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КОНТРОЛЬНЫЕ РАБОТЫ ПО АНГЛИЙСКОМУ ЯЗЫКУ

(I год обучения)

Учебно-методические материалы

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Настоящие учебно-методические материалы предназначены для внеаудиторной работы студентов бакалавриата I курса, обучающихся по направлению 45.03.02 – *Лингвистика* на отделении очно-заочного и заочного обучения.

УММ включает 4 контрольные работы, каждая из которых содержит тесты на аудирование, чтение, лексико-грамматические тесты и творческое задание.

Контрольные работы базируются на тематическом материале I курса обучения.

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Методические рекомендации по выполнению контрольных работ

Целью выполнения контрольных работ является формирование целого ряда профессиональных, общепрофессиональных и культурных компетенций, обеспечивающих во взаимодействии с другими изучаемыми дисциплинами формирование у обучаемых способности адекватно осуществлять языковую коммуникацию с учетом перспектив использования английского языка в общей и профессиональной сферах общения, самостоятельно овладевать новыми знаниями и применять их в новых ситуациях, приобретать опыт творческой деятельности.

В течение первого года обучения студентами направления подготовки 45.03.02 – *Лингвистика* по дисциплине «Практический курс первого иностранного языка» выполняются 4 контрольные работы (по 2 работы в каждом семестре).

Каждая контрольная работа (*Assignment*) состоит из 4 частей: *Listening Comprehension*, *Reading Comprehension*, *Use of English* и *Writing*. Аудиофайлы для выполнения *Listening Comprehension* размещены на учебной платформе *Moodle* в соответствующем разделе.

Выполненные работы должны быть сданы рецензенту в течение трех дней с даты начала сессии.

Контрольные работы выполняются в отдельной тетради с полями (не менее 2 см) для замечаний рецензента.

Все задания должны быть оформлены:

- аккуратным, разборчивым почерком;
- с соблюдением межстрочного интервала 0,5 см;
- в той последовательности, в которой они представлены в данном сборнике;
- без использования сокращенных форм слов.

При выполнении заданий, предусматривающих выбор ответа (*Choose a, b or c / True or False?*), необходимо определить правильный вариант, наиболее соответствующий содержанию прослушанного или прочитанного текста, и, указав номер задания и вопроса, вписать соответствующую букву выбранного варианта.

Например: 1 – b, 2 – a... / 1 – F (*False*), 2 – T (*True*) и т. д.

В разделе 3 (*Use of English*) при выполнении заданий (раскрыть скобки, перефразировать предложения, вставить артикль / предлог / модальный глагол и т. д.) необходимо полностью переписать предложения в тетрадь и подчеркнуть вставленный вариант.

Контрольные работы, не отвечающие вышеперечисленным требованиям, а также работы, выполненные частично, возвращаются без рецензирования.

В зависимости от количества допущенных в работе ошибок рецензентом может быть выставлена оценка «зачтено» либо «не зачтено».

В случае получения оценки «зачтено» при наличии ошибок в работе студентом выполняется работа только над допущенными ошибками, в которой должны быть заново выбраны правильные варианты ответов на вопросы заданий *Listening Comprehension* и *Reading Comprehension*, переписаны в исправленном виде отдельные предложения, содержащие грамматические и лексические неточности и т. д.

Выполненная работа над ошибками должна быть передана рецензенту не позднее чем за 2 дня до сдачи экзамена / зачета.

В случае получения оценки «не зачтено» студент должен заново выполнить контрольную работу полностью или частично (в зависимости от указаний рецензента) и передать на проверку не позднее чем за 2 дня до сдачи экзамена / зачета.

ASSIGNMENT I

PART I

Listening Comprehension

THE PERFECT WOMAN

I. Answer these questions. Choose a, b or c.

1. Why didn't the writer want to tell anyone about his secret dream?
 - a. He never told anyone about his dreams.
 - b. He was afraid people would find it funny.
 - c. He was afraid people would not listen to him.
2. How did the writer come to be rich?
 - a. He became a famous painter and sold his pictures.
 - b. He married a rich woman whose name was Camilla.
 - c. He inherited a fortune from one of his relatives.
3. What was wrong with American women, according to the writer?
 - a. They were too self-confident.
 - b. They were too shy.
 - c. They had all characteristics in the extreme.
4. How did he come to meet a woman he was looking for?
 - a. Her house was near his.
 - b. She worked at the local supermarket near his house.
 - c. They met near the car park.
5. How did the woman like the writer's cooking?
 - a. She greatly enjoyed the food.
 - b. She drank coffee and did not eat anything.
 - c. She said it was tasty.
6. What made the writer feel unhappy?
 - a. The woman was going to spend all her money travelling.
 - b. He realised that she was not the woman of his dreams.
 - c. She was like him.

II. True or false?

1. The writer had always wanted to get married.
2. He first went to Australia.
3. He visited every state in the US.
4. The woman found the writer's purse in the supermarket.
5. The writer was careful when trying to win the girl's heart.
6. They had met several times before the writer invited the woman to have dinner with him.
7. They couldn't talk at table.
8. The writer's dinner was successful.
9. The woman was quite rich.

PART II

Reading Comprehension

GRETEL

"I am here. I am Marcus. May I come in?"

"I am here," said the voice within.

I turned the handle. The door was locked. This horrified me. Doors in the country were not locked except in the most unorthodox circumstances. Inside doors were never locked. The handle of a large iron key I had never seen before protruded from the brass-rimmed keyhole. I turned it. I opened the door. I fell in love.

Seated with upright but graceful decorum on a low armless cedar chair was the most exquisite being I had, or have since, seen. It was a girl of my age. Her dress was yellow velvet, the immediate yellow of a sunflower. Her long straight hair, in an era when all hair seemed clipped or cropped, curled or marcelled, was to me the miracle of the miracle. It fell like a shawl of light over her shoulders. It was the hair of Rapunzel, of all immolated princesses, of all children lost in the snow or woods of ballads. Her hands and arms and face were whiteness without name. Above her head, on the barred skylight, lay fallen petals of almond blossom. Her grey their white. On the girl's lap sat a large doll dressed as she was. It wore a necklace of white beads. With dark eyes, behind the surface of which were extra shadows, she watched me watching her. She did not move. Then, at last, her lips moved.

“I am Gretel,” she said.

I told her again that I was Marcus.

“I am Gretel. She is Gretel.” She touched the doll’s flaxen poll.

“A good idea,” I said. “And dressed like you! But she has beads.” I remembered my manners. “I’m sorry you’ve been sick. How soon will you be better?”

She did not answer, but continued to look at me, as I did at her. My love could find no words. Then inspiration came. I remembered that, among a handful of necklaces tossed to sisters by mother, there was a white chine one. “I have a present for you,” I said. How else express love, at twelve? How else at ninety, or ever? “I’ll get it. I’ll be back.” Although blinded, I was wide awake to the need for chicanery. I locked the door. If mother should escape Miss Stanway before I had decorated my idol with stolen gewgaws, the sin of disobedience would not be discovered. I ran to the front veranda. Mother was still enmeshed in Miss Stanway’s tough net of scandal. I stole the white necklace. I returned to the last room.

Gretel and Gretel sat as when I had first seen them, beneath the skylight ruled across by bras, and littered with the petals of spring. I held up the necklace, and smiled and smiled like a dog.

And she smiled.

There are no words to describe how this addition of beauty to a beauty already overwhelming affected me.

(Extract from “Gretel” by Hal Porter. Abridged)

Vocabulary:

chicanery – clever dishonest talk or behavior which is used to deceive people

gewgaws – a decorative jewel of small value

enmesh – to catch in something unpleasant from which it is difficult to escape

I. Choose the correct answer (a, b, c or d) according to the text.

1. How did Marcus get into the room?
 - a. He opened the door of the room.
 - b. The girl unlocked the door.
 - c. Marcus unlocked the door.
 - d. The door was opened.

2. Why was her hair “the miracle of the miracle” to him?
 - a. Gretel had curly hair.
 - b. Her hair was covered with a shawl.
 - c. Her hair was in a knot.
 - d. She had an unusual hairdo.
3. The girl and the doll had
 - a. The same necklaces and names.
 - b. The same dresses and hair.
 - c. The same dresses and names.
 - d. The same names and hair.
4. The necklace...
 - a. Belonged to his mother.
 - b. Belonged to his sisters.
 - c. Had been bought by the boy.
 - d. Was given to him.
5. “I remembered my manners” means
 - a. He had forgotten to ask about something.
 - b. He had said something rude.
 - c. He had done something bad.
 - d. He had forgotten to bring something.
6. How did Marcus express his love?
 - a. He smiled at her.
 - b. He walked with her.
 - c. He gave her something.
 - d. He talked to her.
7. Mother didn’t see the theft because...
 - a. She was quarrelling with somebody.
 - b. She was busy cleaning.
 - c. She wasn’t at home.
 - d. She was sleeping.
8. How did Gretel react to his love?
 - a. She thanked him.
 - b. She wasn’t indifferent.

- c. She didn't react.
 - d. She talked.
9. "This addition of beauty to a beauty" refers to
- a. The girl's smile.
 - b. The doll.
 - c. The necklace.
 - d. The girl's hair.
10. The girl was...
- a. Pale with fair hair.
 - b. Pale with hazel eyes.
 - c. Pale with dark eyes.
 - d. With dark hair and dark eyes.

II. Are these statements true (T) or false (F), according to the text?

1. There were two Gretels in the room.
2. The girl was a brunette.
3. Marcus had seen the girl before.
4. The doll was dressed in a yellow velvet dress.
5. Gretel was younger than Marcus.
6. The doll was in Gretel's arms.
7. Marcus saw fallen petals of almond blossom on her head.
8. Gretel's hair was wavy and long.
9. Miss Stanway helped Marcus to decorate his idol with the stolen necklace.
10. Mother presented her daughters with her necklaces.

PART III

Use of English

I. Write the plurals of these nouns. Transcribe the plural "s" ending.

Example: bags [z]

A boy, a desk, a story, a worker, a woman, a leaf, a potato, a bookcase, a child, a brush, a mouse, a roof, a foot, a tax, a photo, a taxi, a hero, a goose.

II. Use the words in brackets in the Possessive case.

1. Last week was my (son) birthday.
2. Have you met (Denis) mother?
3. (Children) toys are very attractive these days.
4. He'll meet you in an (hour) time.
5. My (parents) car is new.
6. The tourists will be in London in three (hours) time.
7. What's the name of (Charles) cousin?
8. The (company) office is modern.
9. How beautiful the roses in (Mrs. Jones) garden are!
10. (Mary and Paul) son is a student at the University.
11. (The town) atmosphere is bad.
12. (Today) programme is very interesting.
13. This is my (brother-in-law) car.

III. Open the brackets using the correct tense form – the Present Simple or the Present Continuous.

1. Students (buy) a lot of books at the beginning of each term.
2. My great-grandmother is very old, but she (hear, see, understand) everything quite well.
3. Now, children, we (go) to the most wonderful place in the world.
4. – Why you (cry), Mary? – Can't you see? I (cut) onions.
5. You (think) of selling this house?
6. Don't disturb him, he (work).
7. She constantly (talk).
8. I wonder if Kate is on a diet. She (get) thinner and thinner.
9. – What's that terrible noise? – My neighbour (drill) the wall.
10. My friend is very sociable. She (know) lots of people.
11. Nick always (invite) us to stay at Christmas.

12. I don't like it that Nick always (invite) friends here.
13. – What he (do) for a living? – He is a doctor.
14. He's quite busy these days. He (do) a course at college.
15. I (play) tennis with Martin tomorrow.
16. Sarah often (work) late at the office.
17. At the moment they (live) in a very small flat.
18. I always (make) silly mistakes in my exams.
19. I always (make) silly mistakes.
20. Barbara (leave) Moscow for London in a fortnight.
21. I (see) what you are trying to say.
22. I (see) the sales manager this afternoon.
23. Her grandfather (own) a chain of hotels.
24. John and Mary want to go to Greece for their holidays. So they (learn) Greek.

IV. Fill in articles where necessary.

1. She is ___ good-looking woman with ___ great deal of ___ personal taste.
2. Martin was ___ tall man, well-built, with ___ grey hair and ___ pleasant manner.
3. ___ kitchen is equipped with all ___ latest appliances.
4. ___ village where my parents live is such ___ wonderful place.
5. We live on ___ seventh floor.
6. He is ___ truly good person.
7. Oh, what ___ fantastic house!
8. My mother gave me ___ list of things to do about ___ house which was ___ mile long.
9. You are ___ very special woman. I've never met anyone like you.
- 10 This is ___ most modern shopping centre in ___ world.
11. She looks very tired. She needs ___ holiday.
12. You can stay with us. There is ___ spare room in ___ house.

13. Where are you going to put ___ furniture?

14. It was ___ good furniture.

15. He goes to ___ bed early.

V. Fill in prepositions or adverbs where necessary.

1. All the members ___ the family are ___ the sitting room.

2. We are ___ the same age.

3. He married ___ Lisa last year.

4. He has a family ___ her own.

5. They are very fond ___ each other.

6. Whom is she married ___?

7. The mother is showing them _____ the room.

8. The family consists ___ a father, a mother and a son.

9. My friend comes ___ a large, close-knit family.

10. Margaret is the very image ___ her mother.

11. The children have both taken ___ their father ___ looks.

12. Laura was born ___ 1980.

13. Mr. and Mrs. Brown have been married ___ 2010.

14. There is a mirror _____ the wall ___ the living-room.

15. She came ___ England ___ Russia years ago. Could it be that she is a relative ___ theirs?

PART IV

Writing

*Choose a picture of a family and describe it in **160-180** words. Don't forget to enclose the picture.*

Make use of:

to be the image of, to differ from, to be in her / his late / early thirties / fifties..., (ir)regular features, to wear, to match.

ASSIGNMENT II

PART I

Listening Comprehension

A LOAD OF OLD RUBBISH

I. Answer these questions. Choose a, b or c.

1. What kind of house did Miss Darby live in?
 - a. She lived in a small house across the road.
 - b. She lived in a large modern house.
 - c. She lived in an old house.
2. How did the writer know that Miss Darby loved art?
 - a. The writer's father said so.
 - b. There were many pictures on the walls of her house.
 - c. She painted pictures.
3. What story did the writer make up about Miss Darby?
 - a. She had six children.
 - b. Her fiancé had been killed.
 - c. She was a white witch.
4. How did the writer's family know so much about Miss Darby?
 - a. They paid visits to Miss Darby from time to time.
 - b. The writer's mother was Miss Darby's housekeeper.
 - c. From Miss Darby's housekeeper.
5. Why did the children open one of the newspaper bundles?
 - a. They understood that the bundles contained something else.
 - b. They wanted to read about things that had happened many years before.
 - c. Miss Darby's nephews wanted them to examine the bundles.
6. Where did the nephews carry the newspaper bundles?
 - a. They took them to Stafford.
 - b. They threw them out.
 - c. They sold them.

II. True or false?

1. The Darby family had made their money in chemical business.
2. Miss Darby never threw anything away.
3. Miss Darby was a sociable woman.
4. One of Miss Darby's nephews decided to live in her house after Miss Darby's death.
5. It took the nephews several days to empty the house.
6. Each newspaper bundle contained one beautiful painting.

PART II

Reading Comprehension

THE FURNISHED ROOM

One evening a young man appeared, going from one to another of these big old houses, ringing the doorbell. At the twelfth house, he put down the bag he carried. He cleaned the dust from his face. Then he touched the bell. It sounded far, far away, as if it were ringing deep underground.

The woman who owned the house came to the door. The young man looked at her. He thought that she was like some fat, colourless, legless thing that had come up from a hole in the ground, hungrily hoping for something, or someone, to eat.

He asked if there was a room that he could have for the night.

"Come in," said the woman. Her voice was soft, but for some reason he did not like it. "I have the back room on the third floor. Do you wish to look at it?"

The young man followed her up. There was little light in the halls. He could not see where that light came from. The covering on the floor was old and ragged. There were places in the walls made, perhaps, to hold flowering plants. If this were true, the plants had died long before this evening. The air was bad; no flowers could have lived in it for long.

"This is the room," said the woman in her soft, thick voice. "It's a nice room. Someone is usually living in it. I had some very nice people in it last summer. I had no trouble with them. They paid on time. The water is at the end of the hall. Sprowls and Mooney had the room for three months. You know them? Theatre people. The gas is here. You see there is plenty of space to hang

your clothes. It's a room everyone likes. If you don't take it, someone else will take it soon."

The furnished room received the young man with a certain warmth. Or it seemed to receive him warmly. It seemed to promise that here he could rest. There was a bed and there were two chairs with ragged covers. Between the two windows there was a looking-glass about twelve inches wide. There were pictures on the walls.

The young man sat down in a chair, while the room tried to tell him its history. The words it used were strange, not easy to understand, as if they were words of many distant foreign countries.

There was a floor covering of many colours, like an island of flowers in the middle of the room. Dust lay all around it.

There was bright wall-paper on the wall. There was a fireplace. On the wall above it, some bright pieces of cloth were hanging. Perhaps they had been put there to add beauty to the room. This they did not do. And the pictures on the walls were pictures the young man had seen a hundred times before in other furnished rooms.

Here and there around the room were small objects forgotten by others who had used the room. There were pictures of theatre people, something to hold flowers, but nothing valuable.

One by one the little signs grew clear. They showed the young man the others who had lived there before him.

In front of the looking-glass there was a thin spot in the floor covering. That told him that women had been in the room.

Small finger marks on the wall told of children, trying to feel their way to sun and air.

A larger spot on the wall made him think of someone, in anger, throwing something there.

Across the looking-glass, some person had written the name, "Marie."

It seemed to him that those who had lived in the furnished room had been angry with it, and had done all they could to hurt it. Perhaps their anger had been caused by the room's brightness and its coldness. For there was no true warmth in the room.

There were cuts and holes in the chairs and in the walls. The bed was half broken. The floor cried out as if in pain when it was walked on.

People for a time had called this room "home", and yet they had hurt it. This was a fact not easy to believe. But perhaps it was, strangely, a deep love of

home that was the cause. The people who had lived in the room perhaps never knew what a real home was. But they knew that this room was not a home. Therefore their deep anger rose up and made them strike out.

The young man in the chair allowed these thoughts to move one by one, softly, through his mind.

(Extract from "The Furnished Room" by O. Henry. Abridged
https://americanenglish.state.gov/files/ae/resource_files/the-furnished-room.pdf)

I. Choose the correct answer (a, b, c or d) according to the text.

1. What did the woman who opened the door look like (according to the young man)?
 - a. A lady.
 - b. A monster.
 - c. A strange woman.
 - d. Something strange.
2. What was the hall like?
 - a. Dirty and stuffy.
 - b. Shabby and smelly.
 - c. Old and dusty.
 - d. Nice but old.
3. The room was decorated with...
 - a. Flowers and pieces of cloth.
 - b. Pictures and a floor covering.
 - c. Things the people had forgotten.
 - d. Pictures and forgotten objects.
4. What did the room promise the man?
 - a. Cosiness and comfort.
 - b. Warmth and rest.
 - c. Cosiness and rest.
 - d. Warmth and comfort.
5. The pictures on the walls...
 - a. Were old and colourless.
 - b. Surprised him.

- c. Were typical of such rooms.
 - d. Added beauty to the room.
6. What *didn't* the room tell the man about?
- a. About sadness.
 - b. About a quarrel.
 - c. About love.
 - d. About the tenants.
7. What were the people angry with?
- a. The things which had been forgotten.
 - b. The signs of the previous tenants.
 - c. The absence of warmth.
 - d. The brightness of the room.
8. How did the people hurt the room?
- a. They broke the furniture.
 - b. They didn't clean it.
 - c. They cut everything.
 - d. They spoilt everything.
9. Why did the people strike out?
- a. They were afraid to have such a home.
 - b. They didn't feel it was their home.
 - c. It wasn't a real home.
 - d. The room reminded of something bad.
10. The room was bright because of
- a. The big windows and colourful wall-paper.
 - b. The bright things and bright furniture.
 - c. The wall-paper and decorations.
 - d. The flowery floor covering and pictures.

II. Mark these statements true(T) or false (F), according to the text.

- 1. There was a lot of furniture in the room.
- 2. It wasn't the tenth house the young man had come to.

3. The house had conveniences.
4. The owner of the house had had problems with the previous tenants.
5. The young man understood the room with difficulty.
6. There were dirty spots on the walls and the furniture.
7. There were a lot of small valuable objects in the room.
8. The light in the hall was dim.
9. Only theatre people lived in the room.
10. A thin spot in the floor covering told him about a woman who had lived in the room.

PART III

Use of English

1. Complete the sentences with some, any, no and their derivatives.

1. My teacher lives ____ distance away from the school.
2. You should buy ____ new clothes for the New Year, I think.
3. Yesterday I left the house without ____ money.
4. Could you buy ____ cheese in town?
5. There was ____ question that she would leave her job.
6. Is there ____ at home?
7. ____ can find out ____ about that man.
8. You are wrong. There's ____ strange about the man. He is a decent chap.
9. Mary was a teacher from ____ near Newcastle.
10. ____ of us understood the play.
11. Yesterday we couldn't find you _____. Where were you?
12. He hardly ever reads ____ papers.
13. Shall I buy you ____ to drink?
14. The trouble of that fellow is that he is interested in many things but good at _____.

II. Complete the sentences using a comparative or a superlative form.

1. – Boris is certainly (clever) than his brother.
– Yes, and he is (attractive) than his brother Pete. In fact he is (smart) boy I've ever taught.
2. Life is getting (hard) and (complicated) with every passing day.
3. Angela is (little) organized than Mike.
4. My aunt is the (old) of the four sisters.
5. Learning makes a good man (good) and a bad man (bad).
6. My (old) brother is a loving family man.
7. I live (far) from the city centre than you do.
8. It was (awful) film I've ever made.
9. Let's discuss (late) news a little bit (late), shall we?
10. He ate (few) French fries than you did at the picnic.
11. Nothing could be (extravagant) than buying such an expensive car.
12. That was indeed (bad) experience in his career.
13. After your heart attack you should walk (slowly), I think.
14. Helen speaks English (fluently) of all the girls in her class.

III. Open the brackets. Use the correct tense form – Present Simple, Present Continuous, Present Perfect or Present Perfect Continuous.

1. We (write) invitation cards all morning. We (write) ten already. And we still (not finish).
2. – You (see) Lucy today?
– Yes, I (see) her at about 10, but I (not see) her since then.
3. I always (want) to go to France, but I never (manage) to get there.
4. Laura (go) to England on holiday 5 years ago and she (live) there ever since.
5. Summer (slip) away, day by day. I'm so sorry!
6. She (talk) about the party now. She (arrange) it for the children who (attend) her class.
7. You ought to wash the car. You (not wash) it for ages.

9. We usually (have) a party each term, but we (not have) one this term.
10. They (do) quite a lot of work today.
11. I (not see) my parents since last year.
12. How long you (wear) glasses?
13. The boys (leave) the cinema before the end of the film.
14. After the lesson Mike (put) the book into the bookcase.
15. He (have) dinner rather late yesterday.
16. Mary (be) late for classes again on Tuesday.
17. The teacher usually (speak) English in class, but today she (speak) Russian.
18. My grandmother (stay) with us for 3 weeks.
19. Her mother (cook) dinner since 10 o'clock.
20. Tom's parents (stay) at a hotel in London now.
21. Mary's mother (rest) in the garden all day because she is ill.
22. We (be) at home on Sunday.

IV. Fill in a / an, the where necessary where necessary.

1. I had ___ conversation with Helen last night.
2. Do you own ___ computer?
3. There is ___ bit of news that may interest you.
4. ___ story which you told me is very romantic.
5. ___ parrot is ___ cleverest of all ___ birds.
6. I love ___ ballet but I fall asleep in ___ opera.
7. ___ sun is ___ star.
8. ___ mouse is ___ animal. It is ___ small animal.
9. Let's watch ___ television.
10. ___ red suits her, she's got ___ great style. It's ___ special kind of chic only ___ French seem to have.

V. Fill in prepositions or adverbs where necessary.

1. What's the time ___ your watch?

2. What do you think ____ the Green family?
3. Mike is the older ____ the two children.
4. His little sister is ____ home now.
5. My parents are ____ their friend's place now.
6. I hope you have some relatives ____ The Far East.
7. What relation is your mother ____ your father's parents?
8. Kate's sister and her husband are _____ the same age.
9. Lisa has a lot ____ aunts and uncles.
10. She was polite ____ me.
11. Martha is leaving ____ Paris ____ three days.
12. He was playing ____ the piano when we entered _____ the room.
13. The meeting is ____ 10 o'clock ____ Wednesday morning.

PART IV

Writing

*Choose a picture of a room and describe it in **160-180** words. Don't forget to enclose the picture.*

Make use of:

to furnish, on both sides of, to make a room cosy, to the left / right of, right opposite.

ASSIGNMENT III

PART I

Listening Comprehension

TRUTH IS ALWAYS STRANGE, STRANGER THAN FICTION

I. Match the sentence beginnings (1-15) with the endings (a-p). There is one extra ending you don't need to use.

- | | |
|--|---|
| 1. Uncle Theo put | a) how he was getting on with |
| 2. Adams told him | b) were asked to give a public lecture. |
| 3. The Dean was | c) the speech calmly out of his pocket. |
| 4. Theo watched Adams | d) only repeat the lecture word for word. |
| 5. Adams asked | e) the candidates had given their lecture. |
| 6. The Dean told Theo | f) everything he knew into that lecture. |
| 7. They decided that | g) to do no preparation at all. |
| 8. They went out to decide | h) how he had spent the evening. |
| 9. With a burning face, he could | i) were asked to be interviewed. |
| 10. They made their final choice after | j) Mr. Hobdell was exactly the man they wanted. |
| 11. There were fifteen candidates who | k) admirable eloquence and learning. |
| 12. Everyone was sure | l) to be more careful with valuables. |
| 13. Adams showed | m) which of the candidates to take. |
| 14. Adams took | n) with despair. |
| 15. Adams seemed | o) greatly impressed. |
| | p) what the decision would be |

II. Answer these questions. Choose a, b, c or d.

1. What kind of man was Uncle Theo?
 - a. He was as much interested in learning as in having fun with friends.
 - b. He thought of nothing but learning.
 - c. He liked something else besides learning.
 - d. He enjoyed thinking about learning.

2. What post did Uncle Theo apply for?
 - a. It required no special qualifications.
 - b. It had something to do with marketing.
 - c. It required a loud voice and fluency.
 - d. It required a fine memory.
3. How did the committee decide to choose the most successful candidate?
 - a. Organize a drama contest.
 - b. Test the candidates in making speeches.
 - c. Interview the candidates in pairs.
 - d. Examine the candidates in writing essays.
4. Why was Adams the first to speak?
 - a. Adams and Theo had arranged beforehand that Adams would be the first.
 - b. Uncle Theo felt too shy to speak first.
 - c. Adams was called out first.
 - d. Adams had asked the Dean to call him out first.
5. Whose speech made a better impression on the audience?
 - a. Adams's.
 - b. Theo's.
 - c. The Dean's.
 - d. No one's.

PART II

Reading Comprehension

RUTH AT COLLEGE

The main advantage of being at college was that she could work in the library until nine o'clock. She thus missed the evening performance in the flat in Oakwood Court and discovered, with pleasure that edible food was to obtain in quite cheap restaurants. She was now able to feed and clothe herself, a fact on which she felt she ought to be congratulated. She had, for the moment, no worries about money. In her own eyes she was rich, and it was known, how, she did not understand, that she was not on a grant, did not share a flat with five

others, did not live in a hall of residence, and took abundant baths, hot water being the one element of life at home.

There was also the extreme pleasure of working in a real library, with access to the stacks. What she read was perhaps less exhilarating than what she had read at school: books about books rather than books themselves, the authors of which were always presented as the property of the various lecturers.

The greed for books was still with her, although sharing them with others was not as pleasant as taking them to the table and reading through her meals. But in the library she came as close to a sense of belonging as she was ever likely to encounter. Trained to keep still from earliest childhood and starved of company, she found the evening hours in the library the most satisfying of her life. When she looked up from her books, as she frequently did, it was to watch other people reading. Unaware of her gaze, they seemed innocent if a little careworn, and if they met her eyes, they smiled instinctively, then dropped their eyes back to the printed page.

She was never happier than when taking notes, rather elaborate notes in different coloured ball-point pens, for the need to be doing something while reading, or with reading, was beginning to assert itself. Her essays, which she approached as many women approach a meeting with a potential lover, were well received. She was heartbroken when one came back with the words “I cannot read your writing” on the bottom.

She bought herself a couple of pleated skirts, like those worn by Miss Parker; she bought cardigans and saddle shoes and thus found a style to which she would adhere for the rest of her life. She didn't ask Helen's advice, knowing that it would not do, but enjoyed showing her the clothes.

The days were not long enough. Ruth rose early, went out for a newspaper and some rolls, made coffee, and washed up, all before anybody was stirring. She was the neatest person in the house. As she opened the front door to leave, she could hear the others greeting the day from their beds with a variety of complaining noises, and escaped quickly before their blurred faces and slippers feet could spoil her morning. She was at one with the commuters at the bus stop. There would be lectures until lunch time, tutorials in the afternoon. In the Common Room there was an electric kettle and she took to supplying the milk and sugar. It was more of a home than home had been for a very long time. There was always someone to talk to after the seminar, and she would take a walk in the evening streets before sitting down for her meal in a sandwich bar at about six thirty. Then there was work in the library until nine, and she would

reach home at about ten, by which time George and Helen would have taken their sleeping pills and Mrs. Cutler would be safely corralled in the drawing room watching television in a cloud of smoke. It was a bit lonely sometimes, but it was better than it might have been.

(Extract from "A Start in Life" by A. Brookner)

I. Choose the correct answer (a, b, c or d) according to the text.

1. Why was Ruth's essay returned?
 - a. Her essay was too complicated.
 - b. Her essay was too long.
 - c. Her handwriting was unreadable.
 - d. Her essay was written in different coloured ball-point pens.
2. "Her essays, which she approached as many women approach a meeting with a potential lover...." means
 - a. She prepared for them with somebody.
 - b. She prepared for them thoroughly.
 - c. She didn't prepare for them at all.
 - d. She prepared for them quickly.
3. Why did she leave for University early?
 - a. She was afraid to be late for lectures.
 - b. She met with somebody at the bus stop.
 - c. She didn't want to meet people at home.
 - d. She was an early-riser.
4. What did she like most of all about working in the library?
 - a. To make notes.
 - b. To work until nine.
 - c. To be with people.
 - d. to have an opportunity to get a lot of books.
5. Where did she feel at home?
 - a. In the flat.
 - b. In the library.
 - c. In the University.

- d. In the hall of residence.
6. She enjoyed reading books...
- a. While eating.
 - b. Together with somebody.
 - c. In her room.
 - d. Somewhere away from people.
7. What was the most important thing of life at home?
- a. A hot bath.
 - b. Hot water.
 - c. Her own room.
 - d. To be alone.
8. How did she feel in the evenings?
- a. She was tired.
 - b. She was excited.
 - c. She felt lonely.
 - d. She was bored.
9. Why did she find the hours in the library the most satisfying of her life?
- a. She wasn't alone there.
 - b. She was away from the people she had to live with.
 - c. She rested there after a busy day.
 - d. She loved the peaceful atmosphere there.
10. "She didn't ask Helen's advice, knowing that it would not do..." means
- a. Helen wouldn't give her any advice.
 - b. It was difficult for her to follow Helen's advice.
 - c. Helen's advice was foolish.
 - d. Ruth wouldn't follow her advice.

II. Mark these statements true (T) or false (F) according to the text.

- 1. Ruth lived in the suburbs.
- 2. She went by bus to have supper.
- 3. Nobody knew she wasn't on a grant.

4. She hated sharing books with students.
5. She sometimes took sugar and milk with her.
6. She had enough money to buy everything.
7. She stared at people while working in the library.
8. She spent evenings watching television with Mrs. Cutler.
9. She greeted everybody at home in the morning.
10. The books she had read at school were more exhilarating.

PART III

Use of English

I. Put in is / are / was / were / has been / have been / will be.

1. There ___ three Italian textbooks on the table yesterday.
2. There ___ 5 hundred workers at the factory last year. Now there ___ 7 hundred workers there.
3. ___ there two nice chairs in the corner of the room?
4. ___ there a nursery school in your house?
Yes, there ____. I take my daughter there.
5. There ___ wars all through history.
6. When you arrive tomorrow, there ___ somebody at the station to meet you.
7. ___ there six or seven engineers in our office last year.
8. There ___ a sofa, a standard lamp, a piano, two easy –chairs and four chairs in the room.
9. Last week I went back to the town where I was born. It's very different now. There ___ a lot of changes.
10. There ___ a nice kitten and 2 cats under the tree half an hour ago.
11. There ___ new furniture in the bedroom.
12. There ___ much greenery on the window sills recently.

II. Complete the sentences with a suitable modal verb or its equivalent. Use "not" where necessary.

1. She gave Mary the names of several friends whom she ___ trust.
2. There was a fair in our little town and we put on red silk robes and painted our faces red. I ___ to tell people's fortunes.

3. He ___ to go to the USA. He will not get a visa.
4. They ___ call at 3p.m. I hope they _____ to call at 4 p.m.
5. You ___ pay tax on most things that you buy abroad.
6. You never know what you ___ do until you try.
7. However badly he ___ work, we ___ give him a chance.
8. Well, you ___ be working now instead of relaxing.
9. She was ill, so she ___ go to the party.
10. The chemist's was open, so luckily I ___ to buy some aspirin.
11. He ___ to go to the airport. He is meeting someone.
12. You ___ lock the door when you go out. There've been a lot of break-ins recently.
13. I ___ work late tomorrow. We're very busy at the office.
14. My father had to work in a factory when he was twelve. Just imagine! Today a twelve-year-old child ___ to work in a factory.
15. You are not very well. Perhaps you ___ see a doctor.

III. Open the brackets using the correct tense form – Present Simple, Present Continuous, Present Perfect, Present Perfect Continuous, Past Simple, Past Continuous, Future Simple. Indicate the tenses.

1. It's 7 p.m. Ann is at home. She (eat) dinner.
2. Mr. Grey is a writer. He (write) novels and stories.
3. My mother (go) shopping two times a week.
4. Mr. Rock usually (play) tennis very well, but today he (play) tennis badly.
5. They (study) grammar at the lesson yesterday.
6. Mike (write) a dictation at the moment.
7. – Can you (play) the piano?
– I (learn). My mother (teach) me.
8. My sister (revise) for the exam this week.
9. The students (study) English for three weeks.
10. You (speak) French well. How long you (learn) French?
11. Since when you (live) in Moscow?
12. Professor Brown (arrive) in London last week.

13. Mrs. Green usually (go) to her office in her car, but this week she (go) by bus.
14. Peter (stay) late at work on Monday.
15. It (take) her half an hour to get to the University yesterday.
16. It's really 9 o'clock. Bill (wake up) yet?
17. The boys just (come) home from school.
18. The cottage is very dirty. We (not clean) it for ages.
19. Mr. Bake (give) a lecture at 9 o'clock yesterday morning.
20. When she (come) into the room I (watch) TV.
21. When the telephone (ring) I (have) breakfast.
22. Helen usually (have dinner) at 6. But next Sunday she (have dinner) at 7.
23. There (be) a lot of people at the lecture tomorrow.
24. They (have) an English class at 12 next Wednesday.
25. She (go) to Spain when her exams (be over).
26. I (be) very surprised if he (pass) the exam.
27. I don't know when she (phone) me.
28. Ask him when they (move) to their new flat.

IV. Use a / an / the where necessary.

1. His parents go to ___ church now and then.
2. She went to ___ town where her aunt lived.
3. We met every day after ___ school.
4. ___ school was built in 2010.
5. Mary went to ___ bed but couldn't fall asleep.
6. Why do you always put your shoes under ___ bed?
7. He went to ___ University to get education.
8. There is ___ university in this small town.
9. Do ___ exercise 5 on ___ page 10 in writing.
10. After ___ light supper she went to ___ bed early. Almost immediately she fell into ___ sound sleep and it was ___ dreamless sleep for most of ___ night.

V. Fill in prepositions or adverbs where necessary.

1. It's my holiday ___ next week. I am going to ___ Spain.

2. Daniel was lying ___ the grass reading.
3. David hurt himself. He fell ___ his bike.
4. Your mother's birthday is ___ Sunday.
5. I haven't been ___ the dentist for 5 years.
6. It happened ___ the night.
7. He often reads ___ he's eating.
8. Did you take notes ___ the lecture?
9. It's a long way ___ Paris. Why don't you go ___ the train?
10. Luckily our train arrived ___ time.
11. Could you let me know ___ Friday at the latest?
12. The babysitter will stay there ___ we get home.
13. We do most of our business ___ summer.
14. Wait ___ me. Please, don't go ___ me.

PART IV

Writing

*Write about your studies at the University or about your day at the University (choose one). Write **160-180** words.*

Make use of: to do my best, to attend, to read up for, to work hard at, to be pressed for time.

ASSIGNMENT IV

PART I

Listening Comprehension

POST HASTE

I. Answer these questions. Choose a, b or c.

1. Why did the writer decide to help Mr. Simpson?
 - a. They were good friends.
 - b. Mr. Simpson had helped the writer before.
 - c. He felt sorry for Mr. Simpson.
2. Why did the writer accompany Mr. Simpson to the post-office?
 - a. He felt like enjoying a night stroll.
 - b. He'd failed to explain to Mr. Simpson where the post-office was.
 - c. He had a letter to post too.
3. Why was Mr. Simpson keen to post the letter that night?
 - a. Mrs. Simpson had instructed him to send it.
 - b. The letter contained something urgent.
 - c. The post-office would be closed the following day.
4. How did Mr. Simpson post the letter?
 - a. By paying extra money for the mail-delivery service.
 - b. Without a stamp.
 - c. He asked the writer to send it in the morning.
5. Why could Mr. Simpson hardly say anything when they approached the Simpsons' house?
 - a. Mr. Simpson suddenly remembered that he had written the wrong name on the envelope.
 - b. Mr. Simpson was trying to remember the writer's name.
 - c. Mr. Simpson recalled the writer's name.

II. Are the statements below true or false?

1. Mr. Simpson had no money at all about him.
2. The street was empty.

3. The writer had no small change at home.
4. The stamp-machine was broken.
5. There was an invitation inside the envelope.
6. The writer's book of stamps was empty.
7. They missed the midnight collection.
8. Mr. Simpson explained everything to the writer.

PART II

Reading Comprehension

FOG ON THE BARROW-DOWNS

They rode off along a path and looked out from the hill-top over lands under the morning. It was now as clear and far-seen as it had been veiled and misty when they stood upon the knoll in the Forest. They took a deep draught of the air.

Their way wound along the floor of the hollow, and round the green feet of a steep hill into another deeper and broader valley, and then over the shoulder of further hills, and down their long limbs, and up their smooth sides again, up on to new hill-tops and down into new valleys. As they journeyed the sun mounted, and grew hot. Each time they climbed a ridge the breeze seemed to have grown less. When they caught a glimpse of the country westward the distant Forest seemed to be smoking, as if the fallen rain was steaming up again. A shadow now lay round the edge of sight, a dark haze above which the sky was like a blue cap. On that side the hills were higher and looked down upon them; and all those hills were crowned with green mounds, and on some were standing stones, pointing upwards like jagged teeth out of green gums. The view was somehow disquieting; so they turned from the sight and went down into the hollow circle. In the midst of it there stood a single stone, standing tall under the sun above, and at this hour casting no shadow. They set their backs against the east side of the stone. It was cool, as if the sun had had no power to warm it. There they took food and drink.

Riding over the hills, and eating their fill, lying a little too long; these things are, perhaps, enough to explain what happened. However, that may be: they woke suddenly from a sleep they had never meant to take. The standing stone was cold, and it cast a long pale shadow that stretched eastward over them.

The sun, a pale and watery yellow, was gleaming through the mist just above the west wall of the hollow in which they lay; north, south, and east, beyond the wall the fog was thick, cold and white. The air was silent, heavy and chilly.

They sprang to their feet in alarm, and ran to the western rim. They found that they were upon an island in the fog. Even as they looked out in dismay towards the setting sun, it sank before their eyes into a white sea, and a cold grey shadow sprang up in the East behind. The fog rolled up to the walls and rose above them, and as it mounted it bent over their heads until it became a roof: they were shut in a hall of mist whose central pillar was the standing stone.

They felt as if a trap was closing about them; but they did not quite lose heart. They now had so great a dislike for that hollow place about the stone that no thought of remaining there was in their minds. They packed up as quickly as their chilled fingers would work.

(Extract from "The Lord of the Rings" by J.R.R. Tolkien. Abridged)

I. Choose the correct answer **a**, **b**, **c** or **d** according to the text.

- 1) Where did their way wind?
 - a. Among the mountains.
 - b. Among the hills and the valley.
 - c. Among the hills and forests.
 - d. Among the cliffs and valleys.
2. What was the weather like at the beginning of their journey?
 - a. It was sunny and oppressive.
 - b. It was foggy but warm.
 - c. It was sunny with a light wind.
 - d. It was foggy and windy.
3. What was the country like?
 - a. There were mountains and forests.
 - b. There were stones and hills.
 - c. There were hills and valleys.
 - d. There were stones and mounds.
4. Why did they turn off the road?
 - a. They decided to take a shortcut.
 - b. They were frightened.

- c. They decided to rest.
 - d. They felt anxiety.
5. What was strange about the stone?
- a. It was cool and had a shadow.
 - b. It wasn't hot and didn't have a shadow.
 - c. It wasn't under the sun but they felt its warmth.
 - d. It wasn't hot and had a shadow.
6. How did the weather change after their sleeping?
- a. It was misty, chilly and rainy.
 - b. It was oppressive and misty.
 - c. It was cool and misty.
 - d. It was foggy and cold.
7. Where did they rest?
- a. Among the rocks.
 - b. In the hollow near the stone.
 - c. Among stones.
 - d. On the hill near the stone.
8. Why did they fall asleep?
- a. They were tired.
 - b. They always slept after a meal.
 - c. They couldn't explain it.
 - d. They wanted to rest before a long journey.
9. Why did they feel as if they were in a trap?
- a. They found themselves in the middle of the mist.
 - b. The fog was strange – thick, cold and white.
 - c. They were surrounded by somebody in the mist.
 - d. The fog rolled up to them.
10. "They looked out in dismay towards the setting sun" means
- a. They had little time for the journey.
 - b. They were afraid to be frozen.
 - c. They were afraid to be attacked.
 - d. They were afraid of the darkness.

II. Mark these statements true (T) or false (F) according to the text.

1. The wind fell when they climbed the ridge.
2. The forest seemed to be on fire.
3. There were stones on some mounds.
4. They were woken by somebody.
5. The fog was like a roof over their heads.
6. In the morning the stone was cool.
7. The stones were compared to uneven teeth.
8. When they woke the sun was shining brightly through the fog.
9. They were at a loss in the fog.
10. They left the place in haste.

PART III

Use of English

I. Open the brackets. Use the correct tense form.

1. I slipped away while the other (have) lunch.
2. If you (happen) to see Jane, ask her to phone me.
3. Ann really looked better than when he (see) her last time.
4. Mozart (begin) playing the piano at the age of 4.
5. I (learn) English since last September.
6. I was very worried about the examination and it was a great relief to hear that I (pass).
7. When Mr. Allen (peel) potatoes he (cut) his finger.
8. The waiter (take) my plate away after I (finish) eating.
9. – How long you (be) married?
– For twenty-five years. I (be) a student then.
10. You (listen) to me? Why you (look) out of the window all the time?
11. He (drive) for several hours and needed a rest.
12. Somebody is at the door. I (go) to see who it is.
13. The boy is going to be a scientist when he (grow up).
14. The teacher asked her pupils where they (go) to spend their holidays.

15. He warned me that he (be) late.
16. The hostess wondered if the guests (want) something to drink.
17. I think he was lonely because he (have) few friends and none of his neighbours ever (speak) to him.
18. Many marriages (end) in divorce these days.
19. Don't worry about your job prospects. Everything (be) all right.

II. Turn these direct speech sentences into indirect ones. Use various reporting verbs in the past form.

Example: He was interested to know where I was going.

1. "Their group has four English lessons today."
2. "They are having a class in Grammar now."
3. "Both these subjects are very interesting."
4. "The students must have a lot of practice in both these subjects."
5. "The students may have a lot of practice in the language laboratory."
6. "The students can work in the lab as much as they like."
7. "Is it raining or snowing?"
8. "Does it rain or snow at this time of the year?"
9. "Has it rained much or little this spring?"
10. "Has it been raining since early morning?"
11. "Did you notice the rain stop?"
12. "Had it stopped raining by the time you looked out?"
13. "Turn off the radiator! It's terribly hot and stuffy."
14. "Turn on the radio so that I can hear the news while I'm in the kitchen."
15. "Don't let Doreen eat too many sweets."
16. "Stay after classes, please."
17. "The monitor of the group has just gone to the Dean's office."
18. "The monitor went to the Dean's office half an hour ago."
19. "There was a meeting of first-year students at this time yesterday."
20. "The meeting was about the coming exams."
21. "All the students listened to the Dean attentively."
22. "The meeting had finished by 4 o'clock."

23. "What did you do yesterday?"
24. "Where were you yesterday when I rang you up?"
25. "Were you at the theatre?"
26. "Why haven't you invited me to the theatre?"
27. "Who did you go to the theatre with?"
28. "By what time had you returned home?"
29. "Don't eat too many pears, you may get sick."
30. "Please help me tonight if you have some spare time."
31. "Would you like a cup of tea?"

III. Put in a / an, the where necessary.

1. It has been raining since ___ early morning.
2. When they woke up ___ sun was shining brightly.
3. It was ___ February. It was ___ cold evening. As far as she could see, ___ beach, ___ sea and ___ sky were all grey.
4. It was ___ fine afternoon.
5. ___ morning was chilly.
6. It was ___ beautiful warm night. ___ ink-black sky was sprinkled with stars and there was ___ hazy full moon.
7. ___ stars glittered in ___ sky like so many fish.
8. It was ___ perfect summer evening on ___ last day of August.
9. Of ___ four seasons I like ___ spring best.
10. We had ___ slushy winter last year.
11. In ___ late autumn we lock our cottage till ___ spring.
12. ___ temperature was very low yesterday.
13. ___ weather in autumn is sometimes warm.

IV. Fill in prepositions or adverbs where necessary.

1. Alice got married ___ the age of 25.
2. My daughter was born ___ the 25th ___ May ___ 1990.
3. Charles is named ___ his grandfather.
4. Barbara has no relatives ___ her father's side
5. Paul takes ___ his father. He is dark-haired and grey-eyed.

6. Lucy looks very much ___ her mother.
7. There is a table ___ the middle ___ the kitchen.
8. The window goes ___ ___ a large green park.
9. Help yourself ___ some salad, please.
10. How are you going to prepare ___ the exam?
11. They usually take notes ___ the lectures.
12. He is always late ___ classes.
13. The students were to do some exercises ___ written form ___ home.
14. Yesterday they got soaked ___ the skin ___ such rainy weather.
15. Look ___ the sky. There is hardly a cloud ___ it.

PART IV

Writing

*Write about your favourite season comparing it with the season you like least of all. Write **160-180** words.*

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КОНТРОЛЬНЫЕ РАБОТЫ ПО АНГЛИЙСКОМУ ЯЗЫКУ

(I год обучения)

Учебно-методические материалы

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