

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ХАРКІВСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ
МІСЬКОГО ГОСПОДАРСТВА імені О. М. БЕКЕТОВА

ЗБІРНИК
КОНТРОЛЬНИХ ЗАВДАНЬ
ІНОЗЕМНА МОВА

(за професійним спрямуванням)

*(для студентів 2 курсу заочної форми навчання
напряму 6.030601 – Менеджмент)*

Харків – ХНУМГ ім. О. М. Бекетова – 2016

Збірник контрольних завдань «Іноземна мова» за професійним спрямуванням (для студентів 2 курсу заочної форми навчання напрямку 6.030601 – Менеджмент) / Харків. нац. ун-т міськ. госп-ва ім. О. М. Бекетова; уклад. : В. Ю. Бугаєва. – Харків : ХНУМГ ім. О. М. Бекетова, 2016. – 9 с.

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Рекомендовано кафедрою іноземних мов, протокол № 1 від 28.08.2015 р.

Методичні рекомендації для студентів

Перед тим як виконувати контрольну роботу студенту необхідно докладно вивчити граматичний матеріал, для чого надається список рекомендованої літератури з граматики англійської мови. Перекладаючи текст, слід користуватися англо-українським словником.

Роботи студентів повинні відповідати наступним вимогам:

а) перша сторінка зошита залишається вільною для рецензії викладача. У зошиті повинні бути поля для зауважень та рекомендацій рецензентів;

б) завдання необхідно переписувати у зошит в лінію;

в) матеріал контрольної роботи слід розміщати у зошиті за наступним зразком;

г) виконуючи лексико-граматичні завдання кожне речення потрібно переписувати у зошит та перекладати на рідну мову;

д) перекладаючи текст з англійської мови на рідну, кожне речення слід писати з нового рядка: речення на англійській мові – з лівої сторони, а переклад – з правої сторони сторінки зошита.

Перевірена контрольна робота повинна бути виправлена студентом згідно з вказівками рецензента, а недостатньо засвоєні теми семестру слід проробити додатково перед усним заліком.

Якщо контрольна робота виконана без дотримання вказівок чи не повністю, вона повертається студенту без перевірки.

Студенти, які не захистили контрольну роботу, не допускаються до заліку (чи до екзамену) за відповідний навчальний період.

Номер варіанту, який виконує студент заочного відділення, визначається по останній цифрі номера залікової книжки: 1, 2 – варіант 1; 3, 4 – варіант 2, 5, 6 – варіант 3; 7, 8 – варіант 4; 9, 0 – варіант 5.

Приклад оформлення контрольної роботи:

Контрольна робота

з англійської мови № ...

варіант

студента заочної форми навчання

спеціальності

прізвище, ім'я та по батькові

шифр залікової книжки

Контрольне завдання 1

Для того, щоб вірно виконати контрольне завдання 1, необхідно засвоїти наступний граматичний матеріал:

1. Артикль a, the, zero article. Означений, неозначений, відсутність артикля.
2. Неозначені займенники some, any.
3. Модальні дієслова.

Варіант 1

Task 1. Complete the following sentences using appropriate articles. In some cases, no articles are needed. Translate the sentences into your native language.

1. man is mortal.
2. I am university student.
3. She goes to the fitness center in mornings.
4. Mike is best student in the class.
5. This book has won Booker prize.
6. She is fond of classical music.
7. Gold is precious metal.
8. She returned after hour.
9. There is institution for blind in this city.
10. sun rises in the east.

Task 2. Fill in the correct word (*some* or *any*). Translate the sentences into your native language.

1. We went to the cinema withof her friends!
2. Kate doesn't have..... friends.
3. Have you got.....brothers or sisters?
4. They often invite key speakers from abroad.
5. I think there should be information on this topic.
6. Could you check if there arecalls on the answering machine?
7. Do you haveidea what they are doing there?
8. Did they havenews for you?
9. I'm thirsty - I'll havewater.
10. There isn't money left.

Task 3. Complete the sentences in reported speech. Note whether the sentence is a request, a statement or a question.

1. He said, "I enjoyed the presentation."
→ He said
2. "Where is your conference hall?" she asked me.
→ She asked me

3. "I don't speak German," she said.
→ She said
4. Say bye to Jim," they said.
→ They asked me
5. "The lecture began at ten to eleven o'clock," he said.
→ He said
6. "Where did you spend your last vacation?" she asked him.
→ She asked him
7. "Does she know Robert?" he wanted to know.
→ He wanted to know
8. "Don't try this at home," the teacher of Chemistry told the students.
→ The teacher advised the students
9. "I was very tired," she said.
→ She said
10. "Be careful, children!" She said.
→ She told children

Task 4. Complete each question or sentence with a modal verb and a main verb. The modal verb goes first. The main verb goes second.
Modal verbs: can / may / should / must / will / might / could
(use more than once)

Main verbs: see / live / bring / eat / find / do / help / play / pay / rain
(use only once)

1. My teacher _____ some cookies to class today. We don't know yet.
2. You really _____ a doctor about your illness.
3. _____ I _____ you?
4. After Jeff graduates from college, he _____ definitely _____ in New York.
5. Kevin _____ the violin really well.
6. We _____ our taxes before April 15.
7. The weatherman said that it _____ later tonight.
8. You _____ less meat because it's not good for your health to eat too much.
9. They _____ probably _____ good jobs in Ohio if they decide to move there.
10. _____ you _____ me a favor, please?

Task 5. Read the text. Give the written translation of the text into your native language.

History of management

The verb manage comes from the Italian maneggiare (to handle — especially tools), which in turn derives from the Latin manus (hand). The French word mesnagement (later ménagement) influenced the development in meaning of the English word management in the 17th and 18th centuries. Some definitions of management are: Organization and coordination of the activities of an enterprise in accordance with certain policies and in achievement of clearly defined objectives. Management is often included as a factor of production along with machines, materials, and money. According to the management guru Peter Drucker (1909–2005), the basic task of a management is twofold: marketing and innovation. Directors and managers have the power and responsibility to make decisions to manage an enterprise. As a discipline, management comprises the interlocking functions of formulating corporate policy and organizing, planning, controlling, and directing the firm's resources to achieve the policy's objectives. The size of management can range from one person in a small firm to hundreds or thousands of managers in multinational companies. In large firms the board of directors formulates the policy which is implemented by the chief executive officer.

Task 6. Answer the following questions:

1. How was the English word 'management' formed?
2. What definitions of management do you know?
3. What is the basic task of management according to the management guru Peter Drucker?
4. What does management comprise as a discipline?
5. How can the size of management range?

Вариант 2

Task 1. Complete the following sentences using appropriate articles. In some cases, no articles are needed. Translate the sentences into your native language.

1. Although accommodation in Barcelona is quite expensive I foundcheap hotel in the city centre.
2.Good Fast Food Competition aims to prove thatfast food doesn't need to be made withunhealthy ingredients.
3. Do you know any shops that sellclothes forchildren under 4? - "Yes, There's a place called kid style onother side of.....town.
4.People sayHistorical Museum is quite boring, but I've got friend who went there and says it's interesting.

5. I went to the fashion show in town centre yesterday. models were really good-looking but clothes were a bit boring.
6. When my daughter starts school, he'll havelunch every day incanteen. I hope he likesfood.
7. tracksuit he bought yesterday was the wrong size.
8. He had to go to hospital for a check-up.
9. Is there cheap hotel near here?
10. He lefthome without informing anyone.

Task 2. Fill in the correct word (*some* or *any*). Translate the sentences into your native language.

1. Vicky has _____ candies.
2. Kat doesn't have _____ money.³
3. Marina will give us _____ information.
4. There is _____ milk in the fridge.
5. There isn't _____ beer.
6. There aren't _____ boys in my family.
7. Jose won't give me _____ help.
8. Hannah shouldn't smoke _____ cigarettes.
9. Sue must do _____ homework tonight.
10. My brother can't speak _____ Chinese.

Task 3. Complete the sentences in reported speech. Note whether the sentence is a request, a statement or a question and whether you have to change the tenses or not.

1. "I was very tired," she said.
→ She said
2. "Be careful, Ben," she said.
→ She told Ben
3. "I will get myself a drink," she says.
→ She says
4. "Why haven't you phoned me?" he asked me.
→ He wondered
5. "I cannot drive them home," he said.
→ He said
6. "Peter, do you prefer tea or coffee?" she says.
→ She asks Peter
7. "Where did you spend your holidays last year?" she asked me.
→ She asked me
8. He said, "Don't go too far."
→ He advised her
9. "Have you been shopping?" he asked us.
→ He wanted to know
10. "Don't make so much noise," he says.
→ He asks us

Task 4. Read the text. Give the written translation of the text into your native language.

Historical development

Difficulties arise in tracing the history of management. Some see it (by definition) as a late modern (in the sense of late modernity) conceptualization. On those terms it cannot have a pre-modern history, only harbingers (such as stewards). Others, however, detect management-like-thought back to Sumerian traders and to the builders of the pyramids of ancient Egypt. Slave-owners through the centuries faced the problems of exploiting/motivating a dependent but sometimes unenthusiastic or recalcitrant workforce, but many pre-industrial enterprises, given their small scale, did not feel compelled to face the issues of management systematically. However, innovations such as the spread of Arabic numerals (5th to 15th centuries) and the codification of double-entry book-keeping (1494) provided tools for management assessment, planning and control. Given the scale of most commercial operations and the lack of mechanized record-keeping and recording before the industrial revolution, it made sense for most owners of enterprises in those times to carry out management functions by and for themselves. But with growing size and complexity of organizations, the split between owners (individuals, industrial dynasties or groups of shareholders) and day-to-day managers (independent specialists in planning and control) gradually became more common.

Answer the following questions:

1. What do you know about the possible ways of developing management?
2. What innovations of the ancient times provided tools for management assessment, planning and control?

Навчальне видання

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