в Present Simple.

1. At the University we are taught various general and special subjects.
2. An accountant designs the financial policy of a company.
3. A book-keeper's duty is in calculations.
4. What makes a good economist?

VII. Задайте вопросы к предложениям и поставьте их в отрицательную форму.

1. The profession of an economist is quite diversified.
2. Economists solve many problems facing our republic.
3. Government decisions were dominant in the former USSR.
4. Some knowledge of political and economic history will help an economist to expect changes.

Вариант 2.

Прочитайте и переведите текст.

WHAT IS ECONOMICS.

Unlike history, mathematics, [English](#) and chemistry, economics is a subject that most students encounter only briefly before they begin college. Economics is a basic discipline, not an applied subject like accounting or drafting in which specific skills are taught.

Economics has some similarities to mathematics because logical reasoning and mathematical tools are used in it extensively. It also has some similarities to history because economics studies people as they interact in social groups.

Like chemistry, economics employs the scientific method, although some of economics has a descriptive rather than an analytical flavor. Finally, like [English](#) grammar, economics has a few simple rules and principles, but from these principles economics can derive many conclusions.

Economics is the science of making choices. Individuals must decide whether to study another hour or to go for a walk, whether to buy a six-pack of Pepsi or a 0,5 gallon of milk at the grocery, whether to choose fire fighting or teaching as an occupation and whether to play golf or to watch television for an afternoon of recreation. As a group, people must also choose through their governments whether to build a dam or to repair highways with their taxes, whether to invest money to business or to expand national parks.

The common element in all these decisions is that every choice involves a cost.

In fact, economics is the study of the choice that people make and the actions that they take in order to make the best use of scarce resources in meeting their wants.

I. Переведите с английского языка на русский:

A basic discipline; an applied subject; similarities; logical reasoning; mathematical tools; a descriptive flavor; occupation; to invest money to business; the common element; to involve; the best use of scarce resources.

II. Переведите с русского языка на английский:

Знакомиться; бухгалтерский учет; особые навыки; широко использоваться; взаимодействовать в социальных группах; несколько простых принципов; налоги; расширять; стоимость; потребности.

III. Закончите предложения.

1. Economics is not an applied subject like...
2. Like chemistry, economics...
3. As a group, people must also choose whether to invest money to business or to expand national parks through ...
4. The common element of all decisions is ...

IV. Верны или неверны следующие утверждения:

1. Economics is a subject that most students encounter only briefly.
2. Economics is not a basic discipline like history, mathematics, [English](#) and chemistry.
3. Some of economics has a descriptive rather than an analytical flavor.
4. Economics is like [English](#) grammar, because it has difficult rules and principles.

V. Выберите правильное слово:

1. Economics is a ... discipline.
a) basic; b) natural; c) social.
2. ... is an applied subject.
a) history; b) accounting; c) economics.
3. Mathematical tools are used in economics ...
a) briefly; b) extensively; c) finally.
4. Like [English](#) grammar economics has a few... and principles.
a) rules; b) graphs; c) lines.
5. Every choice involves ...
a) investment; b) cost; c) time.

VI. Ответьте на вопросы.

1. What is the difference between economics and such disciplines as history, mathematics, [English](#) and chemistry?
2. What is used extensively in economics?
3. What similarities has economics to chemistry?
4. Is economics the science of making choices?
5. What is the common element in all choices?
6. What does economics study?

VII. Перепишите и переведите предложения на русский язык, определяя видовременную форму глаголов.

1. Most students encountered economics only briefly.
2. Economics has always employed the scientific method.
3. People generally repeated the decisions that they had made at an earlier time.
4. My brother was working at the bank when I graduated from the University.

VIII. Перепишите и переведите предложения на русский язык, обращая внимание на перевод конструкций there are (there is/ there was/ there were).

1. There are some black markets in which people buy things at prices much higher than they should be.
2. There were some periods in our recent economic history when the price level rose despite low demand.
3. Today there is a surplus of unskilled and manual laborers in the north of England, whereas firms in the London area have vacancies unfilled.
4. There was a firm owned by a group of people called corporation.

Шкала оценки образовательных достижений

Процент результативности (правильных ответов)	Оценка уровня подготовки	
	балл (отметка)	вербальный аналог
90 ÷ 100	5	Отлично
80 ÷ 89	4	Хорошо
70 ÷ 79	3	Удовлетворительно
менее 70	2	Неудовлетворительно

Время на подготовку и выполнение: 90 минут

4. Контрольно-оценочные материалы для итоговой аттестации по учебной дисциплине

Предметом оценки являются умения и знания.

Оценка освоения дисциплины предусматривает использование *дифференцированного зачёта* в форме итоговой контрольной работы.

Итоговая контрольная работа (дифференцированный зачет) Read and translate the text.

1 вариант . Measuring economic activity.

There are a large number of statistics produced regularly on the operation of the world`s major economics. The UK`s national economy is no exception in this respect. Often the headlines in newspapers or important items on television news programs relate to economic data and the implications for individuals and business. A prime example of this occur when interest rates era increased: the media responds by highlighting the adverse effects on business with debts and householders with mortgages. Data is provided on a wide range of aspects of the economy`s operations. Statistics are available to show:

- the level of unemployment;
- the level of inflation;
- a country`s trade balance with the rest of the world;
- production volumes in key industries and the economy;
- raw material prices...

The main statistics illustrating the economy`s behavior to the level of activity in the economy. That is they tell us whether the economy is working at full capacity using all available resources of labor, machinery and other factors of production. The unemployment figures for the economy give an indicator of the level of activity. As the economy moves towards a recession and a lower level of prosperity it is likely that unemployment figures will rise. An alternative measure of the level of activity is national income statistics, which show the value of a nation`s output during a year. Economists use the term Gross National Product to describe this data. There are numerous sources of data on the economy of which we can make use. Economic statistics are presented in many forms, the most common being graphs and tables. Although these statistics can be valuable in assisting managers, they should be treated with some caution when predicting the future trend of the economy and thus helping the business to take effective decisions.

Assignments.

1. Find in the text English equivalents for the following:

В этом отношении, основные отрасли промышленности, на полную мощность, имеющиеся в наличии ресурсы, оборудование, закладная, графики и таблицы, оценка объёма производства.

2. There is a set of words related to the word economics: economy, economics, economic, economist, economical, economy. Each word has a different use. Try to put the right word in the blanks in these sentences.

Marx and Keynes are two famous...
These people are studying the science of...
We sometimes call a person's work his... activity.
People should be very... with the money they earn.
The... system of a country is usually called the national.

3. Answer the questions.

What do statistics show?
What is Gross National Product?

4. Translate the sentences. Find and stress the Gerund.

We believe the firm will find a way of revising their price.
Instead of sending a cable we decided to phone the firm.
After considering the offer we decided to accept it.
I cannot give you a final reply without discussing the matter with our president.
We believe they could improve their offer by reducing the price or changing their terms of payment.

5. Turn the sentences into the Passive Voice.

My favorite actor played the leading part in the performance.
Her wonderful acting impressed everybody.
The receptionist asked him to fill in a form in English.
We settle the problem in the shortest possible time.

6. Ask the questions to the sentences. Translate these sentences.

Comrade Nikitin came to Manchester to inspect the goods.
When all the necessary documents were signed he left Manchester for London.
You can reserve a single room with a private bath in this hotel.
The representative of British firm will visit our company next year.
We try to settle the terms of payment and delivery during the talks.

2 вариант Banking

Banks are closely concerned with the flow of money into and out of the economy. They often co-operate with governments in efforts to stabilize economies and to prevent inflation. They are specialists in the business of providing capital, and in allocating funds on credit. Banks originated as places to which people took their valuables for safe-keeping, but today the great banks of the world have many functions in addition to acting as guardians of valuable private possessions.

Banks normally receive money from their customers in two distinct forms: on current account, and on deposit account. With a current account, a customer can issue personal cheques. No interest is paid by the bank on this type of account. With a deposit account, however, the customer undertakes to leave his money in the bank for a minimum specified period of time. Interest is paid on this money.

The bank in turn lends the deposit money to customers who need capital. This activity earns interest for the bank, and this interest is almost always at a higher rate than any interest which the bank pays to its depositors. In this way the bank makes its main profits.

We can say that the primary function of a bank today is to act as an intermediary between depositors who wish to make interest on their savings, and borrowers who wish to obtain capital. The bank is a reservoir of loanable money, with streams of money flowing in and out. For this reason, economists and financiers often talk of money being 'liquid', or of the 'liquidity' of money. Many small sums which might not otherwise be used as capital are rendered useful simply because the bank acts as a reservoir.

The system of banking rests upon a basis of trust. Innumerable acts of trust build up the system of which bankers, depositors and borrowers are part. They all agree to behave in certain predictable ways in relation to each other, and in relation to the rapid fluctuations of credit and debit. Consequently, business can be done and cheques can be written without any legal tender visibly changing hands.

Активная лексика: Flow of money, to prevent – prevention, to provide – provision, to allocate – allocation, valuable (s), customer, current account, deposit, to issue cheques, to earn interest, rate, profit, to rest upon, trust, to fluctuate – fluctuation.

Найдите в тексте эквиваленты следующих словосочетаний:

Денежные потоки, стабилизировать экономику, предотвратить инфляцию, предоставить капитал, размещать фонды, охрана ценного частного имущества, получить деньги на текущий счет, выплачивать проценты, оставлять деньги в банке на определенный срок, более высокий процент, получать процент на сбережения, вести себя предсказуемым образом, законное платежное средство.

Ответьте на вопросы по тексту:

1. Why do banks co-operate with governments?
2. What was the original function of banks?

3. What are two ways of receiving money from customers?
 4. What is the term for opening a deposit account?
 5. How does a bank make its main profit?
 6. What is the primary function of a bank today?
 7. Whom does a bank act as an intermediary between?
 8. Why can we talk of “the liquidity” of money?
 9. Why can small sums be used as capital?
 10. What is meant by trust?
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менее 70	2	Неудовлетворительно

Время на подготовку и выполнение:

Проверочная работа. Самостоятельная работа.

подготовка 5 мин.;
 выполнение 35 мин.;
 оформление и сдача 5 мин.;
 всего 45 мин.

Контрольная работа. Итоговый тест.

подготовка 5 мин.;
 выполнение 80 мин.;
 оформление и сдача 5 мин.;
 всего 90 мин.

3.3. Перечень материалов, оборудования и информационных источников, используемых в аттестации

Литература:

- 1) Соловова Е.Н., John Parsons ЕГЭ. Английский язык. Тематические тестовые задания. Человек и его окружение. М.: Центр изучения английского языка Елены Солововой, 2011. – 143 с.
- 2) Соловова Е.Н., John Parsons ЕГЭ 2012. Английский язык. Тематические тестовые задания. М.: Центр изучения английского языка Елены Солововой, 2012. – 159 с.
- 3) Северинова Е.Ю. Готовые экзаменационные ответы, английский язык СПб.: Изд. Тригон, 2005. – 456 с.