



***ФГОС ВО***  
***(версия 3+***  
***+)***

**ФОНД ОЦЕНОЧНЫХ СРЕДСТВ ПО ДИСЦИПЛИНЕ  
«ИНОСТРАННЫЙ ЯЗЫК»**

**Челябинск 2026**



**МИНИСТЕРСТВО КУЛЬТУРЫ РОССИЙСКОЙ ФЕДЕРАЦИИ  
ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ  
УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ  
«ЧЕЛЯБИНСКИЙ ГОСУДАРСТВЕННЫЙ ИНСТИТУТ КУЛЬТУРЫ»**

**Кафедра литературы, русского и иностранных языков**

**Фонд оценочных средств  
по дисциплине  
«Иностранный язык»**

**программа бакалавриата  
«Историко –культурный туризм»  
по направлению подготовки 51.03.04 Музеология и охрана объектов  
культурного и природного наследия  
квалификация: бакалавр**

**Челябинск 2026**

Фонд оценочных средств по дисциплине «Иностранный язык» составлен в соответствии с требованиями ФГОСВО по направлению подготовки 51.03.04 Музеология и охрана объектов культурного и природного наследия.

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Фонд оценочных средств по дисциплине «Иностранный язык» как составная часть ОПОП на заседании совета факультета документальных коммуникаций и туризма рекомендован к рассмотрению экспертной комиссией, протокол № 7 от 17.04.2023.

Экспертиза проведена 15.05.2023, акт № 2023 ИКТ.

Фонд оценочных средств по дисциплине «Иностранный язык» как составная часть ОПОП утвержден на заседании Ученого совета института протокол № 08 от 29.05.2023.

Срок действия фонда оценочных средств по дисциплине «Иностранный язык» продлен на заседании Ученого совета института:

| <b>Учебный год</b> | <b>№ протокола, дата утверждения</b> |
|--------------------|--------------------------------------|
| 2024/25            | Протокол №11 от 27.05.2024           |
| 2025/26            | Протокол № 8 от 26.05.2025           |
| 2026/27            | Протокол № 10 от 25.05.2026          |
| 2027/28            |                                      |

## **1. СОСТАВНЫЕ ЧАСТИ ФОНДА ОЦЕНОЧНЫХ СРЕДСТВ ПО ДИСЦИПЛИНЕ**

Фонд оценочных средств (далее – ФОС) представлен:

- ФОС в составе рабочей программы дисциплины;
- комплектом аттестационных педагогических измерительных материалов в форме тестовых заданий;
- тестовыми материалами из Единого портала интернет-тестирования в сфере образования ([www.i-exam.ru](http://www.i-exam.ru));
- материалами, необходимыми для оценки умений и владений (практико-ориентированные задания, используемые в период проведения промежуточной аттестации).

### **2. ФОС В СОСТАВЕ РАБОЧЕЙ ПРОГРАММЫ ДИСЦИПЛИНЫ**

ФОС в соответствии с Положением «О порядке разработки и утверждении основных профессиональных образовательных программ – программ бакалавриата, специалитета и магистратуры» (утв. Ученым советом, протокол № 7 от 22.04.2019, приказ 83-п от 24.04.2019) входит в состав рабочей программы дисциплины (раздел № 6) и включает следующие пункты и подпункты:

#### **6. Фонд оценочных средств для проведения промежуточной аттестации обучающихся по дисциплине.**

6.1. Перечень компетенций с указанием этапов их формирования в процессе освоения образовательной программы. Таблица 6, 7.

6.2. Описание показателей и критериев оценивания компетенций на различных этапах их формирования, описание шкал оценивания.

6.2.1. *Показатели и критерии оценивания компетенций на различных этапах их формирования* Таблицы 8, 9

6.2.2. *Описание шкал оценивания.*

6.2.2.1. Описание шкалы оценивания ответа на экзамене (зачете) (пятибалльная система). Таблица 10.

6.2.2.2. Описание шкалы оценивания Таблица 11.

6.3. Типовые контрольные задания или иные материалы, необходимые для оценки знаний, умений и владений, характеризующих этапы формирования компетенций в процессе освоения образовательной программы.

6.3.1. *Материалы для подготовки к экзамену.* Таблица 12, 13.

6.3.2. *Темы и методические указания по подготовке рефератов, эссе и творческих заданий по дисциплине.*

6.3.3. *Методические указания по выполнению курсовой работы.*

6.3.4. *Типовые задания для проведения текущего контроля формирования компетенций.*

6.3.4.1. Планы семинарских занятий.

6.3.4.2. Задания для практических занятий.

6.3.4.3. Темы и задания для мелкогрупповых/индивидуальных занятий.

6.3.4.4. Типовые темы и задания контрольных работ (контрольного урока).

6.3.4.5. Тестовые задания.

6.4. Методические материалы, определяющие процедуры оценивания знаний, умений и владений, характеризующих этапы формирования компетенций.

### 3. КОМПЛЕКТ АТТЕСТАЦИОННЫХ ПЕДАГОГИЧЕСКИХ ИЗМЕРИТЕЛЬНЫХ МАТЕРИАЛОВ

#### *Спецификация АПИМ*

|                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Цель                                                                | Оценка учебных достижений                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Функция АПИМ                                                        | Контроль, диагностика                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Вид контроля                                                        | Текущий контроль знаний обучающихся. Возможно применение в рамках промежуточной аттестации и проверки остаточных знаний                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Модель АПИМ                                                         | <p><b>Уровневая модель</b> представлена в трех взаимосвязанных блоках заданий:</p> <ul style="list-style-type: none"> <li>– Блок 1. Задания <b>на уровне «знать»</b> в форме «выбор одного, двух и более правильных ответов из предложенных» выявляют в основном знаниевый компонент по дисциплине и оцениваются по бинарной шкале «правильно-неправильно»;</li> <li>– Блок 2. Задания <b>на уровне «знать» и «уметь» в форме «установление соответствия (последовательности)»</b>, в которых нет явного указания на способ выполнения, для их решения обучающийся самостоятельно выбирает один из изученных способов. Задания данного блока позволяют оценить не только знания по дисциплине, но и умения пользоваться ими при решении стандартных, типовых задач;</li> <li>– Блок 3. Задания <b>на уровне «знать», «уметь», «владеть»</b> представлены в форме кейс-задания, содержание которого предполагает использование комплекса умений и навыков, для того чтобы обучающийся мог самостоятельно сконструировать способ решения, комбинируя известные ему способы и привлекая междисциплинарные знания. Кейс-задание представляет собой учебное задание, состоящее из описания реальной ситуации и совокупности сформулированных к ней вопросов. Выполнение обучающимся кейс-заданий требует решения поставленной проблемы (ситуации) в целом и проявления умения анализировать конкретную информацию, проследивать причинно-следственные связи, выделять ключевые проблемы и методы их решения.</li> <li>– Блок 4. Задания <b>на уровне «знать», «уметь», «владеть»</b> представлены в форме открытых вопросов, предполагающих краткий свободный ответ.</li> </ul> |
| Количество тестовых заданий                                         | 40                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Время тестирования (мин)                                            | 90                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Планируемые результаты освоения                                     | УК-4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Перечень документов, используемых при планировании содержания теста | ФГОС ВО по направлению подготовки 51.03.04 Музеология и охрана объектов культурного и природного наследия, рабочая программа дисциплины.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Разработчики                                                        | Сорокина О.А., к.п.н, доцент кафедры литературы, русского и иностранных языков                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Экспертиза тестовых заданий                                         | Проведена в рамках общей экспертизы ОПОП                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

### Банк заданий

**УК-4 Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном (ах) языке (ах).3)**

| Код задания   | Задание                                                                                                                            | Ключ верного ответа |
|---------------|------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| <b>Блок 1</b> | <b>Выберите правильный ответ(ы)</b>                                                                                                |                     |
| 1.1           | The plane is due to arrive _____ 2 p.m.<br>a. on<br>b. at<br>c. in                                                                 | <i>b</i>            |
| 1.2           | Are you going away _____ Easter?<br>a. on<br>b. at<br>c. in                                                                        | <i>b</i>            |
| 1.3           | Will you take .... book, please.<br>a. you<br>b. yours<br>c. your                                                                  | <i>c</i>            |
| 1.4           | _____ time to get down to work.<br>a. It's<br>b. Its<br>c. His                                                                     | <i>a</i>            |
| 1.5           | _____ you swim when you were 6?<br>a. Couldn't<br>b. Can<br>c. Can't<br>d. Could                                                   | <i>d</i>            |
| 1.6           | John is great! He _____ speak the Chinese language well!<br>a. could<br>b. can<br>c. can't<br>d. could have                        | <i>b</i>            |
| 1.7           | Two years ago I _____ the capital of Great Britain.<br>a. visit<br>b. visited<br>c. have visited<br>d. had visited                 | <i>b</i>            |
| 1.8           | One day my friend asked me: " ... to the Institute yesterday?"<br>a. Did you go<br>b. You went<br>c. Did you went<br>d. You did go | <i>a</i>            |
| 1.9           | You look amazing, _____ dress really matches your shoes.<br>a. this<br>b. these<br>c. that<br>d. those                             | <i>a</i>            |
| 1.10          | There is _____ rice in the packet.<br>a. a<br>b. many<br>c. some                                                                   | <i>c</i>            |
| <b>Блок 2</b> | <b>Установите соответствие. Каждому элементу левого столбца соответствует только один элемент правого. Учтите,</b>                 |                     |

|     |                                                                                                                                                                                                                                                                                            |                                       |          |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|----------|
|     | <b>что один из элементов правого столбца лишний. Ответ к заданиям запишите в виде сочетания цифр и букв, соблюдая последовательность левого столбца, без пробелов и знаков препинания. Например, 1A2Б3B</b>                                                                                |                                       |          |
| 2.1 | <b>Соотнесите слова (1-4) с их определением (a-e)</b>                                                                                                                                                                                                                                      |                                       | 1b2e3d4a |
|     | 1. open-minded                                                                                                                                                                                                                                                                             | a. to be very determined              |          |
|     | 2. hard-working                                                                                                                                                                                                                                                                            | b. to accept other ideas              |          |
|     | 3. self-confident                                                                                                                                                                                                                                                                          | c. big-hearted                        |          |
|     | 4. strong-willed                                                                                                                                                                                                                                                                           | d. trust one's own ideas              |          |
|     |                                                                                                                                                                                                                                                                                            | e. to work a lot                      |          |
| 2.2 | <b>Установите соответствие между глаголами (1-3) с видами спорта (a-d)</b>                                                                                                                                                                                                                 |                                       | 1b2c3a   |
|     | 1. to play                                                                                                                                                                                                                                                                                 | a. motor-racing                       |          |
|     | 2. to do                                                                                                                                                                                                                                                                                   | b. rugby                              |          |
|     | 3. to go                                                                                                                                                                                                                                                                                   | c. aerobics                           |          |
|     |                                                                                                                                                                                                                                                                                            | d. sit-ups                            |          |
|     |                                                                                                                                                                                                                                                                                            |                                       |          |
| 2.3 | <b>Установите соответствие между предложениями (1-4) и временной формой глагола (a-e)</b>                                                                                                                                                                                                  |                                       | 1c2a3d4b |
|     | 1. They have just come back.                                                                                                                                                                                                                                                               | a. Present Simple                     |          |
|     | 2. The Sun rises in the East.                                                                                                                                                                                                                                                              | b. Past Simple                        |          |
|     | 3. I will probably be late.                                                                                                                                                                                                                                                                | c. Present Perfect                    |          |
|     | 4. They arrived 2 days ago..                                                                                                                                                                                                                                                               | d. Future                             |          |
|     |                                                                                                                                                                                                                                                                                            | e. Past Perfect                       |          |
| 2.4 | <b>Установите соответствие между предложениями (1-3) и их переводом (a-d)</b>                                                                                                                                                                                                              |                                       | 1b2a3d   |
|     | 1. I passed the test with flying colours.                                                                                                                                                                                                                                                  | a. Я знаю предмет очень хорошо        |          |
|     | 2. I know the subject inside out.                                                                                                                                                                                                                                                          | b. Я сдал тест на отлично             |          |
|     | 3. Learning History is a piece of cake.                                                                                                                                                                                                                                                    | c. Он любимчик учителя.               |          |
|     |                                                                                                                                                                                                                                                                                            | d. Изучение истории это пара пустяков |          |
| 2.5 | <b>Установите соответствие между видами спорта (1-4) и ( ) их экипировкой</b>                                                                                                                                                                                                              |                                       | 1b2a3c4e |
|     | 1. hockey                                                                                                                                                                                                                                                                                  | a. pitch                              |          |
|     | 2. football                                                                                                                                                                                                                                                                                | b. puck                               |          |
|     | 3. skiing                                                                                                                                                                                                                                                                                  | c. ball                               |          |
|     | 4. skating                                                                                                                                                                                                                                                                                 | d. skies                              |          |
|     |                                                                                                                                                                                                                                                                                            | e. skates                             |          |
|     | <b>Расположите следующие события (явления, процессы и т.п.) в правильной последовательности. Ответ к заданиям запишите в виде сочетания цифр, которыми обозначены события (явления, процессы и т.п.) в правильной последовательности, без пробелов и знаков препинания. Например, 3421</b> |                                       |          |
| 2.6 | Расположите фрагменты адреса в правильной последовательности.                                                                                                                                                                                                                              |                                       | 35412    |

|               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                             |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
|               | 1.7009 225<br>2.Australia<br>3.105<br>4.Melbourne<br>5.High Street                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                             |
| 2.7           | Расположите прилагательные в правильном порядке.<br>She is looking for a ... .. bag<br>1.leather<br>2.stylish<br>3.black                                                                                                                                                                                                                                                                                                                                                                                                  | 231                         |
| 2.8           | Расположите фрагменты письма в правильном порядке.<br>1 Best wishes,<br>2 I'm glad to learn that you're having fun in London. By the way, I'm coming to see you next weekend, and I'm really looking forward to joining you.<br>3 Thank you for your last letter. Sorry, I haven't written sooner, but I've been very busy at school<br>4 Martin<br>5. I'm finishing, I have to do some homework. See you on Friday evening.<br>6. Dear Emma,<br>7. First of all, I'd like to go on the London Eye. I hope it won't rain. | 6327514                     |
| 2.9           | Расположите слова в правильном порядке, чтобы получилось предложение<br>1. Usually<br>2. Fred<br>3. in the morning<br>4. out of the garage<br>5. drives<br>6. his bike<br>7. at 10 o'clock                                                                                                                                                                                                                                                                                                                                | 2156473                     |
| 2.10          | Расположите слова в правильном порядке, чтобы получилось предложение<br>1. probably<br>2. after<br>3. the patient<br>4. is<br>5. the operation<br>6. sleeping                                                                                                                                                                                                                                                                                                                                                             | 341625                      |
| <b>Блок 3</b> | <b>Кейс-задания предполагают работу с предложенным текстом. После его прочтения необходимо ответить на поставленные вопросы или выполнить задания</b>                                                                                                                                                                                                                                                                                                                                                                     |                             |
| 3.1           | Read the text:<br>If you think of the jobs robots could never do, you would probably put doctors and teachers at the top of the list. It's easy to imagine robot                                                                                                                                                                                                                                                                                                                                                          | 1.true<br>2.true<br>3.false |

|     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                |
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|     | <p>cleaners and factory workers, but some jobs need human connection and creativity. But are we underestimating what robots can do? In some cases, they already perform better than doctors at diagnosing illness. Also, some patients might feel more comfortable sharing personal information with a machine than a person. Could there be a place for robots in education after all? British education expert Anthony Seldon thinks so. And he even has a date for the robot takeover of the classroom: 2027. He predicts robots will do the main job of transferring information and teachers will be like assistants. Intelligent robots will read students' faces, movements and maybe even brain signals. Then they will adapt the information to each student. It's not a popular opinion and it's unlikely robots will ever have empathy and the ability to really connect with humans like another human can. One thing is certain, though. A robot teacher is better than no teacher at all. In some parts of the world, there aren't enough teachers and 9–16 per cent of children under the age of 14 don't go to school. That problem could be partly solved by robots because they can teach anywhere and won't get stressed, or tired, or move somewhere for an easier, higher-paid job. Those negative aspects of teaching are something everyone agrees on. Teachers all over the world are leaving because it is a difficult job and they feel overworked. Perhaps the question is not 'Will robots replace teachers?' but 'How can robots help teachers?' Office workers can use software to do things like organizing and answering emails, arrange meetings and update calendars. Teachers waste a lot of time doing non-teaching work, including more than 11 hours a week marking homework. If robots could cut the time teachers spend marking homework and writing reports, teachers would have more time and energy for the parts of the job humans do best.</p> <p>II. Are the sentences true or false?</p> <ol style="list-style-type: none"> <li>1. Most jobs seem as if they can be done by robots or computers.</li> <li>2. Robots are always better at diagnosing illness than doctors.</li> <li>3. Many experts agree robots will replace teachers by 2027.</li> <li>4. One advantage of robot teachers is that they don't need to rest.</li> <li>5. Robot assistants could help teachers by marking homework.</li> <li>6. Some teachers use robots to reduce their time answering emails and marking homework</li> </ol> | <p>4.true<br/>5.true<br/>6.true</p>            |
| 3.2 | <p>Look at this list of topics.</p> <ol style="list-style-type: none"> <li>I. Library management</li> <li>II. The history of libraries</li> <li>III. Library-user training</li> <li>IV. Financial problems for libraries</li> <li>V. The organisation of libraries</li> </ol> <p>Which text (1-5) deals with which topic?</p> <p>Text 1</p> <p>The earliest libraries that we know about were different from present-day libraries, as their contents were mainly government records. Archaeological findings from ancient cities of Sumer</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>1-II<br/>2-V<br/>3-III<br/>4-I<br/>5-IV</p> |

|     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                       |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|     | <p>found temple rooms full of records of commercial transactions, or inventories. Things were much the same in the government records of Ancient Egypt. The earliest private or personal libraries containing both non-fiction and fiction books appeared in classical Greece.</p> <p>Text 2</p> <p>Library materials such as books, articles and CDs are usually arranged in a certain order, according to a library classification system, so that you can find particular items quickly. In addition to public areas, some libraries have additional rooms where reference materials are stored. Often a professional librarian works from a reference desk or other central location, to help users find what they are looking for.</p> <p>Text 3</p> <p>Many visitors to a library do not know how to use the library effectively. This can be because they are shy and embarrassed to ask questions, or because they are not used to libraries. These problems are behind the library instruction service which encourages library-user education. In fact, library instruction has been practised since the 19th century.</p> <p>Text 4</p> <p>Managing a library involves tasks such as planning what new books to buy, designing classification and borrowing systems, preserving materials (especially rare and fragile manuscripts) and developing library computer systems. Long-term tasks include planning library extensions and developing community services such as adult literacy programs.</p> <p>Text 5</p> <p>In some countries, libraries in poor communities are relatively expensive to run, but arguably less important to the community than essential services, such as police, firefighters, schools, and health care. At any rate, many communities are beginning to feel they have no option but to close down, or reduce their library services to balance their budgets.</p> |                                                                                                                                                                                                                                       |
| 3.3 | <p><i>Read the text and answer the questions.</i></p> <p>The Different Types of Business Status in the UK</p> <p>The following guide is designed to help you understand the various structures and formats of UK businesses.</p> <p>Sole Trader</p> <p>This is the simplest form of company requiring no registration other than the notification of your local tax office, but it is also the type of business exposed to the greatest personal risk: as a sole trader, you are responsible for all aspects of the company, and have unlimited liability to all debts and legal actions. If the business has to fold with debts, you will have to settle these debts from your personal assets. You may find it more difficult to attract customers – you do not have to file accounts or records with Companies House, which leads to a lack of company transparency, and makes it impossible</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>1. Sole Trade is the simplest form of a company</p> <p>2. Public Limited Company better suits larger organizations.</p> <p>3. Private Limited Company is the most common form of registered business.</p> <p>4. It is the sim-</p> |

|     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                      |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|
|     | <p>for potential customers to verify your background via an official third party. You may also find it more difficult to attract outside investment or partners, which can prevent the expansion of the business.</p> <p><b>Private Limited Company (Ltd)</b><br/> A private limited company is a legal entity in its own right, separate from those who own it, the shareholders. The limited liability, potential tax advantages, and simplicity of running a private limited company make this the most common form of registered business in the UK. As a shareholder of a private limited company, your personal possessions remain separate, and your risk is reduced to only the money you have invested in the company and any shares you hold which you have not yet paid for. In addition to limited liability, this form of company is also considered to be more prestigious by other companies and the general public due to its legitimate nature and the way important information is recorded at Companies House. Anyone wishing to do business with your limited company can verify who is connected to the company and also the financial position of the company by paying Companies House a small fee. You may not consider this transparency to be a benefit to you personally but it is a huge advantage when doing business.</p> <p><b>Public Limited Company (Plc)</b><br/> A public limited company differs from the private version in that it is able to sell its shares to the public. A public company must ensure that at least £50,000 worth of shares has been issued before it is allowed to begin business or borrow money, and two directors must be appointed. The cost of running a public limited company is considerably higher, and so this form of business suits better to large organizations.</p> <p><b>Limited Liability Partnership (LLP)</b><br/> This allows business partners to enjoy the benefit of limited liability, avoiding the problems of joint liability that applies to ordinary partnerships. There are no shares in this form of company, and tax arrangements remain the same as for ordinary partnerships.</p> <p>1.What is the simplest form of a company?<br/> 2.Which form of business suits large organizations?<br/> 3.What is the most common form of registered business in the UK?<br/> 4.What are the advantages of being a sole trader?</p> | <p><i>plest form of business which requires no registration.</i></p> |
| 3.4 | <p><b>Decide which museum would be the most suitable for the people below.</b></p> <p><b>1</b> Lisa is doing a history project at school. She wants to visit a general history museum before she decides what period of history to study. She's like to have a look at all the different times in history worldwide.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>1F2E3A4C5D</p>                                                    |

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|  | <p><b>2</b> Marcus is going to a big museum with his family this weekend. He doesn't usually go to museums because he gets bored easily, but he's very interested in space. Marcus hopes they'll go to a museum that has plenty of equipment for him to use.</p> <p><b>3</b> Ben, aged 8, and Erica, aged 12, are going to a museum with their aunt, Marilyn. Ben and Erica love learning new things and they really like doing creative activities. Luckily, Marilyn likes these things, too! She wants to find a museum that they can all enjoy together.</p> <p><b>4</b> Yoko is interested in art and craft. She'd like to go to a small museum where she can see things being made and buy some unusual gifts for her friends.</p> <p><b>5</b> Brother and sister, Robert and Meg, are trying to find out about the history of their great grandparents. They want to know more about what life was like for ordinary people in the 1920s and 1930s.</p> <p><b>MUSEUMS</b></p> <p><b>A City Museum</b><br/>This weekend: dinosaur drawing for children aged 4 to 8 (adults, please stay, you can take part in the activities, too). Making a pyramid and watching a video about ancient Egypt for children aged 9 to 10. For children aged 12, we have tablets with the new museum app <i>Imagine</i>: you can look at sites where dinosaur bones have been found as if you were there, you can select tools to use and even make real discoveries. Every activity is free of charge.</p> <p><b>B Transport Museum</b><br/>We have exhibitions on transport through the ages from ancient Greece to the 21st century. A great place to visit if you like trains, planes and automobiles! Don't miss it! It's a wonderful journey through history.</p> <p><b>C The Glass Place</b><br/>Read about the history of glass-making. Watch a glass-making demonstration and visit the gift shop where you can buy amazing glass items, including jewellery. Our new collection has just arrived. There are earrings, bracelets and rings. All designs are original and unique.</p> <p><b>D History Museum: Looking Back</b><br/>Looking Back is a special exhibition that explores the history of the past 100 years looking at houses, schools, shops, work and developments in transport. There are recordings in each exhibit with interviews with local people who tell their stories. If you ever wondered what life was like in the past, come and visit this spectacular exhibition.</p> |  |
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|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
|               | <p><b>E Fun Science</b><br/>Learn about science and have fun at the same time. Do experiments and find out things for yourself. Try the rocket simulator or watch a 3D film on stars and planets. Interact with sound, electricity, light and the elements at the different science fun labs and collect stamps on your science passport. When you reach the exit, you can get a Fun Young Scientist badge for your backpack.</p> <p><b>F Time Museum</b><br/>If you enjoy global history, come and visit us! Start by exploring the ancient world of Egypt and end by watching a video about Asia's most recent inventions. You can access timelines for specific regions with our new software. This interactive learning experience will let you travel through time. There's something for everyone.</p> <p><b>G Chocolate Museum</b><br/>Watch a video about the history of chocolate, then visit the shop and choose from our huge selection of chocolate items. A great place for the whole family.</p> |                                          |
| <b>Блок 4</b> | Задания на уровне «знать», «уметь», «владеть» представлены в форме открытых вопросов, предполагающих <b>краткий свободный ответ</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                          |
| 4.1           | What are the oldest and the most prestigious Universities in Great Britain?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Oxford, Cambridge                        |
| 4.2           | When does the academic year start at British Universities?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | September, October                       |
| 4.3           | How many terms is the academic year in Great Britain split into?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 3 terms                                  |
| 4.4           | Who consults students on any matter at British Universities?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | A tutor                                  |
| 4.5           | What degree do students get after 3 (4) years of study?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Bachelor's degree                        |
| 4.6           | What is a Sandwich year?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | A full time placement to gain experience |
| 4.7           | Where do British students live?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | In a dorm                                |
| 4.8           | What are the most popular kinds of sport in Great Britain? __                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Football, cricket, tennis, rugby         |
| 4.9           | What do people in Great Britain celebrate on the 25 <sup>th</sup> of December?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Christmas                                |
| 4.10          | What holidays do banks in England close ?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Bank holidays                            |

|      |                                                             |                       |
|------|-------------------------------------------------------------|-----------------------|
| 4.11 | What holiday is associated with love and romance?           | St Valentine's day    |
| 4.12 | Name someone you know well but is not related to you        | A friend              |
| 4.13 | What river flows through London                             | The Thames            |
| 4.14 | Where is Heathrow airport located?                          | In Great Britain      |
| 4.15 | Who was the author of the Hobbit and the Lord of the Rings? | J.R. Tolkien          |
| 4.16 | What novels is J.K. Rowling famous for?                     | 7 Harry Porter novels |

**4. МАТЕРИАЛЫ, НЕОБХОДИМЫЕ ДЛЯ ОЦЕНКИ УМЕНИЙ И ВЛАДЕНИЙ  
(ПРАКТИКО-ОРИЕНТИРОВАННЫЕ ЗАДАНИЯ, ИСПОЛЬЗУЕМЫЕ В ПЕРИОД ПРОВЕДЕНИЯ  
ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ)**

**к экзамену**

| <b>№<br/>п/п</b> | <b>Темы практико - ориентированных заданий</b> | <b>Код<br/>компетенций</b> |
|------------------|------------------------------------------------|----------------------------|
| 1                | <i>People and places</i>                       | УК-4                       |
| 2                | <i>Free time</i>                               | УК-4                       |
| 3                | <i>Home</i>                                    | УК-4                       |
| 4                | <i>Holidays</i>                                | УК-4                       |
| 5                | <i>Shops</i>                                   | УК-4                       |
| 6                | <i>Studying</i>                                | УК-4                       |
| 7                | <i>Family and friends</i>                      | УК-4                       |

**Материалы для выполнения практико-ориентированных заданий**

**1. Read the text and answer the questions.**

The Different Types of Business Status in the UK

The following guide is designed to help you understand the various structures and formats of UK businesses.

**Sole Trader**

This is the simplest form of company requiring no registration other than the notification of your local tax office, but it is also the type of business exposed to the greatest personal risk: as a sole trader, you are responsible for all aspects of the company, and have unlimited liability to all debts and legal actions. If the business has to fold with debts, you will have to settle these debts from your personal assets. You may find it more difficult to attract customers – you do not have to file accounts or records with Companies House, which leads to a lack of company transparency, and makes it impossible for potential customers to verify your background via an official third party. You may also find it more difficult to attract outside investment or partners, which can prevent the expansion of the business.

**Private Limited Company (Ltd)**

A private limited company is a legal entity in its own right, separate from those who own it, the shareholders. The limited liability, potential tax advantages, and simplicity of running a private limited company make this the most common form of registered business in the UK. As a shareholder of a private limited company, your personal possessions remain separate, and your risk is reduced to only the money you have invested in the company and any shares you hold which you have not yet paid for. In addition to limited liability, this form of company is also considered to be more prestigious by other companies and the general public due to its legitimate nature and the way important information is recorded at Companies House. Anyone wishing to do business with your limited company can verify who is connected to the company and also the financial position of the company by paying Companies House a small fee. You may not consider this transparency to be a benefit to you personally but it is a huge advantage when doing business.

#### Public Limited Company (Plc)

A public limited company differs from the private version in that it is able to sell its shares to the public. A public company must ensure that at least £50,000 worth of shares has been issued before it is allowed to begin business or borrow money, and two directors must be appointed. The cost of running a public limited company is considerably higher, and so this form of business suits better to large organisations.

#### Limited Liability Partnership (LLP)

This allows business partners to enjoy the benefit of limited liability, avoiding the problems of joint liability that applies to ordinary partnerships. There are no shares in this form of company, and tax arrangements remain the same as for ordinary partnerships.

1. What is the simplest form of a company?
2. Which form of business suits large organisations?
3. What is the most common form of registered business in the UK?
4. What are the advantages of being a sole trader?

*2. Read the text and complete the task.*

. Look at this list of topics.

- I. Library management
- II. The history of libraries
- III. Library-user training
- IV. Financial problems for libraries
- V. The organisation of libraries

Which text (1-5) deals with which topic?

#### Text 1

The earliest libraries that we know about were different from present-day libraries, as their contents were mainly government records. Archaeological findings from ancient cities of Sumer found temple rooms full of records of commercial transactions, or inventories. Things were much the same in the government records of Ancient Egypt. The earliest private or personal libraries containing both non-fiction and fiction books appeared in classical Greece.

#### Text 2

Library materials such as books, articles and CDs are usually arranged in a certain order, according to a library classification system, so that you can find particular items quickly. In addition to public areas, some libraries have additional rooms where reference materials are stored. Often a professional librarian works from a reference desk or other central location, to help users find what they are looking for.

#### Text 3

Many visitors to a library do not know how to use the library effectively. This can be because they are shy and embarrassed to ask questions, or because they are not used to libraries. These problems are behind the library instruction service which encourages library-user education. In fact, library instruction has been practised since the 19th century.

#### Text 4

Managing a library involves tasks such as planning what new books to buy, designing classification and borrowing systems, preserving materials (especially rare and fragile manuscripts) and developing library computer systems. Long-term tasks include planning library extensions and developing community services such as adult literacy programs.

#### Text 5

In some countries, libraries in poor communities are relatively expensive to run, but arguably less important to the community than essential services, such as police, firefighters, schools, and health care. At any rate, many communities are beginning to feel they have no option but to close down, or reduce their library services to balance their budgets.

The circulation desk is usually located near the library's entrance or in a prominent location within the library. The desk is typically staffed during the library's opening hours, where patrons can register for a library card, borrow materials, renew materials, return materials, pay fines or overdue fees, and request inter-library loans

Decide which museum would be the most suitable for the people below.

**1** Lisa is doing a history project at school. She wants to visit a general history museum before she decides what period of history to study. She's like to have a look at all the different times in history worldwide.

**2** Marcus is going to a big museum with his family this weekend. He doesn't usually go to museums because he gets bored easily, but he's very interested in space. Marcus hopes they'll go to a museum that has plenty of equipment for him to use.

**3** Ben, aged 8, and Erica, aged 12, are going to a museum with their aunt, Marilyn. Ben and Erica love learning new things and they really like doing creative activities. Luckily, Marilyn likes these things, too! She wants to find a museum that they can all enjoy together.

**4** Yoko is interested in art and craft. She'd like to go to a small museum where she can see things being made and buy some unusual gifts for her friends.

**5** Brother and sister, Robert and Meg, are trying to find out about the history of their great grandparents. They want to know more about what life was like for ordinary people in the 1920s and 1930s.

## MUSEUMS

### A City Museum

This weekend: dinosaur drawing for children aged 4 to 8 (adults, please stay, you can take part in the activities, too). Making a pyramid and watching a video about ancient Egypt for children aged 9 to 10. For children aged 12, we have tablets with the new museum app *Imagine*: you can look at sites where dinosaur bones have been found as if you were there, you can select tools to use and even make real discoveries. Every activity is free of charge.

### B Transport Museum

We have exhibitions on transport through the ages from ancient Greece to the 21st century. A great place to visit if you like trains, planes and automobiles! Don't miss it! It's a wonderful journey through history.

### C The Glass Place

Read about the history of glass-making. Watch a glass-making demonstration and visit the gift shop where you can buy amazing glass items, including jewellery. Our new collection has just arrived. There are earrings, bracelets and rings. All designs are original and unique.

#### **D History Museum: Looking Back**

Looking Back is a special exhibition that explores the history of the past 100 years looking at houses, schools, shops, work and developments in transport. There are recordings in each exhibit with interviews with local people who tell their stories. If you ever wondered what life was like in the past, come and visit this spectacular exhibition.

#### **E Fun Science**

Learn about science and have fun at the same time. Do experiments and find out things for yourself. Try the rocket simulator or watch a 3D film on stars and planets. Interact with sound, electricity, light and the elements at the different science fun labs and collect stamps on your science passport. When you reach the exit, you can get a Fun Young Scientist badge for your backpack.

#### **F Time Museum**

If you enjoy global history, come and visit us! Start by exploring the ancient world of Egypt and end by watching a video about Asia's most recent inventions. You can access timelines for specific regions with our new software. This interactive learning experience will let you travel through time. There's something for everyone.

#### **G Chocolate Museum**

Watch a video about the history of chocolate, then visit the shop and choose from our huge selection of chocolate items. A great place for the whole family.

#### **H Natural History: Dinosaurs**

We have a new exhibition of moving dinosaur models for adults and young people. Not recommended for children aged eight and under as the dinosaurs are very noisy and a bit frightening

II. Read the text:

**Robot teachers** If you think of the jobs robots could never do, you would probably put doctors and teachers at the top of the list. It's easy to imagine robot cleaners and factory workers, but some jobs need human connection and creativity. But are we underestimating what robots can do? In some cases, they already perform better than doctors at diagnosing illness. Also, some patients might feel more comfortable sharing personal information with a machine than a person. Could there be a place for robots in education after all? British education expert Anthony Seldon thinks so. And he even has a date for the robot takeover of the classroom: 2027. He predicts robots will do the main job of transferring information and teachers will be like assistants. Intelligent robots will read students' faces, movements and maybe even brain signals. Then they will adapt the information to each student. It's not a popular opinion and it's unlikely robots will ever have empathy and the ability to really connect with humans like another human can. One thing is certain, though. A robot teacher is better than no teacher at all. In some parts of the world, there aren't enough teachers and 9–16 per cent of children under the age of 14 don't go to school. That problem could be partly solved by robots because they can teach anywhere and won't get stressed, or tired, or move somewhere for an easier, higher-paid job. Those negative aspects of teaching are something everyone agrees on. Teachers all over the world are leaving because it is a difficult job and they feel overworked. Perhaps the question is not 'Will robots replace teachers?' but 'How can robots help teachers?' Office work-

ers can use software to do things like organise and answer emails, arrange meetings and update calendars. Teachers waste a lot of time doing non-teaching work, including more than 11 hours a week marking homework. If robots could cut the time teachers spend marking homework and writing reports, teachers would have more time and energy for the parts of the job humans do best.

II. Are the sentences true or false?

1. Most jobs seem as if they can be done by robots or computers.
2. Robots are always better at diagnosing illness than doctors.
3. Many experts agree robots will replace teachers by 2027.
4. One advantage of robot teachers is that they don't need to rest.
5. Robot assistants could help teachers by marking homework.
6. Some teachers use robots to reduce their time answering emails and marking homework

## Лист изменений в ФОС по дисциплине

В ФОС по дисциплине внесены следующие изменения:

| Учебный год | Реквизиты протокола Ученого совета                     | Номер раздела, подраздела | Содержание изменений и дополнений |
|-------------|--------------------------------------------------------|---------------------------|-----------------------------------|
| 2024/25     | Протокол №11 от 27.05.2024                             |                           | Без изменений                     |
| 2025/26     | Протокол № 8 от 26.05.2025                             |                           | Без изменений                     |
| 2026/27     | Протокол № 10 от 25.05.2026                            |                           | Доработаны тестовые задания       |
| 2027/28     | Протокол № <span style="color: red;">ДД.ММ.ГГГГ</span> |                           |                                   |