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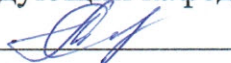
Кафедра иностранных языков  
(наименование кафедры)

УТВЕРЖДЕН

на заседании кафедры  
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**ФОНД  
ОЦЕНОЧНЫХ СРЕДСТВ**

**ПО УЧЕБНОЙ ДИСЦИПЛИНЕ**

Иностранный язык в профессиональной деятельности. Английский  
(наименование дисциплины)

23.02.07 Техническое обслуживание и ремонт двигателей,  
систем и агрегатов автомобилей  
(код и наименование специальности)

СПЕЦИАЛИСТ

Квалификация (степень) выпускника

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Фонд оценочных средств учебной дисциплины «Иностранный язык в профессиональной деятельности» разработан в соответствии с Федеральным государственным образовательным стандартом среднего профессионального образования по специальности 23.02.07 Техническое обслуживание и ремонт двигателей, систем и агрегатов автомобилей утвержденного Приказом Министерства просвещения Российской Федерации от 23 ноября 2020 г. № 657, Федеральным государственным образовательным стандартом среднего общего образования, утвержденного Приказом Министерством образования и науки России от 17.05.2012 г. № 413 (ред. Приказом Министерства образования и науки России от 12.08.2022 г. № 732), рабочей программы дисциплины «Иностранный язык в профессиональной деятельности».

Организация-разработчик: федеральное государственное бюджетное образовательное учреждение высшего образования «Белгородский государственный аграрный университет имени В.Я. Горина»

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## СОДЕРЖАНИЕ

1. Паспорт фонда оценочных средств	4
2. Формы контроля и оценивания формируемых компетенций	7
3. Критерии оценивания формируемых компетенций	11
4. Контрольно-оценочные средства	18
5. Методические материалы	55
6. Список источников	70

# **Паспорт фонда оценочных средств по дисциплине иностранный язык в профессиональной деятельности (английский)**

## **1.1 Область применения ФОС**

ФОС предназначен для проверки результатов освоения общеобразовательной учебной дисциплины «Иностранный язык в профессиональной деятельности (английский язык)» по специальности 23.02.07 Техническое обслуживание и ремонт двигателей, систем и агрегатов автомобилей.

## **1.2 Цели и задачи создания ФОС**

Целью создания ФОС является установление соответствия учебных достижений запланированным результатам обучения по дисциплине «Иностранный язык в профессиональной деятельности (английский язык)» и требованиям программы подготовки специалистов среднего звена.

ФОС решает задачи:

- реализация междисциплинарного подхода к отбору содержания дисциплины общего гуманитарного и социально-экономического учебного цикла с учетом профессиональной направленности;

- контроль и управление процессом приобретения обучающимися необходимых знаний, умений, навыков и уровня сформированности компетенций, определенных в ФГОС СПО по направлению подготовки;

- контроль (с помощью набора оценочных средств) и управление (с помощью элементов обратной связи) достижением целей реализации ППССЗ, определенных в виде набора общих и профессиональных компетенций выпускников.

Назначение фонда оценочных средств: используется для оперативного и регулярного управления учебной деятельностью (в том числе самостоятельной) студентов, а также предназначен для оценки степени достижения запланированных результатов обучения по завершению обучения в установленной учебным планом форме: зачёт.

Перечень видов оценочных средств соответствует рабочей программе дисциплины.

## **1.3 Планируемые результаты освоения общеобразовательной дисциплины в соответствии с ФГОС СПО**

В результате освоения учебной дисциплины обучающийся должен **уметь**:

- Понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые);
- Понимать тексты на базовые профессиональные темы;
- Участвовать в диалогах на знакомые общие и профессиональные темы;
- Строить простые высказывания о себе и о своей профессиональной деятельности;
- Кратко обосновывать и объяснить свои действия (текущие и планируемые);
- Писать простые связные сообщения на знакомые или интересующие профессиональные темы.

В результате освоения учебной дисциплины обучающийся должен **знать**:

- Основные общеупотребительные глаголы (бытовая и профессиональная лексика);
- Лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности;
- Правила построения простых и сложных предложений на профессиональные темы

- Особенности произношения;
- Правила чтения текстов профессиональной направленности.

Особое значение дисциплина имеет при формировании и развитии компетенций:

Индекс и наименование компетенции (в соответствии с ФГОС)	Признаки проявления компетенции в соответствии с уровнем формирования в процессе освоения дисциплины
<p>ОК 01 – Выбирать способы решения задач профессиональной деятельности, применительно к различным контекстам.</p> <p>ОК 02 – Использовать современные средства поиска, анализа и интерпретации информации, и информационные технологии для выполнения задач профессиональной деятельности.</p> <p>ОК 03 – Планировать и реализовывать собственное профессиональное и личностное развитие, предпринимательскую деятельность в профессиональной сфере, использовать знания по финансовой грамотности в различных жизненных ситуациях.</p> <p>ОК 04 – Эффективно взаимодействовать и работать в коллективе и команде.</p> <p>ОК 05 – Осуществлять устную и письменную коммуникацию на государственном языке Российской Федерации с учетом особенностей социального и культурного контекста.</p> <p>ОК 06 – Проявлять гражданско-патриотическую позицию, демонстрировать осознанное поведение на основе традиционных общечеловеческих ценностей, в том числе с учетом гармонизации межнациональных и межрелигиозных отношений, применять стандарты антикоррупционного поведения.</p> <p>ОК 09 – Пользоваться профессиональной документацией на государственном и иностранном языке.</p> <p>ЛР 4 - Проявляющий и демонстрирующий уважение к людям труда, осознающий ценность собственного труда. Стремящийся к</p>	<p><b>Знает</b></p> <ul style="list-style-type: none"> <li>• основные общеупотребительные глаголы (бытовая и профессиональная лексика);</li> <li>• лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности;</li> <li>• правила построения простых и сложных предложений на профессиональные темы</li> <li>• особенности произношения; правила чтения текстов профессиональной направленности.</li> </ul> <p><b>Умеет</b></p> <ul style="list-style-type: none"> <li>• понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые);</li> <li>• понимать тексты на базовые профессиональные темы;</li> <li>• участвовать в диалогах на знакомые общие и профессиональные темы;</li> <li>• строить простые высказывания о себе и о своей профессиональной деятельности;</li> <li>• кратко обосновывать и объяснить свои действия (текущие и планируемые) ;</li> <li>• писать простые связные сообщения на знакомые или интересующие профессиональные темы.</li> </ul>

<p>формированию в сетевой среде лично и профессионального конструктивного «цифрового следа».</p> <p>ЛР 13 - Демонстрирующий готовность и способность вести диалог с другими людьми, достигать в нем взаимопонимания, находить общие цели и сотрудничать для их достижения в профессиональной деятельности.</p> <p>ЛР 15 - Проявляющий гражданское отношение к профессиональной деятельности как к возможности личного участия в решении общественных, государственных, общенациональных проблем.</p>	
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#### 1.4 Характеристики оценочных средств

№ п/п	Наименование оценочного средства	Краткая характеристика оценочного средства	Представление оценочного средства в фонде
1	Реферат	Продукт самостоятельной работы студента, представляющий собой краткое изложение в письменном виде полученных результатов теоретического анализа определенной научной (учебно-исследовательской) темы, где автор раскрывает суть исследуемой проблемы, приводит различные точки зрения, а также собственные взгляды на нее.	Темы рефератов
2	Доклад, сообщение	Продукт самостоятельной работы студента, представляющий собой публичное выступление по представлению полученных результатов решения определенной учебно-практической, учебно-исследовательской или научной темы	Темы докладов, сообщений
3	Ролевая игра	Совместная деятельность группы обучающихся и преподавателя под управлением преподавателя с целью решения учебных и профессионально-ориентированных задач путем игрового моделирования реальной проблемной ситуации. Позволяет оценивать умение анализировать и решать типичные профессиональные задачи.	Тема (проблема), концепция, роли и ожидаемый результат по каждой игре
4	Тест	Система стандартизированных заданий, позволяющая автоматизировать процедуру измерения уровня знаний и умений обучающегося.	Фонд тестовых заданий
5	Зачет	Средство проверки знаний и умений полученных после изучения дисциплины	Вопросы к зачету

## 2. Формы контроля и оценивания формируемых компетенций

Контролируемые разделы (темы) дисциплины	Код контролируемой компетенции (или ее части) и личностного результата	Наименование оценочного средства
<b>Раздел 1</b>		
<p><b>Тема 1.1</b> <b>Международное общение.</b> <b>Представление и знакомство.</b></p> <p>Приветствие, прощание, представление себя и других в официальной и неофициальной обстановке. Описание человека (внешность, национальность, образование, личные качества, род занятий, место работы и др.) Страны и национальности.</p> <p><i>Грамматический материал:</i> Правила чтения. Словообразование. Порядок слов в английском предложении, типы предложений. Местоимения личные, притяжательные, указательные, возвратные. Глаголы <i>to be, to have, to do</i>, их значения как смысловых глаголов и функции как вспомогательных. Повелительное наклонение: утвердительная и отрицательная формы.</p>	<p>ОК 01, ОК 02, ОК 03, ОК 04; ОК 05; ОК 06; ОК 09 ЛР 4, 13, 15</p>	<p>Собеседование. Ролевая игра. Тест. Устный и письменный опрос.</p>
<p><b>Тема 1.2.</b> <b>Моя семья.</b> <b>Мой дом.</b></p> <p>Семья и семейные отношения, домашние обязанности. Описание жилища (здание, обстановка, условия жизни). Лексика и речевые обороты темы.</p> <p><i>Грамматический материал:</i> Оборот <i>there is, there are</i>. Имя существительное: образование множественного числа, притяжательный падеж, исчисляемые и неисчисляемые существительные. Артикль (определенный, неопределенный, нулевой). Общие понятия, случаи их использования. Предлоги.</p>	<p>ОК 01, ОК 02, ОК 03, ОК 04; ОК 05; ОК 06; ОК 09 ЛР 4, 13, 15</p>	<p>Собеседование. Круглый стол, дискуссия. Ролевая игра. Устный и письменный опрос. Тест.</p>

Количественные и порядковые числительные, чтение дат, время.		
<p><b>Тема 1.3</b> <b>Мой день.</b></p> <p>Мой рабочий день. Мой выходной. Распорядок дня студента. Хобби, досуг. Развитие диалогической и монологической речи.</p> <p><i>Грамматический материал:</i> Времена группы Simple. Правильные и неправильные глаголы. Слова — маркеры времени.</p>	<p>OK 01, OK 02, OK 03, OK 04; OK 05; OK 06; OK 09 ЛР 4, 13, 15</p>	<p>Собеседование. Круглый стол, дискуссия. Ролевая игра. Устный и письменный опрос. Тест.</p>
<b>РАЗВИВАЮЩИЙ КУРС</b>		
<p><b>Тема 2.1</b> <b>Мой колледж.</b></p> <p>Описание учебного заведения (здание, обстановка, техника, оборудование). Описание местоположения объекта (адрес, как найти).</p> <p><i>Грамматический материал:</i> Имя прилагательное. Наречие. Образование степеней сравнения. Сравнительные слова и обороты <i>than, as . . . as, not so . . . as</i>.</p>	<p>OK 01, OK 02, OK 03, OK 04; OK 05; OK 06; OK 09 ЛР 4, 13, 15</p>	<p>Коллоквиум. Собеседование. Устный и письменный опрос. Тест.</p>
<p><b>Тема 2.2</b> <b>Образование</b></p> <p>Система образования в России. Система образования в Великобритании. Крупнейшие университеты. Введение лексических единиц темы. Работа с текстом. Развитие диалогической и монологической речи.</p> <p><i>Грамматический материал:</i> <b>Времена группы Continuous.</b> <b>Конструкция to be going to do something.</b> Сравнительные слова и обороты <i>than, as . . . as, not so . . . as</i>.</p>	<p>OK 01, OK 02, OK 03, OK 04; OK 05; OK 06; OK 09 ЛР 4, 13, 15</p>	<p>Коллоквиум. Собеседование. Круглый стол, дискуссия. Устный и письменный опрос. Тест.</p>



<p><b>Тема 2.3</b> <b>Россия</b></p> <p>Россия, ее национальные символы, государственное и политическое устройство. Достопримечательности. Москва. Санкт-Петербург. Семь чудес России. Введение лексических единиц темы. Работа с текстом. Развитие диалогической и монологической речи.</p> <p><i>Грамматический материал:</i> Виды вопросительных предложений. Схема построения вопросительного предложения. Употребление слов much, many, a lot of, (a) few, (a) little с исчисляемыми и неисчисляемыми существительными. Местоимения some, any, no и их производные</p>	<p>ОК 01, ОК 02, ОК 03, ОК 04; ОК 05; ОК 06; ОК 09 ЛР 4, 13, 15</p>	<p>Коллоквиум. Собеседование. Круглый стол, дискуссия. Устный и письменный опрос. Тест.</p>
<b>ОСНОВНОЙ КУРС</b>		
<p><b>Тема 3.1</b> <b>Сельское хозяйство России</b></p> <p>Сельское хозяйство, отрасли сельского хозяйства. Введение лексических единиц темы. Работа с текстом.</p> <p><i>Грамматический материал:</i> Модальные глаголы и их заменители.</p>	<p>ОК 01, ОК 02, ОК 03, ОК 04; ОК 05; ОК 06; ОК 09 ЛР 4, 13, 15</p>	<p>Коллоквиум. Собеседование. Круглый стол, дискуссия. Устный и письменный опрос. Тест.</p>
<p><b>Тема 3.2</b> <b>Моя будущая профессия</b></p> <p>О профессии. Устройство на работу. Резюме. Собеседование. Работа с текстом. Развитие диалогической и монологической речи.</p> <p><i>Грамматический материал:</i> Времена группы Perfect.</p>	<p>ОК 01, ОК 02, ОК 03, ОК 04; ОК 05; ОК 06; ОК 09 ЛР 4, 13, 15</p>	<p>Коллоквиум. Собеседование. Круглый стол, дискуссия. Устный и письменный опрос. Тест.</p>
<p><b>Тема 3.3</b> <b>Чемпионаты World Skills International</b></p> <p>Работа с текстом. Выполнение тренировочных лексических и лексико-грамматических упражнений на закрепление активной лексики и фразеологических оборотов.</p>	<p>ОК 01, ОК 02, ОК 03, ОК 04; ОК 05; ОК 06; ОК 09 ЛР 4, 13, 15</p>	<p>Коллоквиум. Собеседование. Круглый стол, дискуссия. Устный и письменный опрос. Тест.</p>

<p><i>Грамматический материал:</i> Пассивный залог (Видовременные формы глагола в пассивном залоге. Пассивные конструкции).</p>		
<p><b>Тема 3.4.</b> <b>Виды транспорта.</b> <b>Классификация автомобилей.</b> <b>Сельскохозяйственная техника.</b></p> <p>Виды транспорта. Недостатки и преимущества различных видов транспорта. Классификация автомобилей. Виды сельскохозяйственных машин и оборудования. Введение лексических единиц темы. Развитие диалогической речи. Работа с текстом.</p> <p><i>Грамматический материал:</i> Прямая и косвенная речь. Согласование времен английского глагола.</p>	<p>ОК 01, ОК 02, ОК 03, ОК 04; ОК 05; ОК 06; ОК 09 ЛР 4, 13, 15</p>	<p>Коллоквиум. Собеседование. Круглый стол, дискуссия. Тест.</p>
<p><b>Тема 3.5</b> <b>Общее устройство автомобиля.</b> <b>Техобслуживание.</b></p> <p>Конструкция автомобиля. Основные части, узлы и агрегаты. Введение лексических единиц темы. Развитие диалогической речи. Работа с текстом. Виды неисправностей. Основные работы по техобслуживанию. Профилактическое обслуживание.</p> <p><i>Грамматический материал:</i> Инфинитив. Причастие I. Причастие II. Герундий.</p>	<p>ОК 01, ОК 02, ОК 03, ОК 04; ОК 05; ОК 06; ОК 09 ЛР 4, 13, 15</p>	<p>Коллоквиум. Собеседование. Устный и письменный опрос. Тест.</p>
<p><b>Тема 3.6</b> <b>Автомобили и окружающая среда.</b></p> <p>Экологические проблемы. Автомобиль и экология. Гибридные и электромобили. Введение лексических единиц темы. Развитие монологической речи. Работа с текстом.</p> <p><i>Грамматический материал:</i></p>	<p>ОК 01, ОК 02, ОК 03, ОК 04; ОК 05; ОК 06; ОК 09 ЛР 4, 13, 15</p>	<p>Коллоквиум. Собеседование. Круглый стол, дискуссия. Устный и письменный опрос. Тест.</p>

Придаточные предложения условия и времени. Повторение грамматического материала.		
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### 3. Критерии оценивания формируемых компетенций

Критерии оценки учебной деятельности по иностранному языку. Результатом проверки уровня усвоения учебного материала является отметка. При оценке знаний учащихся предполагается обращать внимание на правильность, осознанность, логичность и доказательность в изложении материала, точность использования специальной терминологии, самостоятельность ответа. Оценка знаний предполагает учёт индивидуальных особенностей учащихся, дифференцированный подход к организации работы.

Исходя из поставленных целей, учитывается:

- Правильность и осознанность изложения содержания, полноту раскрытия понятий, точность употребления научных терминов.
- Степень формирования интеллектуальных и общеучебных умений.
- Самостоятельность ответа.
- Речевую грамотность и логическую последовательность ответа.

#### Критерии оценки рефератов, докладов, сообщений, конспектов:

№ п/п	Критерии оценки	Баллы	Оценка
1	Соответствие целям и задачам дисциплины, актуальность темы и рассматриваемых проблем, соответствие содержания заявленной теме, заявленная тема полностью раскрыта, рассмотрение дискуссионных вопросов по проблеме, сопоставлены различные точки зрения по рассматриваемому вопросу, научность языка изложения, логичность и последовательность в изложении материала, количество исследованной литературы, в том числе новейших источников по проблеме, четкость выводов, оформление работы соответствует предъявляемым требованиям	5	Отлично
2	Соответствие целям и задачам дисциплины, актуальность темы и рассматриваемых проблем, соответствие содержания заявленной теме, научность языка изложения, заявленная тема раскрыта недостаточно полно, отсутствуют новейшие литературные источники по проблеме, при оформлении работы имеются недочеты.	4	Хорошо
3	Соответствие целям и задачам дисциплины, содержание работы не в полной мере соответствует заявленной теме, заявленная тема раскрыта недостаточно полно, использовано небольшое количество научных источников, нарушена	3	Удовлетворительно

	логичность и последовательность в изложении материала, при оформлении работы имеются недочеты.		
4	Работа не соответствует целям и задачам дисциплины, содержание работы не соответствует заявленной теме, содержание работы изложено не научным стилем	2-0	Неудовлетворительно

### Критерии оценки ролевой игры

№ п/п	Критерии оценки	Баллы	Оценка
1	Обучающиеся в полном объеме усвоили программный материал, принимали активное участие в ролевой игре, соблюдали регламент выступления, правильно выявили, исчерпывающе раскрыли проблему, заложенную в спорной ситуации, выработали точное, обоснованное решение спорного вопроса, а также правильно и полно оформили процессуальную документацию.	5	Отлично
2	Обучающиеся правильно, по существу и последовательно изложили в выступлении этапы ролевой игры, усвоили основные умения и навыки, не допустили существенных ошибок и неточностей.	4	Хорошо
3	Обучающиеся не проявили достаточной активности при выступлении и содержание спорной ситуации изложили поверхностно, без должного обоснования, допустили неточности и ошибки, недостаточно правильно оформили процессуальную документацию, нарушили последовательность в изложении материала, а также регламент выступления.	3	Удовлетворительно
4	Обучающиеся при выступлении допустили существенные ошибки, не смогли правильно обосновать проблему, заложенную в спорной ситуации, выработать окончательное решение, не соблюдали регламент выступления или отказались принимать участие.	2-0	Неудовлетворительно

### Критерии оценки устных ответов

№ п/п	Критерии оценки	Оценка
	<p>1. Показывает глубокое и полное знание и понимание всего объема программного материала; полное понимание сущности рассматриваемых понятий, явлений и закономерностей, теорий, взаимосвязей.</p> <p>2. Умеет составить полный и правильный ответ на основе изученного материала; выделять главные положения, самостоятельно подтверждать ответ конкретными примерами,</p>	Отлично

	<p>фактами; самостоятельно и аргументировано делать анализ, обобщения, выводы. Устанавливать межпредметные (на основе ранее приобретенных знаний) и внутри предметные связи, творчески применять полученные знания в незнакомой ситуации. Последовательно, чётко, связно, обоснованно и безошибочно излагать учебный материал; давать ответ в логической последовательности с использованием принятой терминологии; делать собственные выводы; формулировать точное определение и истолкование основных понятий, законов, теорий; при ответе не повторять дословно текст учебника; излагать материал литературным языком; правильно и обстоятельно отвечать на дополнительные вопросы учителя. Самостоятельно и рационально использовать наглядные пособия, справочные материалы, учебник, дополнительную литературу, первоисточники; применять систему условных обозначений при ведении записей, сопровождающих ответ; использование для доказательства выводов из наблюдений и опытов.</p> <p>3. Самостоятельно, уверенно и безошибочно применяет полученные знания в решении проблем на творческом уровне; допускает не более одного недочёта, который легко исправляет по требованию учителя; имеет необходимые навыки работы с приборами, чертежами, схемами и графиками, сопутствующими ответу; записи, сопровождающие ответ, соответствуют требованиям.</p>	
2	<p>1. Показывает знания всего изученного программного материала. Дает полный и правильный ответ на основе изученных теорий; незначительные ошибки и недочёты при воспроизведении изученного материала, определения понятий дал неполные, небольшие неточности при использовании научных терминов или в выводах и обобщениях из наблюдений и опытов; материал излагает в определенной логической последовательности, при этом допускает одну негрубую ошибку или не более двух недочетов и может их исправить самостоятельно при требовании или при небольшой помощи преподавателя; в основном усвоил учебный материал; подтверждает ответ конкретными примерами; правильно отвечает на дополнительные вопросы учителя.</p> <p>2. Умеет самостоятельно выделять</p>	Хорошо

	<p>главные положения в изученном материале; на основании фактов и примеров обобщать, делать выводы, устанавливать внутрисубъектные связи. Применять полученные знания на практике в видоизменённой ситуации, соблюдать основные правила культуры устной речи и сопровождающей письменной, использовать научные термины.</p> <p>3. В основном правильно даны определения понятий и использованы научные термины.</p> <p>4. Ответ самостоятельный.</p> <p>5. Наличие неточностей в изложении материала.</p> <p>6. Определения понятий неполные, допущены незначительные нарушения последовательности изложения, небольшие неточности при использовании научных терминов или в выводах и обобщениях.</p> <p>7. Связное и последовательное изложение; при помощи наводящих вопросов педагога восполняются сделанные пропуски</p>	
3	<p>1. Усвоил основное содержание учебного материала, имеет пробелы в усвоении материала, не препятствующие дальнейшему усвоению программного материала. 2. Материал излагает не систематизировано, фрагментарно, не всегда последовательно.</p> <p>3. Показывает недостаточную сформированность отдельных знаний и умений; выводы и обобщения аргументирует слабо, допускает в них ошибки.</p> <p>4. Допустил ошибки и неточности в использовании научной терминологии, определения понятий дал недостаточно четкие.</p> <p>5. Не использовал в качестве доказательства выводы и обобщения из наблюдений, фактов, опытов или допустил ошибки при их изложении.</p> <p>6. Испытывает затруднения в применении знаний, необходимых для решения задач различных типов, при объяснении конкретных явлений на основе теорий и законов, или в подтверждении конкретных примеров практического применения теорий.</p> <p>7. Отвечает неполно на вопросы (упуская и основное), или воспроизводит содержание текста учебника, но недостаточно понимает отдельные положения, имеющие важное значение в этом тексте.</p> <p>8. Обнаруживает недостаточное понимание отдельных положений при</p>	Удовлетворительно

	воспроизведении текста учебника (записей, первоисточников) или отвечает неполно на вопросы преподавателя, допуская одну-две грубые ошибки.	
4	<ol style="list-style-type: none"> <li>1. Не усвоил и не раскрыл основное содержание материала.</li> <li>2. Не делает выводов и обобщений.</li> <li>3. Не знает и не понимает значительную или основную часть программного материала в пределах поставленных вопросов. Имеет слабо сформированные и неполные знания и не умеет применять их к решению конкретных вопросов и задач по образцу.</li> <li>5. При ответе (на один вопрос) допускает более двух грубых ошибок, которые не может исправить даже при помощи педагога.</li> </ol>	Неудовлетворительно

### **Критерии оценки тестовых заданий**

Итоговая оценка тестирования студента осуществляется путём перевода % правильных ответов в стандартные оценки.

№ п/п	Баллы	Оценка
1	86-100%	Отлично
2	68-85%	Хорошо
3	51-67%	Удовлетворительно
4	Менее 51%	Неудовлетворительно

### **Таблица соответствия балльно-рейтингового и отметочного контроля**

Уровень сформированности компетенций	Сумма рейтинговых баллов	Традиционная оценка
Повышенный	90-100	Отлично
Базовый	75-89	Хорошо
Пороговый	60-74	Удовлетворительно
Недостаточный	Менее 60	Неудовлетворительно

### **Критерии оценки зачета, дифференцированного зачета**

Промежуточная аттестация осуществляется в виде зачета и дифференцированного зачета.

Зачет и дифференцированный зачет – преследуют цель оценить работу студента за семестр, полученные теоретические знания, их прочность, развитие творческого мышления, приобретение навыков самостоятельной работы, умение синтезировать полученные знания и применять их к решению практических задач.

№ п/п	Критерии оценки зачета	Оценка
1	Обучающийся демонстрирует знание основных разделов программы изучаемого курса: его базовых понятий и фундаментальных проблем; приобрел необходимые	Зачтено

	умения и навыки, освоил вопросы практического применения полученных знаний, не допустил фактических ошибок при ответе, достаточно последовательно и логично излагает теоретический материал, допуская лишь незначительные нарушения последовательности изложения и некоторые неточности.		
2	Обучающийся демонстрирует фрагментарные знания основных разделов программы изучаемого курса: его базовых понятий и фундаментальных проблем. У экзаменуемого слабо выражена способность к самостоятельному аналитическому мышлению, имеются затруднения в изложении материала, отсутствуют необходимые умения и навыки, допущены грубые ошибки и незнание терминологии, отказ отвечать на дополнительные вопросы, знание которых необходимо для получения положительной оценки		Не зачтено
<b>№ п/п</b>	<b>Критерии оценки дифференцированного зачета</b>	<b>Баллы</b>	<b>Оценка</b>
1	Обучающийся при ответе на все вопросы: - проявил глубокие, творческие способности в понимании изложении учебно-программного материала; показывает высокий уровень компетентности; - усвоил взаимосвязь основных понятий и дисциплин, их значение для приобретаемой профессии; анализирует основные понятия с точки зрения различных авторов, демонстрируя знание учебной, периодической и монографической литературы, законодательства в рамках тематики дисциплины и практики его применения; - показывает все сторонние и систематические знания теоретического материала; видит междисциплинарные связи; - профессионально, грамотно, последовательно, хорошим языком четко излагает материал, аргументировано формулирует выводы; - полно, грамотно и последовательно изложил ответы на все дополнительные вопросы и задания.	5	Отлично
2	- показывает достаточный уровень компетентности, знания лекционного материала, учебной и методической литературы, законодательства и практики его применения; - показывает полное, но недостаточно глубокое знание учебно-программного материала, допустил какие-либо неточности в ответах, свободно оперирует понятиями, методами оценки принятия решений; - имеет представление о междисциплинарных связях, увязывает знания, полученные при изучении различных дисциплин, умеет анализировать	4	Хорошо



	<p>практические ситуации, но допускает некоторые погрешности; - уверенно и профессионально, грамотным языком, ясно, четко и понятно излагает состояние и суть вопроса; привлекается информативный и иллюстрированный материал, но при ответе допускает некоторые погрешности; - вопросы, задаваемые экзаменатором, не вызывают существенных затруднений. Допускается 1-2 незначительные ошибки</p>		
3	<p>- показывает поверхностные знания учебно-программного материала, при ответе отсутствует должная связь между анализом, аргументацией и выводами; однако в целом в полнее ориентируется в профилирующих для данной специальности дисциплинах; - владеет практическими навыками, но чувствует себя не уверенно при анализе междисциплинарных связей; - на поставленные вопросы отвечает не уверенно; - в ответе допущен ряд логических ошибок, аргументы привлекаются недостаточно веские; - ответ композиционно не выстроен, демонстрируется средний уровень владения литературным языком при формулировании тезисов и аргументов; - на поставленные вопросы затрудняется с ответами, показывает недостаточно глубокие знания. Допускается не более 3-4 ошибок.</p>	3	Удовлетворительно
4	<p>- не усвоил значительную часть учебно-программного материала или показывает крайне слабые знания учебного материала, низкий уровень компетентности; - демонстрирует крайне неуверенное изложение вопроса; - имеет слабый уровень профессиональных знаний, затрудняется при анализе практических ситуаций; не может привести примеры из реальной практики; - не уверенно и логически не последовательно излагает материал; в ответе присутствуют серьезные нарушения композиционные, речевые и нормативные; - неправильно отвечает на поставленные экзаменатором вопросы или затрудняется с ответом; отказывается от ответа. Ставится при наличии свыше пяти ошибок</p>	2	Неудовлетворительно

**4. Контрольно-оценочные средства**  
**4.1 Материалы оценочных средств для текущего контроля**  
**4.1.1 Тестовые задания**

**Раздел 1.**

Выберите один из вариантов ответа

1. Hi. What's ....?

**A** you name    **B** your name    **C** the name    **D** name

2. Mr Green is .... English teacher.

**A** our    **B** us    **C** we    **D** you

3. How .... you today? – *I'm fine thanks.*

**A** are    **B** is    **C** be    **D** am

4. We are .... the classroom.

**A** on    **B** in    **C** at    **D** with

5..... are fifteen students in my class.

**A** These    **B** Them    **C** There    **D** Their

6. Look at .... aeroplane in the sky! It's very big!

**A** these    **B** this    **C** it    **D** that

7. .... the time? – *It's five o'clock.*

**A** What's    **B** Where's    **C** When's    **D** How's

8. Franco comes .... Costa Rica.

**A** for    **B** in    **C** at    **D** from

9. Where do you .... from? – *Barcelona in Spain.*

**A** come    **B** comes    **C** be    **D** go

10. Franco .... like eating English breakfast.

**A** don't    **B** doesn't    **C** aren't    **D** isn't

11. How .... is that CD player? – *It's £9.50.*

**A** cost    **B** price    **C** many    **D** much

12. Yolanda comes to school .... train.

**A on B with C in D by**

13. .... you walk to school or take a bus?

**A Are B Is C Does D Do**

14. Elephants .... drink a lot of water every day.

**A must B need C was D has**

15. Franco .... 7 years old in 1999.

**A are B am C were D was**

16. Where .... Carla and Yuri on Saturday afternoon?

**A was B is C were D we're**

17. How old .... you in 2002?

**A are B have C were D had**

18. Yuri .... breakfast at half past eight yesterday morning.

**A has B have C is having D had**

19. Did you see the news on TV .... ten o'clock?

**A at B on C in D from**

20. Franco .... to the cinema after the lesson.

**A did go B went C wanted D gone**

21. Where did you see Titanic? – *I .... it at Cineworld.*

**A saw B see C seen D look**

22..... you bring your dictionary yesterday?

**A Did B Are C Was D Has**

23. I .... my shoes because they were dirty.

**A took B took off C took out D took from**

24. Today is .... than yesterday.

**A much cold B more cold C colder D cold**

25. We don't .... stay at school after the lesson today.

**A must B have to C ought to D should**

26. Which book are you .... in the summer?

**A read B going to read C will read D have read**

27. We .... go to school yesterday because it was Sunday.

**A don't B wasn't C didn't D weren't**

28. This book is .... than that one.

**A difficulty B much difficult C more difficult D difficult**

29. What .... you going to do tomorrow evening?

**A did B was C are D can**

30. .... Russian? – *No, I can't.*

**A Can you speak B You can speak C Speak D Speak you**

31. Do you come from Mexico? – *No, I .... . I come from Costa Rica.*

**A 'm not B don't C didn't D doesn't**

32. She .... television every evening.

**A watch B watches C to watch D sees**

33. He goes skiing .... winter.

**A very B ever C every D always**

34. What time do you .... wake up on school days?

**A used B usual C use D usually**

35. The Pyramid of the Sun is.... Mexico.

**A from B on C in D at**

36. Are there .... big sports stadiums near your home?

**A any B some C the D a**

37. I .... visit my grandma on Sunday afternoons.

**A some time B sometimes C some D sometime**

38. .... the most famous singer from your country?

**A** Who's   **B** Whose   **C** How's   **D** What's

39. How .... do you watch a film in English? – *Every month.*

**A** often   **B** much   **C** many   **D** every

40. Are you good .... swimming?

**A** in   **B** for   **C** on   **D** at

- 1. **B**
- 2. **A**
- 3. **A**
- 4. **B**
- 5. **C**
- 6. **D**
- 7. **A**
- 8. **D**
- 9. **A**
- 10. **B**
- 11. **D**
- 12. **D**
- 13. **D**
- 14. **A**
- 15. **D**
- 16. **C**
- 17. **C**
- 18. **D**
- 19. **A**
- 20. **B**

- 21. **A**
- 22. **A**
- 23. **B**
- 24. **C**
- 25. **B**
- 26. **B**
- 27. **C**
- 28. **C**
- 29. **C**
- 30. **A**
- 31. **B**
- 32. **B**
- 33. **C**
- 34. **D**
- 35. **C**
- 36. **A**
- 37. **B**
- 38. **A**
- 39. **A**
- 40. **D**

## Раздел 2.

Выберите один из вариантов ответа

1. \_\_\_ this magazine before?  
A Do you read  
B Are you going to read  
C Have you read
2. He \_\_\_ the newspaper every day.  
A Read  
B Reads  
C don't reads
3. \_\_\_ you like Chinese food?  
A Do  
B Does  
C Are
4. It's my \_\_\_ computer.  
A parents  
B parents'  
C parent
5. The people \_\_\_ in room 12.  
A is  
B am  
C be
6. I \_\_\_ to classical music.  
A never to listen  
B listen never  
C never listen
7. I haven't \_\_\_ this photo before.  
A see  
B saw  
C seen
8. I like \_\_\_ in the morning.  
A work  
B that I work  
C working
9. 'Was Debussy from France?' 'Yes, \_\_\_.'  
A he were  
B he was  
C there were
10. What \_\_\_ do tomorrow?  
A are you going  
B you going  
C are you going to

11. This isn't my money. It's \_\_\_\_.
- A to you
  - B your
  - C yours
12. Tonight's dinner is \_\_\_\_ than last night's.
- A more good
  - B gooder
  - C better
13. They didn't \_\_\_\_ the tickets.
- A booking
  - B book
  - C booked
14. They're \_\_\_\_.
- A bigs cars
  - B big cars
  - C cars bigs
15. I \_\_\_\_ do my homework last night.
- A couldn't
  - B not could
  - C didn't can

**Времена группы Simple.**

Выберите подходящую форму глагола.

1. This road (to lead) \_\_ to the lake.
- A leading
  - B lead
  - C leads
2. She (not to like) \_\_ this city.
- A doesn't like
  - B don't
  - C doesn't likes
3. How (to solve) \_\_ you \_\_ the puzzle?
- A do, solve
  - B did, solved
  - C did, solve
4. He (to come back) \_\_ tomorrow.
- A will comes back
  - B come back
  - C will come back
5. (to sleep) \_\_ you \_\_ well?
- A do, sleep
  - B do, sleeps

C does, sleep

6. Mum \_\_\_ any bread yesterday.

A didn't buy

B don't buy

C didn't bought

7. The train \_\_\_ ten minutes ago.

A leaved

B did left

C left

8. \_\_\_ the football on TV yesterday?

A Did you watch

B Did you watched

C You watch

9. He \_\_\_ the newspaper every day.

A read

B reads

C doesn't reads

10. British people \_\_\_ tea with milk.

A to drink

B drink

C drinks

11. They speak English but they \_\_\_ speak French.

A don't

B do

C does

12. \_\_\_ he play the guitar?

A do

B does

C is

13. I \_\_\_ up at 7 o'clock.

A usually get

B get sometimes

C get often

14. We \_\_\_ you next week.

A see

B will see

C is going to see

15. Snakes \_\_\_\_\_ most of the day

A. are sleeping

B. sleeps

C. sleep

**Тема «Россия»**



Answer these multiple-choice questions about Russia.

1. What territory does the country occupy?
  - A. 90 million square kilometers
  - B. 17 million square kilometers
  - C. 150 million square kilometers
  
2. What countries does Russia border?
  - A Spain, China, the Ukraine
  - B Finland, China, the Ukraine
  - C Finland, Mongolia, Norway
  
3. What are the major rivers of Russia ?
  - A the Lena, the Volga, the Amur
  - B the Lena, the Volga, the Ob
  - C the Yenisei, the Volga, the Don
  
4. Where is the world's deepest lake situated?
  - A in the European part of the country
  - B in the Asian part of the country
  - C in the Northern part of the country
  
5. Where is the most of the mineral wealth of Russia?
  - A in Siberia and the Far East
  - B in the European part of the country
  - C near the Black Sea.
  
6. How many million people live in Russia?
  - A more than 150 million people
  - B more than 100 million people
  - C more than 90 million people
  
7. What part of the country is densely populated?
  - A Siberia
  - B the Far East
  - C the European part of the country
  
8. Who is the head of the state?
  - A the President
  - B the Prime Minister
  - C the king
  
9. A new national emblem of RF is ...
  - A. a white eagle
  - B. a two-headed eagle
  - C. a two-headed bear
  
10. Moscow was founded by ...
  - A. Peter I
  - B. Yury Dolgoruky
  - C. Nicolay II

11. Choose the years of the Great Patriotic War:

- A. 1812-1814
- B. 1941-1945
- C. 1914-1918

12. Russia is washed by ... seas.

- A. 10
- B. 12
- C. 14

13. The largest lake in the world is ...

- A. Balkhash
- B. Ladoga
- C. Baikal

14. In the East the RF is washed by ...

- A. the White sea, the Barents sea, the Okhotsk sea
- B. the Barents sea, the Okhotsk sea, the Bering sea
- C. the Okhotsk sea, the Bering sea, the Japan sea

15. The national symbol of Russia is ...

- A. a red banner
- B. a white-blue-and-red banner
- C. a white banner

### Раздел 3

Выберите один из вариантов ответа

1. \_\_\_ this film before?

- A Do you see
- B Are you going to see
- C Have you seen

2. I haven't tidied my office \_\_\_.

- A just
- B already
- C yet

3. If we had the money, we \_\_\_ get a taxi.

- A will can
- B could
- C would can

4. \_\_\_ my best friend since 1999.

- A I've known
- B I knew
- C I know

5. If you take your time, \_\_\_ the right decision.  
A you'd make  
B you'll make  
C you make
6. He said he \_\_\_ school in 2001.  
A left  
B leave  
C has left
7. He didn't buy that jacket, \_\_\_?  
A is it  
B did he  
C didn't he
8. Would you marry him if he \_\_\_ you?  
A would ask  
B would ask  
C asked
9. They'll move to Ireland when their baby \_\_\_\_\_.  
A will be born  
B is being born  
C is born
10. I'm tired. I \_\_\_ all day.  
A study  
B 've been studying  
C was studying
11. When is it going to stop \_\_\_?  
A to rain  
B raining  
C to raining
12. They don't know the answer, ...  
A aren't they?  
B do they?  
C don't they?
13. She ... for Bill for an hour – he's late!  
A is waiting  
B has been waiting  
C waits
14. I went to the shop ... some chocolate.  
A to buy  
B for to buy  
C for buying
15. If you ... told me she was going to the party, I wouldn't have gone.

- A have
- B would have
- C had

### Тема «Инфинитив»

Выберите подходящую форму инфинитива

1. The museums ...are far from this place.
  - A to visit
  - B visit
  - C to be visited
  
- 2.They want... that book to him.
  - A to be presented
  - B to present
  - C present
  
3. ...ministers is the President's function.
  - A to appoint
  - B to be appointed
  - C to approve
  
4. ...this report, you should go to the library.
  - A to appoint
  - B to be prepared
  - C to prepare
  
5. ...the people of this country, you should study their customs and traditions.
  - A to prepare
  - B to be understood
  - C to understand
  
- 6.The book ...is interesting.
  - A to be read
  - B to read
  - C have read
  - D have been read
  
- 7.I don't want... about this thing.
  - A. A to talk
  - B. B say
  - C. D be told
  
8. They began ...the monument in the centre of the city.
  - A to develop
  - B to restore
  - C to be restored
  - D to attract
  
9. The flag ...is approved by the Federal Assembly.
  - A to adopt
  - B to be adopted
  - C to symbolize

10. Thousands of tourists try ...Baikal.  
 A to have been visited  
 B to be visited  
 C to have visited
11. I am ready ... to you now  
 A. to talk  
 B. talking  
 C. talk
12. He must ... for an outrageous behavior.  
 A. to apologize  
 B. apologize  
 C. to have apologized
13. The man seems ... the walls at the moment.  
 A. to paint  
 B. to be painted  
 C. to be painting
14. We should ... about it ance more.  
 A. to think  
 B. to have thought  
 C. think
15. You'd better ... a sleep.  
 A. to have  
 B. have  
 C. have had

**Тема «Герундий»**

1. My hobby is ... . It's great because ... is good for health.  
 A. dancing/dance  
 B. dance/dance  
 C. dancing/dancing  
 D. to dance/to dance
2. Do you the signboard "NO ...". What on earth do you on the sea?  
 A. to swim  
 B. swim  
 C. in swim  
 D. swimming
3. Is it worth while ... tickets now - one month before a performance - or it's no use ...them in advance?  
 A. to buy/ to buy  
 B. buying/buying  
 C. to buy/buying  
 D. buying/to buy

4. Do you mind my (me) ... here till tomorrow?
- A. stay
  - B. to stay
  - C. staying
  - D. stayed
5. Why do you avoid ... your husband? Are you going to nodivorce?
- A. to meet
  - B. meet
  - C. meeting
  - D. met
6. Did you suggest her ... to the museum with you? Yes but she insisted on ... at home.
- A. going/staying
  - B. to go/ to stay
  - C. going/stay
  - D. go/stay
7. Are they bad at ... languages? No, they are good at ... languages. They are keen on (увлекаются) ... as well.
- A. learn/master/singing
  - B. to learn/to master/to sing
  - C. learning/mastering/singing
  - D. learning/master/singing
8. He abandoned her without ... anything. Is she angry with him for ... so?
- A. saying/doing
  - B. say/do
  - C. to say/ to do
  - D. saying/ done
9. After ... in Berlin they made for (направились) the door "EXIT".
- A. arrived
  - B. arriving
  - C. to arrive
  - D. in arrive
10. Are you thinking of ... an actor? – No, my father objects to my (me) ... an actor.
- A. to be/to be
  - B. be/be
  - C. being/to be
  - D. being/being
11. Thank you for ... me.
- A. help
  - B. helping
  - C. to help
  - D. helped
  - E.
12. It's important ....
- A. to win
  - B. winning

- C. win
- D. won

13. A. This problem is too difficult. I can't solve it.

B. Is it really too difficult for you ...?

- A. solving
- B. solve
- C. to solve
- D. solved

14. She is good at ....

- A. to swim
- B. swimming
- C. swims
- D. swum

15. Have you got anything ...?

- A. reading
- B. read
- C. reads
- D. to read

#### **Тема «Согласование времен»**

1. The girl says she ... for her parents.

- a) has waited
- b) waits
- c) is waiting
- d) will wait

2. We saw the castles that ... centuries before.

- a) had been built
- b) are built
- c) were built
- d) built

3. He answered he ... when he ... the answer.

- a) will phone, knows
- b) would phone, knew
- c) would phone, would know
- d) will phone, would know

4. Didn't you know that Sharon ... for the USA?

- a) has left
- b) has been left
- c) had been left
- d) had left

5. I thought you ... so I tried to be quiet.

- a) slept
- b) were sleeping
- c) had slept

d) had been sleeping

6. He explained that they ... for us at seven near the gate.

- a) would be waiting
- b) will be waiting
- c) would wait
- d) will wait

7. I had no idea what the price of the book ...

- a) is
- b) has been
- c) will be
- d) was

8. We wanted to know where she ... her holiday.

- a) would be spending
- b) was going to spend
- c) is going to spend
- d) is spending

9. People say Mary and John ... married really soon.

- a) would get
- b) would be getting
- c) will be getting
- d) will get

10. He said he ... in bed since the morning.

- a) was
- b) had been
- c) is
- d) has been

11. Greg said that ... a new job.

- a) he will need
- b) he needed
- c) would he need
- d) have need

12. Tim complained that he ... at four o'clock in the morning.

- a) is working
- b) will be working
- c) was working
- d) works

13. He said that he ... that film.

- a) had already seen
- b) has already seen
- c) was seen
- d) will see



14. Anna explained to me that the hairdresser's ... down the road.

- a) locate
- b) is located
- c) was located
- d) located

15. Charles said that he ... me the following day.

- a) would have called
- b) will call
- c) called
- d) would call

### Тема «Косвенная речь»

1. Переведите в косвенную речь.

The teacher asks: "What is the date today?"

- A) The teacher wonders what date is today.
- B) The teacher wonders what is the date today.
- C) The teacher wonders if the date is today.
- D) The teacher wonders what today is the date.
- E) The teacher wonders what date.

2. Переведите в прямую речь.

She said she had worked at the bank.

- A) She said: "I work at the bank".
- B) She said: "She works at the bank".
- C) She said: "Do I work at the bank?"
- D) She said: "Have I worked at the bank?"
- E) She said: "I worked at the bank".

3. Переведите в косвенную речь.

"Go and do your homework now", mother said to him.

- A) Mother asks him to go and do his homework now.
- B) Mother asked him to go and do his homework now.
- C) Mother asks him go and do his homework then.
- D) Mother ask him to go do his homework then.
- E) Mother asked him to go and do his homework then.

4. Выберите правильный вариант.

She asked her friend ... that evening.

- A) why hadn't he came
- B) why didn't he came
- C) why he didn't come
- D) why he hadn't came
- E) why he hadn't come

5. Переведите в косвенную речь.

The teacher asked: "Did you do your homework yesterday, Alex?"

- A) The teacher asked Alex if he did his homework yesterday.
- B) The teacher asked Alex if he had done his homework the day before.
- C) The teacher asked Alex did he do his homework the day before.
- D) The teacher asked Jane if he had done his homework yesterday.
- E) The teacher asked Alex if he did do his homework yesterday.

6. Переведите в косвенную речь.

“Don’t close the window”, said Max to Alice.

- A) Max asked Alice not to close the window.
- B) Max asked Alice don’t close the window.
- C) Max asked Alice to close not the window.
- D) Max asks Alice not to close the window.
- E) Max ask Alice not to close the window.

7. Переведите в косвенную речь.

Teacher says to me: “Don’t sleep on the lessons”.

- A) Teacher told me don’t sleep on the lessons.
- B) Teacher says to me if I don’t sleep on the lessons.
- C) Teacher tells me not to sleep on the lessons.
- D) Teacher tells me on the lessons not to play.
- E) Teacher says to me don’t sleep on the lessons.

8. Выберите правильный русский эквивалент для предложения.

He said he would phone back.

- A) Он сказал, что позвонит назад.
- B) Он сказал, что он звонит ещё раз.
- C) Он сказал, что перезвонит.
- D) Он сказал, что перезвонил домой.
- E) Он сказал, что он перезвонил опять.

9. Переведите в косвенную речь.

“How long does it take you to read 300 page book?” Moldir asks Janna.

- A) Moldir asks Janna how long does it take her to read 300 page book.
- B) Moldir asks Janna how long it does take her to read 300 page book.
- C) Moldir asks Janna how long it takes you to read 300 page book.
- D) Moldir asks Janna how long it takes her to read 300 page book.

10. Переведите в косвенную речь.

The teacher says, “Learn these words by heart”.

- A) The teacher ask learn these words by heart.
- B) The teacher says to learn these words by heart.
- C) The teacher says to learn to these words by heart.
- D) The teacher asks to learn these words by heart.
- E) The teacher says learn to these words by heart.

11. Выберите правильный вариант.

We were told that the bus ... fifteen minutes later.

- A) had been arriving
- B) would arrive
- C) would be arriving
- D) has arrived
- E) will arrive

12. Выберите правильный вариант.  
She wondered if he ... the composition by noon.

- A) would be written
- B) written
- C) would have written
- D) would write
- E) would be writing

13. Выберите правильный вариант.  
He asked me: "Is there one library in your village?"

- A. He asked me if there was only one library in my village.
- B. He asked me if it would be a library.
- C. He asked me if there has been only one hotel in my village
- D. He asked me if there is only one library in my village.
- E. He asked me if there will be only one library in my village.

14. Выберите правильный вариант.

He said "I can't wait for you here"

- A. He said he could wait for me everywhere.
- B. He said he must wait for me.
- C. He said he couldn't wait for me there.
- D. He said he is going to wait for me there.
- E. He said he will not be able to wait for me here.

15. Выберите правильный вариант косвенной речи:

Mary said "My brother lives in this house".

- A. Mary said her brother lives in this house.
- B. Mary said her brother is living in this house.
- C. Mary said her brother was living in that house.
- D. Mary said her brother would live in that house.
- E. Mary said her brother lived in that house.

#### 4.1.2 Задания для устного и письменного опроса

##### СУЩЕСТВИТЕЛЬНЫЕ

**Упражнение 1.** *Образуйте форму множественного числа следующих существительных.*

Tax, brush, city, potato, mouse, bus, knife, match, meal, child, person, vase, sheep, name, man, glass, house, bridge, photo.

**Упражнение 2.** *Поставьте существительное в форму притяжательного падежа*

1. It's my (neighbour) cat.
2. My (brother) room is upstairs.
3. (Mr. Brown) secretary is here.
4. Those are (girls) shoes.
5. (Steve and Ann) house is for sale.

**Упражнение 3.** *Перифразируйте приведенные ниже словосочетания, используя притяжательный падеж.*

1. The flat of my friend is not big.
2. The children of my sister are at school.

3. The name of this girl is Julia.
4. The work of these students is interesting.
5. The computer of my colleague is modern.
6. He is a friend of my cousins.
7. These are the toys of my younger daughter.

**Упражнение 4.** *Перепишите и письменно переведите следующие группы существительных.*

Пример: State library – государственная библиотека

Moscow University, a library book, an English language teacher, laboratory equipment, research work, a lecture hall, entrance examinations, spring holidays, evening news, silk dress, school library, orange juice, lunch box.

### **АРТИКЛЬ**

**Упражнение 1.** *Объясните наличие или отсутствие артиклей перед существительными в следующих предложениях.*

1. Mike is looking for a job.
2. Could you close the window, please.
3. This morning I had an apple and a cake for breakfast.
4. What's her job? She's a doctor.
5. Is there life on Mars?
6. My favourite subject at school was History.
7. The Smiths live in Green Street.
8. The Thames flows through London.

**Упражнение 2.** *Заполните пропуски артиклями, где это необходимо.*

1. What ... lovely song!
2. Who's ... man standing near ... window?
3. I don't think it's easy to study .... foreign languages.
4. Where is ... money? It's on ... table.
5. ... earth goes round ... sun.
6. Have you ever been to ... Bolshoi Theatre?
7. Helen plays ... piano really well.

**Упражнение 3.** *Употребите артикли, где это необходимо.*

Robert Burns was ... son of ... small farmer in Ayrshire [ˈɛqSiq]. He was born on ... 25 th of ... January in 1759. His ... parents were poor and Burns could get very little regular education.

### **ГЛАГОЛ TO BE**

**Упражнение 1.** *Ответьте на вопросы.*

1. Are you free on Sunday? 2. Are you busy today? 3. Is our University old? 4. Is your best friend a student? 5. Is English the official language in Canada? 6. Is it cold today? 7. Are you married?

**Упражнение 2.** *Вставьте глагол to be в нужной форме.*

1. There ... 10 students in our group.
2. There ... a laptop on my table.
3. How many computers ... there in this classroom?
4. .... there a theatre in your city.
5. There ... some patients in the hospital.
6. How many people ... there at the meeting?

**Упражнение 3.** Трансформируйте предложения в вопросительную и отрицательную формы.

1. There are 5 faculties at our University.
2. There is a bus stop near our house.
3. There is a nice picture on the wall.
4. There are 12 students in our group.
5. There is a sports ground behind the building.
6. There are 12 tables in our classroom.

**Упражнение 4.** Ответьте на вопросы.

1. How many students are there in your group?
2. How many faculties are there at our University?
3. What is there on your table?
4. Is there a bus stop near your house?
5. Is there computer in your room?
6. Are there many theaters in Belgorod?
7. How many tables and chairs are there in your classroom?

**Упражнение 5.** Используйте конструкцию **there + be** в нужной форме

1. ... a good film on TV tomorrow.
2. The book is good. ...some interesting stories in it.
3. It was late and ... many people in the street.
4. ... a flight to London tomorrow?
5. ... no work for him yesterday. He had nothing to do.
6. ... any classes on Friday? No, ... . It will be a holiday.
7. ... enough food for all of us and we had a nice lunch.

**Упражнение 6.** Трансформируйте предложения, употребляя оборот **there is/are**.

**Model:** This room has 2 windows. – **There are** 2 windows in this room.

The dog is in the room. – **There is** a dog in the room.

1. The city has many monuments.
2. The children are in the yard.
3. This family has 2 children.
4. The car is near the house.
5. A week has 7 days.
6. A lot of people are at the stadium.

**Упражнение 7.** Запишите данные предложения, поставив глагол и существительное в форму множественного числа.

1. This is my friend.
2. This is my laptop.
3. This is a bank.
4. This is a teacher.
5. This is my car and that is a garage.
6. This is a new table and that is a chair.

## ГЛАГОЛ *TO HAVE*

**Упражнение 1.** Ответьте на вопросы.

1. Do you have breakfast at 8?
2. How often do you have coffee?
3. Do you have a big family?
4. How many cousins do you have?
5. Does your family have a country house?

**Упражнение 2.** Трансформируйте предложения в вопросительную и отрицательную формы.

*Пример: The Browns have a nice garden. – Do the Browns have a nice garden? The Browns don't have a nice garden*

1. Tom has a large country house.
2. They have lunch at one o'clock.
3. I have a shower every morning.
4. Helen and John have a big flat.
5. Kate has tea for breakfast.

6. George has a family of his own.

**Упражнение 3.** *Запишите вопросы, используя глагол to have*

1. (you/ a bicycle?)
2. (Nick/many friends?)
3. (Mr Black/any children?)
4. (What car/Alex?)
5. (Ammy / fair hair?)
6. (What time/you/breakfast?)

**МЕСТОИМЕНИЯ**

**Упражнение 1.** *Заполните пропуски необходимыми личными местоимениями.*

1. This is my new car. Do you like ...? 2. He doesn't like animals. He is afraid of ... 3. She is so pretty! Look at ... 4. I don't need this magazine. You can have ... 5. Where are my glasses? I can't find ... 6. Janet is talking to you. Listen to ... 7. This is my bag. ... bought ... yesterday.

**Упражнение 2.** *Вставьте в данные предложения личные местоимения в объектном падеже.*

1. These are very good exercises. Do (they) at home, please. 2. This engineer works with (I). I know (he) well. 3. Write these words in your exercise book, please, and learn (they) please. 4. Read this letter and translate (it) into English, please. 5. I know this girl. She works with (we).

**Упражнение 3.** *Заполните пропуски местоимениями some, any, no или их производными.*

Do you have ... relatives abroad?

Does ... know where my keys are?

It's too dark here. I can't see ....

I want to tell you ....

Has ...seen Paul today?

Is ... absent today?

**Упражнение 4.** *Поставьте следующие предложения в вопросительную и отрицательную формы, используя необходимые местоимения вместо выделенных.*

1. He has **some** bad habits.
2. There are **some** letters for Julia on the table.
3. There is **something** strange about his behaviour.
4. **Something** is happening there.
5. **Somebody** left nice flowers for you in the morning.

**ПОВЕЛИТЕЛЬНОЕ НАКЛОНЕНИЕ**

**Упражнение 1**

*Выразите просьбу по модели: John, shut the door, please.*

- 1) Bob to give you a call after five.
- 2) Ask Mary to buy her a present.
- 3) Tell Nelly to take the book to the library.
- 4) Tell the secretary to type papers today.
- 5) Ask Peter to buy some bread to me.

**Упражнение 2**

*Раскрывая скобки, поставьте местоимения в нужном падеже:*

1. Let (we) discuss these questions this morning.
2. Let (he) translate the letters from German into Russian.
3. Let (I) go to see him after classes this evening.
4. Let (they) give the books to the library in time.
5. Let (she) revise all the words from Lesson Two.

### Упражнение 3

*Переведите на английский язык:*

- 1) Не ешь столько мороженого.
- 2) Не выходи на улицу без шапки.
- 3) Остайся посмотреть телепрограмму с нами.
- 4) Попроси Ника принести словарь.
- 5) Пригласи их в гости.

### Упражнение 4

*Дайте ответные реплики по образцу: "Your friend wants to come at five today". "Let him come."*

1. He would like to read this book.
2. Your son wants to go to the cinema today.
3. Your daughter wants to watch TV tonight.
4. My son's friends want to play chess at my place.
5. Your children want to go to the country for the week-end.

### Упражнение 5

*Составьте предложения согласно образцу, используя данные слова:*

*Образец: Let's go for a walk, shall we?*

to open, to close, to go to the seaside, to go by bus (olley-bus), to have a game of chess, to ring up, to go to the cinema (theatre, country), to have a look at

### Упражнение 6

*Выразите просьбу:*

- 1) Ask Nick not to speak so loudly.
- 2) Ask your mother not to get up early tomorrow.
- 3) Tell Ann not to read at lunch.
- 4) Tell not to send him a telegram.
- 5) Ask Janet not to waste money on sweets.

## ПРИЛАГАТЕЛЬНЫЕ И НАРЕЧИЯ

**Упражнение 1.** *Образуйте степени сравнения следующих прилагательных и наречий.*

comfortable, short, important, carefully, cold, wide, early, big, near, beautiful, late, fast, small, old, wonderful, difficult, long, nice, progressive, interesting, realistic, young, large, kind, prominent, quick, easy.

**Упражнение 2.** *Употребите прилагательные и наречия, данные в скобках, в нужной степени сравнения:*

1. My friend is much ... than myself. (tall)
2. The opera theatre is one of ... buildings in the city. (beautiful)
3. I like this picture ... of all. (well)
4. What is the ... news? (late)
5. Yesterday I came home ... than usual. (late)
6. Ann sings much ... than Nina, (well)

## MUCH, MANY, LITTLE, FEW

**Упражнение 1.** Вставьте *much, many, little, few*.

1. Robert wrote so ... letters that he's never going to write a letter again. 2. There is ... mayonnaise in Vera's kitchen. She goes to the supermarket and buys some. 3. Does your sister read ...? – Yes, she does. 4. My brother is a teacher. Every day he spends ... time preparing for his lessons. 5. The students of our group ask ... questions at the lessons. They want to know everything. 6. You do not make ... mistakes in your translation. Do you work hard at it? – Oh, yes, I do, I work very.

## ВРЕМЕНА ГРУППЫ SIMPLE

**Упражнение 1.** Образуйте 3 лицо единственного числа от следующих глаголов.

Make, give, speak, explain, go, send, finish, kiss, begin, tell, bring, promise, work, come, know, teach, make, do, close, open, understand, see, look, watch, like, listen.

**Упражнение 2.** Составьте вопросительные предложения, начиная словами, стоящими в скобках.

1. She takes temperature twice a day. (**Does**). 2. I live far from the Academy. (**Where**). 3. He likes to listen to music. (**What**). 4. Kate works in the shop. (**Who**). 5. I know English well. (**Do**). 6. Tom often walks his dog early in the morning. (**When**). 7. Vitamins play a very important role for human health. (**Do**).

**Упражнение 3.** Вставьте вспомогательный глагол *do* или *does*.

1. She (not) study German. 2. ... your best friend go in for sport? 3. You (not) like to come home late. 4. ... they like their new flat? 5. ... it often rain in autumn? 6. ... your sister often go to the theatre?

**Упражнение 4** Дайте краткие ответы на вопросы.

**Model:** Who learns English? – **My friend does.**

1. Who likes to play tennis? 2. Who gets up very early in your family? 3. Who often rings you up? 4. Who in your family usually get up late? 5. Who helps you with your studies? 6. Who meets you at the University?

**Упражнение 5.** Употребите глаголы, данные в скобках в *Past Simple* или *Present Simple*.

1. I (to live) at the hostel. 2. Mrs. Smith (to work) in the kitchen. 3. The children (to brush) their teeth 5 minutes ago. 4. They (to visit) their friend last evening. 5. My sister (to go) to the library every week. 6. I (to go) to the cinema last Saturday. 7. He (to come) home late yesterday. 8. His sister (to study) English every day. 9. She (to study) English two hours ago. 10. You (to come) home at six o'clock yesterday? – No, I .... Yesterday I (to come) from the Academy at half past eight. 11. I (to go) to bed at ten o'clock yesterday.

**Упражнение 6** Трансформируйте предложения в вопросительную и отрицательную форму.

1. Students had much work at the Institute laboratory two hours ago. 2. Students of our group studied statistics last year. 3. We took an active part in the conference last month. 4. Our friend entered the institute. 5. He read scientific article in economy journal yesterday.

**Упражнение 7.** Поставьте вопросы к предложениям, начиная словами, данными в скобках.

1. Last year we studied English. (**Did**). 2. My friend prepared his homework in the Institute reading room yesterday. (**Where**). 3. We became students a year ago. (**When**). 4. Our group went to the



cinema last Sunday. (**Where**). 5. The English lesson began 5 minutes ago. (**When**). 6. He learnt English at school. (**Did**).

**Упражнение 8.** Ответьте на вопросы.

1. How many exams will you have in summer?
2. What will you do tomorrow morning?
3. Where are you going to spend summer holiday?
4. When will your next lesson begin?

**Упражнение 9.** Раскройте скобки, употребляя глаголы в одном из следующих времен: *Present Simple, Past Simple, Future Simple*.

1. My friend (to go) to the cinema every Sunday. 2. He (not to go) to the country yesterday. 3. Why you (to go) to the shop yesterday? 4. We (to grow) tomatoes next summer. 5. Where your friend (to work) last year? 6. She (to go) to south next summer? 7. Yesterday we (to write) letter. 8. Mike (to wash) his car every morning.

## ВРЕМЕНА ГРУППЫ CONTINUOUS

**Упражнение 1.** Раскройте скобки, употребив глаголы в *Present Continuous* или *Past Continuous*.

1. I (to write) an English exercise now. 2. I (to write) an English exercise at this time yesterday. 3. My little sister (to sleep) now. 4. My little sister (to sleep) at this time yesterday. 5. My friend (not to do) his homework now. He (to play) volleyball. 6. You (to drink) tea at this time yesterday? 7. What you (to do) now? – I (to drink) tea. 8. Look! My cat (to play) with a ball. 9. What your father (to do) from eight till nine yesterday? 10. Why she (to cry) when I saw her yesterday?

**Упражнение 2.** Раскройте скобки, употребляя глагол в *Future Simple* или в *Future Continuous*.

1. I (to do) my homework tomorrow. 2. I (to do) my homework tomorrow at six o'clock. 3. I (not to do) my homework from three till six. 4. When I come home tomorrow, my family (to have) supper. 5. Don't come to my place tomorrow. I (to write) exposition the whole evening. 6. What you (to do) tomorrow? 7. What you (to do) at eight o'clock tomorrow?

**Упражнение 3.** Из двух простых предложений составьте одно сложное. Два действия происходили одновременно.

**Пример:** *I shaved. The children had breakfast.*

*I was shaving while the children were having breakfast.*

1. You had a bath. Your sister did her room. 2. You talked to Mary. I talked to John. 3. I made tea. Jimmy cleaned the car. 4. Alison left the house. Graham worked in the garden. 5. My parents had a holiday in France. I worked hard. 6. It rained. I walked up the hill.

## ВРЕМЕНА ГРУППЫ PERFECT

**Упражнение 1.** Перепишите предложения, употребляя *Present Perfect* или *Past Simple*.

**Пример:** I am writing a letter to my cousin. (already, yesterday).

I **have** already **written** a letter to my cousin.

I **wrote** a letter to my cousin yesterday.

1. The waitress is bringing our tea. (a few minutes ago, not yet)
2. The bell is ringing. (just, some minutes ago).
3. He is going to London in a few days. (already, last week).
4. Mother is reading a new novel by Aitmatov. (this month, last year).

5. Students are cleaning their classrooms. (already, last Saturday).

**Упражнение 2.** Составьте предложения по образцу. Переведите на русский язык.

**Пример 1.** the longest poem — to learn

This is the longest poem I've ever learnt. — Это самое длинное стихотворение, которое я когда-либо учил.

1. the most hard-working person — to meet
2. the most wonderful present — to get
3. the funniest joke — to hear

**Пример 2.** (to see, this film?) — (never / twice)

Have you ever seen this film? — Вы когда-нибудь видели этот фильм?

No, I've never seen this film.

Yes, I've seen this film twice.

1. (to try, to speak, Chinese?) — (*never*)
2. (to drive, a car?) — (*several times*)
3. (to get, letters, from abroad?) — (*once*)

**Пример 3.** (to be, France?) — (never / several times)

Have you ever been to France? — Вы когда-нибудь бывали во Франции?

No, I've never been to France.

Yes, I've been to France several times.

1. (to be, the Historic Museum?) — (*once*)
2. (to be, the Bolshoy Theatre?) — (*never*)
3. (to be, the Zoo?) — (*three times*)
4. (to be, a birthday party?) — (*many times*)

**Упражнение 3.** Соедините два предложения в одно с помощью союза “after”.

**Пример**     *He spoke to the doctor. He felt much better.*

*He felt much better **after** he **had spoken** to the doctor.*

1. I caught cold. I stayed in bed for three days.
2. He recovered. He went back to work.
3. They had lunch at a cafe. He saw her home.
4. He gave a big party. He broke a world record.

## СТРАДАТЕЛЬНЫЙ ЗАЛОГ

**Упражнение 1.** Употребите глагол в форме пассивного залога.

1. Beautiful flowers (to sell) in this shop.
2. The work (to do) in a day.
3. Chocolate (make) from cocoa.
4. Those trees (to plant) last autumn.
5. The stadium (open) next month.
6. Hockey (to play) in winter.
7. This hotel (decorate) by a famous designer next week.
8. Rome (not to build) in a day.
9. Mona Lisa (paint) by Da Vinci.

**Упражнение 2.** Из предложенных слов составьте предложения, употребив глагол в форме пассивного залога.

Пример: (TV / invent / Baird)

TV was invented by Baird.

1. (Pyramids / build / Egyptians).
2. (milk / produce / cows).
3. (coffee / grow / in Brazil)
4. (chopsticks / use / in China)
5. (plants / water / every day)
6. (the thief / arrest / policeman / yesterday)
7. (the injured man / take to a hospital / an hour ago)
8. (the car / repair / tomorrow)
9. (the letter / send / last week)

## МОДАЛЬНЫЕ ГЛАГОЛЫ

**Упражнение 1.** Вставьте модальные глаголы *may, can, must*.

1. You ... go when you have finished your composition.
2. You ... not smoke here.
3. ... take your book? – I am afraid not: I need it.
4. He ... not speak English yet.
5. I have very little time, I ... go.
6. They ... not go to the park today because they are busy.
7. You ... read this book, it is very easy.
8. What ... we see on this map?

**Упражнение 2.** Подчеркните модальный глагол или его эквивалент. Переведите на русский язык.

1. You must learn the words.
2. She had to stay at home because she did not feel well.
3. Will you be able to help me about the house?
4. Why do you have to get up early every day?
5. Will you have to get up early tomorrow?
6. They were able to finish the work on time.
7. He isn't able to buy a new car.
8. You may watch TV after you have done your homework.
9. It may take a long time.

## КОСВЕННАЯ РЕЧЬ

**Упражнение 1.** Переведите в косвенную речь

1. «I'm very busy» - She said that...
2. «I can't go to the party» - She said that...
3. «I'm learning Russian» - He said that...
4. «I don't feel very well» - He said that...
5. «We'll be home late» - They said that...
6. «I'm going to buy a computer» - He said that...
7. «It will rain tomorrow» - She said that...
8. «My parents will come at 3» - He said that...

## УСЛОВНЫЕ ПРЕДЛОЖЕНИЯ

**Упражнение 1.** Подчеркните глагол в первой части предложения. Завершите условные предложения, определив их тип по форме глагола в первой части предложений. В скобках напишите тип условного предложения

**Пример:** If the film is boring we ... (leave) at once. (Если фильм будет скучным, мы сразу же уйдем.) – If the film is boring we will leave at once. (1 ТИП)

She would look much younger if she ... (be) slim. (Она бы выглядела намного моложе, если бы была стройной.) – She would look much younger if she were slim. . (2 ТИП)

1. If the flight is delayed our guests ... (be) late. (Если рейс задержат, наши гости опоздают.)

2. We would have gone to the beach if the rain ... (stop). (Мы бы сходили на пляж, если бы дождь прекратился.)

3. They will miss the train if they ... (not run.) (Они опоздают на поезд, если не побегут.)

4. If you had given her the letter she ... (tear) it to pieces. (Если бы ты дал ей письмо, она бы разорвала его на кусочки.)

5. If Jack moves too slowly he ... (not win) the game. (Если Джек будет двигаться слишком медленно, он не победит в игре.)

6. If I lost my job I ... (move) to the country. (Если бы я потеряла работу, я бы переехала в сельскую местность.)

7. She would invite our kids if they ... (behave) themselves. (Она бы пригласила наших детей, если бы они вели себя хорошо.)

### **ИНФИНИТИВ. ПРИЧАСТИЕ I, ПРИЧАСТИЕ II.**

**Упражнение 1.** Раскройте скобки, употребив правильную форму причастия

1. She went to work, (to leave) the child with the nurse.
2. (to lay) down on the soft couch, the child fell asleep at once.
3. (to wait) in the hall, he thought over the problem he was planning to discuss with the old lady.
4. (to write) in very bad handwriting, the letter was difficult read.
5. (to write) his first book, he worked endless hours till dawn.

**Упражнение 2.** Выберите из скобок требующуюся форму причастия

1. We listened to the girls (**singing, sung**) Russian folk songs. We listened to the Russian folk songs (**singing, sung**) by the girls.
2. The girl (**washing, washed**) the floor is my sister. The floor (**washing, washed**) by Helen looked very clean.
3. Who is that boy (**doing, done**) his homework at that table? The exercises (**doing, done**) by the pupils were easy.
4. The house (**surrounding, surrounded**) by tall trees is very beautiful. The wall (**surrounding, surrounded**) the house was very high.
5. The girl (**writing, written**) on the blackboard is our best pupil. Everything (**writing, written**) here is quite right.

**Упражнение 3.** Постройте предложения, употребляя необходимые формы инфинитива.

1. It seems she has completed the work.
2. It appears that they know nothing.
3. She claims that she saw him yesterday.
4. The child pretends that he is sleeping.
5. Jack pretends that he understood the task very well.

**Упражнение 4.** Раскройте скобки, употребляя глаголы в форме инфинитива с частицей *to* или без нее.

- 1) I can't afford ..... (*stay*) at such an expensive hotel.
- 2) I think I'll manage ..... (*do*) the work tomorrow.
- 3) You'd better ..... (*spend*) the evening at home.
- 4) 4. Who taught you ..... (*skate*)?

5) 5. I can't make the child ..... (go) to bed.

**Упражнение 5. Переделайте предложения, употребляя инфинитивные обороты.**

I have a lot of work that I must do. -- *I have a lot of work to do.*

- 1) There are a lot of things that you must wash.
- 2) This is an interesting film that any child can see.
- 3) This is an interesting subject that one can study.
- 4) They had a lot of things that they could discuss.
- 5) Judy learned about it last.

**Упражнение 6. Переведите.**

1. Мне нужно починить часы.
2. Ей нужно почистить пальто.
3. Он прибыл первым.
4. Она сделала работу последней.
5. Она сшила себе новое платье.

**Упражнение 7. Употребите причастия в форме настоящего времени действительного залога.**

She was sitting and watching the sunset --- *She sat watching the sunset.*

1. The man who is sitting at the window is waiting for you.
2. As he was a rich man he could buy the car. .
3. As she was ill she had to stay at home.
4. As she was proud of her son she often spoke about him.
5. What is the name of the man who is talking to Jack?

**Упражнение 8. Употребите причастия в форме страдательного залога.**

He took some photos of a church, which was built in the 15<sup>th</sup> century ---- *He took some photos of a church built in the 15<sup>th</sup> century.*

- 1) He took the camera, which was broken, and threw it away.
- 2) He was looking at the pictures, which had been drawn by the child.
- 3) The thing, which she had forgotten, was again fresh in her memory
- 4) They are looking for some treasure, which is hidden here.
- 5) He saw a note, which had been written in a hurry.

**ГЕРУНДИЙ**

**Упражнение 1. Образуйте герундий от данных ниже глаголов. Используйте образец. Переведите их.**

- to fish (рыбачить) – fishing (рыбалка)  
to collect – collecting  
to read (читать) –  
to paint (рисовать) –  
to watch –  
to listen –  
to grow –  
to build –

to play –  
to cook –  
to swim –

**Упражнение 2.** Найдите в предложениях герундий и определите время, залог и его функцию. Переведите предложения.

1. Smoking costs a lot of money.
2. I will call you after arriving at the office.
3. Please have a drink before leaving.
4. I am looking forward to meeting you.
5. Do you object to working late?

**Упражнение 3.** Назовите функции герундия.

1. Reading English technical magazines is important for engineers.
2. They finished installing the apparatus only on Sunday.
3. They began making the experiment in May.
4. After failing his examination in January he had to take it again in February.
5. At the meet they discussed different ways of improving their work.

**Упражнение 4.** Переведите на русский язык, обращая внимание на способы перевода герундия:

1. He always suggested staying here.
2. The job involves travelling to Germany once a month.
3. I proposed having party at the beach.
4. I promised to care for the cat but I'm not much good at babysitting.
5. He is capable of standing on his head and playing the saxophone.

**Упражнение 5.** Используйте в предложениях герундий:

1. There is no sense in ... (earn) more money than you can spend.
2. Do you mind ... (work) overtime?
3. Normally I enjoy ... (go) out but today I'd prefer ... (stay) indoors.
4. The film was really worth ... (see).
5. Brent is looking forward to ... (take) a short break next month.

## 4.2 Материалы оценочных средств для рубежного контроля

### 4.2.1 Задания для предметной олимпиады

#### English Contest 1

I) Read the text and match its paragraphs (A-G) with their titles (1-8). There is one title you don't have to use.

- |                   |                      |
|-------------------|----------------------|
| 1. Body image     | 5. Bullies           |
| 2. School         | 6. Free time         |
| 3. Mobile phones  | 7. Clothes and looks |
| 4. School uniform | 8. Pubs and clubs    |

A British teenagers spend most of their time at school. Students in Britain can leave school at 16 (year 11). This is also the age when most students take their first important exams, GCSEs.

They take between five and ten subjects and that means a lot of studying. They are spending more time on homework than teenagers have done before.

**B** Visit almost any school in Britain and the first thing you'll notice is the school uniform. Although school uniform has its advantages, by the time most teenagers are 15 or 16 they are tired of wearing it. When there is more than one school in a town, a school uniform can make differences and rivalries between schools worse.

**C** Music is the number one interest for British teens. But they certainly don't all like the same music! UK garage, hip-hop and new metal are all popular. Teenagers love going out too. However, finding somewhere to go isn't always easy. Pubs and clubs have strict rules for under 18-year-olds in Britain. It's no surprise that British teenagers spend more time online than European or American teens and use chatrooms to make a new friend.

**D** In Britain, teenagers judge you by the shirt or trainers you are wearing. Forty per cent of British teenagers love Nike 110s (trainers that cost \$110), but not for sport – for posing!

**E** Fifty per cent of teenagers in Britain say they have been bullied because of their race, looks, accent, intelligence or for no reason at all. Sixteen teenagers in Britain kill themselves every year because of bullying, a problem now called "bullycide".

**F** Teenagers in Britain worry about their looks and their weight, like in many other western countries. Two-thirds of girls in Britain are on a diet, although only one in eight of them is overweight!

**G** Like teenagers all over the world, British teenagers love to chat. The mobile phone is an essential thing for most British teenagers. More than 90 per cent of 12 to 16-year-olds have one. Many experts believe that mobiles stop teenagers spending money on cigarettes and sweets.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

14POINTS
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II) Word formation.

### Thomas Alva Edison

Thomas Edison was an American inventor and \_\_\_\_\_(1) (**business**). He developed many devices that \_\_\_\_\_(2) (**great**) influenced life around the world, including the phonograph, the motion picture camera, and the electric light bulb.

Edison was the seventh child in his family. He went to school only for three month but didn't \_\_\_\_\_(3)(**success**). His mother, who was his closest friend. Took him for home \_\_\_\_\_(4) (**educate**). For him the mother was always the person who he couldn't disappoint. Edison got his first patent at the age of 22 for the Yes/No vote- recorder in the Washington Congress. Edison holds 1,093 US patents in his name, as well as many patents in the UK, France and Germany.

Edison's \_\_\_\_\_(5) (**remark**) inventions changed the world to the better and did a lot for mass communication and, in particular, telecommunications. These included a battery for an electric car, electrical power, \_\_\_\_\_(6) (**record**) music and motion pictures. Historians characterize Edison as a "free thinker" who is still an icon in popular culture.

1	2	3	4	5	6
---	---	---	---	---	---

<b>12POINTS</b>	
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III) Grammar test.

1. Listen! He ... the saxophone.  
a) am playing b) plays c) is playing
2. He always ... his niece with her homework.  
a) help b) helped c) helps
3. I am afraid he ... already his chance.  
a) missed b) has missed c) have missed
4. I ... my chance two days ago.  
a) tried b) have tried c) am trying
5. The concert ..... at 9 o'clock. Do you want to go to dinner before that?  
a) is starting b) will start c) has started
6. We ..... to the cinema tomorrow night. Why don't you join us?  
a) are going b) will go c) went
7. Jane ..... at her dad's restaurant every Friday.  
a) works b) has worked c) is working
8. Mum bought Dad a pair of .....shoes for birthday.  
a) leather Italian b) Italian leather c) Italy leather
9. This dish is delicious and doesn't take ..... time to prepare.  
a) much b) many c) lots
10. Emily's family moved to Spain from ..... UK when she was still a baby.  
a) – b) the c) an
11. Mam, .... I have a Mars bar?  
a) may b) need c) can
12. People ... keep the law.  
a) may b) must c) shall
13. Wake up! You ... for ten hours already.  
a) are sleeping b) have slept c) have been sleeping
14. When Mark arrived, the Johnsons ... dinner.  
a) was having b) have had c) were having

<b>14POINTS</b>	
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IV) Answer the questions.

1. What's the name of the most famous clock in Britain?

a) Big Albert, b) Big Stephen, c) Big Wren, d) Big Ben.

2. Where is the official residence of the Queen?

a) Chatham House, b) Regent Palace, c) Westminster Palace, d) Buckingham Palace.

3. What is the emblem of Wales?

a) Rose, b) Leek, c) Thistle, d) Shamrock.

4. What is the most ancient monument in Great Britain?

a) the Lower West Gate, b) Stonehenge, c) Hadrian's Wall, d) the Tower Gate.

5. Guy Fawkes is ... .

a) a national hero of Britain, b) a poet,

c) a famous historian, d) the man who wanted to set fire to the House of Parliament.

**10POINTS**

V) Write your opinion why some people pay much attention to their appearance. What is your attitude towards fashionable clothes?

Use 100– 120 words in your composition.

**20POINTS**

**TOTAL 70 POINTS**

**KEYS:**

I.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
F	A	G	B	E	C	D

**14POINTS**

II.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
business man	greatly	successful	education	remarkable	recorded

**12POINTS**

III.

1. c) 2. c) 3. b) 4. a) 5. a) 6. a) 7. a) 8. b) 9. a) 10. b) 11.a) 12. b) 13. c) 14. c)

<b>14POINTS</b>	
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IV.

1. d (Big Ben)
2. d ( Buckingham Palace)
3. b (Leek)
4. b (Stonehenge)
5. d (the man who wanted to set fire to the House of Parliament)

<b>10POINTS</b>	
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V. Composition

<b>20POINTS</b>	
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**TOTAL 70 POINTS**

## **English Contest 2**

***Задание 1. Переведите приведенный ниже текст, используя словарь.***

### **Farm machinery**

Farm machinery is the machinery that is used on farms to assist with farming work. Previously, hand-held implements and animal-drawn machinery were used. In modern times, mechanized farming is the norm. Electric or fuel-powered machinery carry out most of the tasks that were once carried out by men and animals.

Using machinery is less time-consuming and more cost-effective than working by hand or using tools like scythes or animal drawn plows. Advances in farm machinery has revolutionized the farming industry. Whether it is a family farm, an organic farming enterprise or a commercial farming endeavor, a wide range of farm machinery is used. Commercial farming uses more sophisticated farming equipment than the other two.

Modern farming is not only mechanized, it is also computerized. Farmers routinely use satellite imagery, GPS guidance and electric sensors in their farming work. Advanced farming machinery reduces waste and ensure a more profitable use of seeds, fertilizer, irrigation and fuel. It has improved the production and transport of farm produce.

The most common and well-known farm machinery would be the tractor. Tractors are used to pull a variety of farm machines and equipment. Farm machinery used for soil cultivation includes the plow, the power tiller, the spike, drag and disk harrows, the chisel plow, the cultivator, the spading machine and the rock picker. These machines clear the land of stones and weeds, and loosen the soil in readiness for planting.

***Задание 2. Найдите в тексте и выпишите ответы на следующие вопросы.***

1. What is farm machinery?
2. What is more time-consuming and less cost-effective: using machinery or using tools like scythes or animal drawn plows?
3. What is the most common and well-known farm machinery?
4. What are tractors used for?
5. What is used for soil cultivation?

### 4.3 Материалы оценочных средств для промежуточной аттестации - зачета

There are 60 multiple-choice questions in the test. Choose the correct answer A, B, C or D.

Time limit: 30 minutes

1. Maria and Fernando ..... Spanish.  
A is    B isn't    C are    D am
2. They've got three ...  
A child's.    B childrens    C children    D child.
3. There's ... pencil on the table.  
A a    B two    C some    D an
4. I've got two sisters. ... bedroom is very big.  
A His    B Your    C Their    D Her
5. ... are you from?  
A Where    B What    C When    D Who
6. This is my book. ... are your books on the table.  
A This    B That    C It    D Those
7. ... are twenty students in my class.  
A They    B There    C We    D It
8. There's a blackboard in the classroom but there aren't ... shelves.  
A any    B some    C a    D the
9. My parents have got blue eyes but my ... hair is black.  
A father    B fathers    C fathers'    D father's
10. ... you got any apples?  
A Has    B Have    C Is    D Do
11. They speak English but they ... speak French.  
A don't    B do    C does    D doesn't
12. ... he play the guitar?  
A Do    B Does    C Is    D Don't
13. I ... up at 7 o'clock.  
A usually get    B get sometimes    C get often    D get usually
14. We like him but he doesn't like ...  
A we.    B he    C they.    D us.
15. She ... a black T-shirt today.  
A wears    B doesn't wear    C is wearing    D are wearing
16. She ... a black T-shirt today.

A wears    B doesn't wear    C is wearing    D are wearing.

17. I don't like ... football.

A play    B playing    C to playing    D doing

18. My friend, Jack, ... at school yesterday because he was ill.

A isn't    B was    C were    D wasn't

19. Where ... last night?

A did you go    B do you go    C you go    D does she go

20. What ... to do next weekend?

A do you go    B are you going    C are you doing    D did they go

21. She ... the piano very well.

A does    B can play    C play    D can

22. We usually go to the disco on Saturdays but we... today.

A don't go    B doesn't go    C isn't going    D aren't going

23. ... tennis with us tomorrow?

A Are they playing    B Do we play    C You are doing    D Does he do

24. She's more ... than her sisters.

A big    B baller    C oldest    D intelligent

25. London is the ... city in Britain.

A most expensive    B more expensive    C bigger    D beautiful

26. I ... to Warsaw last week.

A go    B was    C went    D am not going

27. Her Spanish is very good. She speaks it very ...

A badly.    B good.    C quickly.    D slowly.

28. We ... a coffee in the café when we saw Tom.

A had    B was having    C are having    D were having

29. The music is very loud, Bob. ... it down, please.

A Turned    B Turning    C Turn    D Don't turn

30. You ... take your passport when you travel to another country.

A must    B should    C mustn't    D don't have to

31. We ... you next week.

A see    B will see    C is going to see    D is seeing

32. If she ... the exam, she'll go to university.

A is passing    B will pass    C passes    D won't pass

33. I'll buy ... milk if I go to the supermarket.

A a    B an    C some    D any

34. ... you ever met a famous person?  
 A Has    B Do    C Did    D Have
35. They've never ... to a rock concert.  
 A saw    B seen    C gone    D been
36. It's not my bag. It's ...  
 A hers.    B her.    C him.    D mine.
37. He hasn't phoned ...  
 A just.    B already.    C ever.    D yet.
38. I'm not hungry. I ... had lunch.  
 A have yet    B have just    C already have    D just have
39. You don't ... go now. You can go tomorrow.  
 A must    B mustn't    C have to    D have
40. This is the best chocolate in the world. It ... in Switzerland.  
 A were made    B is made    C makes    D made
41. The book ... in 1954.  
 A is written    B were written    C was written    D wrote
42. If you see a snake, ...  
 A 'll run!    B running!    C to run!    D run!
43. At school last year I ... wear black shoes.  
 A must    B mustn't    C have to    D had to
44. This jacket is .... It's too short for me.  
 A not long enough    B long enough    C enough long    D too long
45. It's ... beautiful day. Let's go out.  
 A so    B such    C such a    D very
46. The film ... already started when we got to the cinema.  
 A has    B was    C have    D had
47. If you went to bed earlier, you ... so tired.  
 A wouldn't feel    B will feel    C would feel    D didn't feel
48. They ... live in Buenos Aires before they went to Madrid.  
 A were    B used to    C had used    D use to
49. She said she ... at 9 o'clock.  
 A was coming    B coming    C come    D has come
50. I'm not sure if I'll go to the party. I ... stay at home.  
 A must    B has to    C mustn't    D might
51. That's Mr Thomson. He's the teacher ... gives us a lot of tests.

A when    B which    C who    D where

52. They don't live here, ...

A don't they?    B do they?    C are they?    D aren't they?

53. I ... for three hours. I haven't finished it yet!

A read    B have been reading    C was reading    D am reading

54. I went to the supermarket ... some food.

A for to buy    B to buying    C to buy    D for buying

55. They come from Rome. They ... be Italian.

A could... B ...can    C must    D can't

56. They're late. They must ... the train.

A miss    B missing    C had missed    D have missed

57. If I ... known he was going to the disco, I wouldn't have gone.

A had    B would have    C has    D have

58. The teacher ... do the test again.

A make us    B made us    C makes    D made us to

59. A I don't want to go there again.

B ... It was horrible.

A Neither I do.    B So do I.    C Neither do I.    D So I do.

60. She asked me ... to play tennis the next day.

A do I want    B if I wanted    C do you want    D if

### ANSWER KEY

- |       |       |       |
|-------|-------|-------|
| 1. C  | 21. B | 41. C |
| 2. C  | 22. D | 42. D |
| 3. A  | 23. A | 43. D |
| 4. B  | 24. D | 44. A |
| 5. C  | 25. A | 45. C |
| 6. A  | 26. C | 46. D |
| 7. D  | 27. C | 47. A |
| 8. B  | 28. D | 48. B |
| 9. A  | 29. C | 49. A |
| 10. D | 30. A | 50. D |
| 11. B | 31. B | 51. C |
| 12. A | 32. C | 52. B |
| 13. B | 33. C | 53. B |
| 14. A | 34. D | 54. C |
| 15. D | 35. D | 55. C |
| 16. C | 36. A | 56. D |
| 17. B | 37. D | 57. A |
| 18. D | 38. B | 58. B |
| 19. A | 39. C | 59. C |
| 20. B | 40. B | 60. B |

## **5. Методические материалы**

### **5.1 Вопросы для коллоквиумов, собеседования**

#### **Тема 1.1**

##### **Международное общение. Представление и знакомство.**

1. What is your name?
2. How are you?
3. Where are you from?
4. What do you do?
5. What is your telephone number?
6. What other ways of saying «Hello» do you know?
7. What other ways of saying «How are you» do you know?
8. How do you introduce yourself in a formal situation?
9. How do people usually greet each other in Russia? What about other countries?
10. How do you like to greet people?

#### **Тема 1.2**

##### **Моя семья. Мой дом.**

1. How old are you?
2. Where were you born?
3. What is your date of birth?
4. Where do you live?
5. How many people are in your (immediate) family?
6. Do you have any brothers or sisters? If so, how old are they?
7. Do you get along well with your family?
8. Are you an only child?
9. How many brothers and sisters do you have?
10. How many (first) cousins do you have?
11. Describe the perfect family.
12. Can you describe yourself?
13. What are your household duties?
14. Who should take care of old people?
15. Where do you want to live?
16. Would you like to live in a big house?
17. What is your dream house?
18. What do you like about small towns?
19. Do you like living in the city?
20. What are some of the advantages/disadvantages of living in a city?
21. What parts of your city do you like the most?
22. Does your city have any areas with upmarket shops?
23. What is the inner city like?
24. What aspects of life in the city would you complain about?
25. What do you think should be done to improve living condition in cities?
26. In what ways are people from cities different to people from small towns?

#### **Тема 2.1**

##### **Мой день**

1. What time do you usually get up?

2. Describe your typical daily routine. (Summarize your typical day - morning, afternoon & evening.)
3. What do you do on a typical day (at university)?
4. What's the best time of day for studying?
5. When do you do most of your studying?
6. What do you usually do after you get up (or, in the morning)?
7. What part of the day do you like best? (Why?)
8. What part of your daily routine makes you the happiest?
9. What are you usually doing at this time?
10. What's your favourite time of the day? (Why? What do you do at that time?)
11. How is your life (or, your daily routine) today different to what it was when you were a child?
12. If you could make one change to your daily routine, what would it be?
13. Would you like to change anything about your daily routine right now? (If yes, what?/why?)
14. How do you think your daily routine could be improved?
15. If you had more free time, what would you do?
16. Do you get together with your fellow students after classes? (What do you do?)
17. Do you like to plan what you will do each day? (Why?/Why not?)
18. How do you plan your day?
19. What do you usually do at this time of day?
20. Do you usually do the same things at the same time each day?
21. What do you usually do for leisure or entertainment in your free time?

## **Тема 2.1**

### **Мой колледж**

1. What is the name of your college or university?
2. Where is it situated?
3. How many students go to your college?
4. How many subject are you taking this semester?
5. What is your favorite subject?
6. How did you decide which college to attend?
7. What is your typical day at college like?

## **Тема 2.2**

### **Образование**

1. What is the most difficult class you have taken so far?
2. Are you a member of any student groups? Which ones? What do you do?
3. Are there some teachers that you can learn from more easily than others?
4. What are the qualities that make you want to study for a certain teacher?
5. What do you know about educational system in Russia?
6. What do you know about educational system in Britain?
7. What comes to mind when you hear the word «education»?
8. Which high schools and colleges are the best in your country?
9. Once you graduate from a university should you stop learning?
10. What are some ways a person can continue to learn?
11. What is your favorite subject? Why do you like it?
12. Who selected the college you attend -- you or your parents?
13. What do you study?
14. What are some good ways to learn English?

## **Тема 2.3**



## **Россия**

1. What is the official name of our country?
2. What is the highest law of the Russian Federation?
3. Who is the Russian President at the moment? Who is the Prime Minister?
4. When did Russia stop being a monarchy and become a republic?
5. What is its capital? What can you say about it?
6. Can you name some other major cities of Russia?
7. Russia is the largest country in the world, isn't it?
8. Where are the Altai and the Caucasus mountains situated? What other Russian mountain chains do you know?
9. Where are the rivers Lena and Ob situated?
10. What other Russian rivers do you know?
11. What are the names of the seas around our coasts?
12. What do you know about Lake Baikal?
13. What do you think are the most important events in the history of Russia?
14. Can you name any famous people of Russia? Who are they? What are they famous for?
15. What symbols of Russia do you know?
16. What do you know about the Russian national flag? Say why white, blue and red have always been symbolic colours in Russia and what they symbolize.

## **Мой родной край.**

1. Where are you from?
2. Where is your hometown located?
3. Is it easy to travel around your hometown?
4. What do you like about it?
5. What do you not like about it?
6. What do people in your town do?
7. How could your hometown be improved?
8. How often do you visit your hometown?
9. Has your hometown changed much since you were a child?
10. Do you think you will continue living there for a long time?
11. Is your hometown famous for anything?
12. What is the population of your hometown?
13. What do people in your hometown do?

## **Тема 3.1**

### **Сельское хозяйство России**

1. Is it possible to grow different food, fodder and industrial crops in our country?
2. Grain-growing is the basis of agricultural production in Russia, isn't it?
3. What grain crops predominate in Russia?
4. Where do farmers cultivate maize?
5. What makes possible to grow a wide assortment of vegetables in Russia?
6. What can you say about melon crops?
7. What industrial crops are grown in our country?
8. What can you say about the geography of sugar beet cultivation?
9. What crop predominates among oil bearing crops?
10. What is necessary to make Russian farming more efficient?
11. Does Russian climate favour the development of agriculture?
12. Is Russia rich in natural resources necessary for agriculture, such as fresh water, rich soil?

13. Who must own (владеть) farmland in the country? Why?
14. How does agriculture influence the environment?
15. How can farmers raise the level of agricultural production in the country?

### **Тема 3.2**

#### **Моя будущая профессия**

1. What do you do?
2. What is your dream job?
3. What work is common in your city/area/country?
4. What is your general view about work? Why?
5. Do you find your future profession interesting?
6. Does your future profession give you a chance to earn a living?
7. Do you follow your choice or parents' advice?
8. Do you devote yourself to studies?
9. What are your career plans for the future?
10. Would you ever like to have your own business or do you prefer working for a big company?

### **Тема 3.3**

#### **Чемпионаты World Skills International**

1. When and where was the first WS Competition held?
2. What are the main areas of WS Competition?
3. What is the aim of WS movement?
4. What kind of organization is Worldskills, profitable or non-profitable?
5. What is the main goal of this international organization?
6. Why was it necessary to establish such organization?
7. When and where was held the first Worldskills competition?
8. How many countries and regions are the members of Worldskills?
9. What are the main areas of Worldskills?
10. How can you characterize Worldskills?

### **Тема 3.4**

#### **Виды транспорта.**

#### **Классификация автомобилей.**

#### **Сельскохозяйственная техника.**

1. How do the people usually travel from place to place?
2. What is the fastest kind of transport?
3. What is the most comfortable kind of transport?
4. What kind of transport do you prefer and why?
5. How do you get to the University?
6. How do you and your family like to travel?
7. What kind of transport is more comfortable?
8. How often do you go by train/ plane/ tube/ bus/ ferry?
9. What types of cars can you name?
10. What kind of car do you prefer?
11. What are the newest types of cars?

### **Тема 3.5**

#### **Общее устройство автомобиля.**

## **Техобслуживание.**

1. What are the main parts of an automobile?
2. What is the function of the engine?
3. What systems does the engine include?
4. What does the chassis consist of?
5. What are the main types of maintenance?
6. Why is maintenance important?
7. What is the function of preventive maintenance?
8. Which activities does it include?
9. Why should we take care of any minor concerns as soon as possible?
10. What should a driver do to keep the engine in a good shape?
11. Do we need to undertake anything if the fuel filter is dirty?
12. What fault device can cause loss of engine power and increased fuel consumption?

## **Тема 3.6**

### **Автомобили и окружающая среда.**

1. Do you think cars should be banned from city centers? How has the world changed since you were a child? (technology, values, environment, health)
2. What are some types of pollution?
3. What are some ways that you can reduce pollution in this country?
4. What can you do to make this world a better place?
5. Do you know about any anti-pollution programs in your region?
6. If you could choose one alternative energy source to develop which one would you choose? Why?
7. Should governments restrict engine sizes to protect the environment?

## **5.2 Ролевая игра**

### **Ролевая игра «О себе и о семье»**

**1.1 Концепция игры** Студент из России по приглашению английской семьи прилетел в столицу Великобритании Лондон. Его английские друзья задают ему вопросы про семью, про дом про увлечения и отвечают на встречные вопросы.

**1.2 Роли:** Студент из России  
Семья из трех человек, принимающая сторона.

**1.3 Ожидаемый результат** Закрепление речевых навыков, повторение лексики по теме, контроль грамматического материала: общие, специальные и альтернативные вопросы, сравнительная степень прилагательных, множественное число существительных, конструкции there is /there are.

### **Ролевая игра «Аренда комнаты»**

**1.1 Концепция игры** Студент собирается арендовать комнату. Он изучает объявления об аренде комнат и звонит по одному из них. В процессе разговора по телефону участники игры должны обсудить следующие вопросы:

2. Студент – узнать как можно больше информации о комнате; договориться о встрече; выяснить, как проехать к дому.

- Владелец комнаты – описать комнату; ответить на все интересующие студента вопросы; договориться о встрече; объяснить, как проехать к дому.

**1.2 Роли:** студент, желающий арендовать комнату;  
владелец комнаты.

**1.3 Ожидаемый результат** Закрепление речевых навыков, повторение лексики по теме, контроль грамматического материала: общие, специальные и альтернативные вопросы, конструкции there is /there are, предлоги места, направления и времени.

### **Ролевая игра «Любимый вид спорта»**

**1.1 Концепция игры-** студент из России общается с другом из Англии. Друзья обсуждают любимые виды спорта, рассказывают как давно занимаются спортом, почему выбрали именно этот вид спорта, как часто тренируются, принимают ли участие в соревнованиях. Обсуждаются также самые популярные виды спорта в России и в Англии

**1.2 Роли:** студент из России, студент из Англии.

**1.3 Ожидаемый результат** Закрепление речевых навыков, повторение лексики по теме

### **Ролевая игра «Заседание Пиквикского клуба»**

**1.1 Концепция игры** Мистер Пиквик собирается посетить Россию и по крупицам собирает информацию о ней. Члены клуба, мистер Тамплин и мистер Стоун высказывают свое мнение о России. Показывают карты и фотографии, и наконец, намечают маршрут путешествия председателя клуба. Мистер Тамплин очень импульсивен, он старается отговорить Мистера Пиквика, используя выражения:

I am afraid that...

Be careful

It is a wild country

so cold, so big

a lot of bears.

Мистер Стоун старается понять желание мистера Пиквика посетить России и использует выражения:

I suppose.....

any traditions and customs

So interesting

Tasty food

A lot of trade opportunities.

Идет диалог – обмен мнениями. Самый сильный студент исполняет роль мистера Пиквика. Он колеблется, задает вопросы о России. В заключительной части игры обсуждаются города, места и регионы России, куда следует поехать. Студенты используют выражения:

First I go to....

then by plane I'll travel to.

There I'll see....

After that I'll take a train...

I'd like to finish my trip.....

**1.2 Роли:** Мистер Пиквик, председатель Пиквикского клуба.  
мистер Тамплин и мистер Стоун, члены Пиквикского клуба.

**1.3 Ожидаемый результат:** совершенствование языковых умений, контроль применения изученного материала в новых ситуациях общения.

### **Ролевая игра «В Москву на каникулы»**

**1.1 Концепция игры** Работа в парах, с использованием выражений: "want to" и "would like to". Студент из англоговорящей страны хочет прилететь в Москву на каникулы и желает подобрать для себя наиболее оптимальный вид сити-тура.. Другой студент — туристический гид, который советует посетить наиболее выдающиеся достопримечательности Москвы.

**1.2 Роли:** туристический гид и турист, приехавший в Москву на 1 день.

**1.3 Ожидаемый результат:** совершенствование языковых умений, контроль применения изученного материала в новых ситуациях общения.

## **5.3 Перечень дискуссионных тем для круглого стола (дискуссии, полемики, диспута, дебатов)**

### **Тема Моя семья.**

Are friends more important than family? What do you think?  
What makes a person a good friend, a friend for life, a life mate.  
A happy family.  
What does the word 'family' mean to you?

### **Тема Мой дом.**

The Town of My Dream  
You can make one change to your country's capital city, what will you change?  
Are cities good for the environment or bad for the environment?  
Which world city do you think, would be best to live in?  
If you were city mayor, what changes would you make to your city?

### **Тема Хобби, досуг.**

Do you ever feel that you waste your free time? How? What can you do about this?  
Do you believe that the best rest is the change of activities?  
What does "leisure" mean for you?

### **Тема Образование**

Why do people go to university? To obtain job skills? To get a degree? To have a good time?  
To find a husband/wife?

What does the education system do to prepare people for work or to assist them to find jobs?  
Is it efficient?

## Тема Человек и природа

What little things do you think you could do to help protect the environment?

What difference - if any - would it make to the world if polar bears became extinct?

In some parts of the world endangered animal species are hunted because they are believed to have medicinal properties. In such cases, should local culture and traditions be respected, or should it be made illegal worldwide to hunt and consume exotic animals?

Consider the following ways of generating energy. What are the advantages and disadvantages of each one?

1. Wind power.
2. Dams.
3. Wave power.
4. Tidal power.
5. Geothermal power.
6. Solar power.
7. Biomass.

### Критерии оценки:

оценка «отлично» выставляется студенту, если содержание выступления полное, используются конкретные факты, студент демонстрирует свободное владение материалом, умение уважительно отвечать собеседнику, формулировка вопросов конкретная и четкая,

оценка «хорошо» выставляется студенту, если содержание выступления полное, используются абстрактные факты, студент демонстрирует довольно свободное владение материалом, допускает незначительные ошибки.

оценка «удовлетворительно» выставляется студенту, если содержание выступления не полное, используются абстрактные факты.

## 5.4 Тексты для чтения и перевода

### MY FAMILY

Our family is neither big nor small. It consists of my father, my mother, my brother, and me. My father, a tall man with dark short hair, is 40 years old. He works as a manager at the firm. He likes his work and spends a lot of time there. My mother, a tall and thin woman with big blue eyes and fair hair, is younger than my father, she is 38. My mother is a teacher at the secondary school. She teaches her students foreign languages: German and English. She also spends much time at school, but she finds time to cook, sew, knit, and even to help my brother and me with our homework. My brother is only 10, and he is a schoolboy.

I am 14. I am the student of the college. My college is far from our house, and it takes me half an hour to get there by bus. We are studying different subjects there, but my favourite ones are History and English. As to my appearance, I am slim and slender. My hair is fair, my eyes are blue. I look like my mother. I like to dress in a modern style. Music is my hobby. I am fond of dancing at the disco. I like to buy and read English books too. Twice a week I go to the swimming pool.

We live in Rostov-on-Don, the biggest city not only in the North Caucasus, but in the entire South of Russia. It is located on the right high bank of the Don River. We have a three-room flat in a new block of houses. There is a nice green park near our house, where we spend a lot of our free time. There are many different shops not far from our house. My brother and I often go shopping.

Our family is nice, and everybody is easy to get along with. We take care of each other. We spend much time together. Recently, we have bought a car, and now we often go down to the country

to have a rest on weekends. In the evenings, all members of our family watch TV, discuss everyday problems. Sometimes we go to the theatre or to the concert.

### **OUR FLAT.**

We live in a comfortable flat in a new house. It is on the fifth floor. It is neither large nor small. There are three rooms in it: a living room, two bedrooms. We have also a kitchen, a bathroom, and a hall. It is a great pity that we have no balcony.

Our living room is large and light because there are two wide windows in it. The walls of the room are blue, the curtains on the windows and the carpet on the floor are of the same colour. There is no much furniture there: a sofa, a table with four chairs, two armchairs, and a TV set in the corner. All the members of our family spend a lot of time there.

Our parents occupy one bedroom which is not large but very cosy. There are two beds, a wardrobe, two armchairs, and a TV set in it. There is a large thick carpet on the floor, and a nice picture on the wall above the beds.

My brother and I share another bedroom. There you can see two beds, a small desk near the window, and two chairs at the desk: for me and my brother. The bookcase is near the door. There are many books in it. Besides, we have many shelves on the walls. There is a musical centre on one of them. We have a lot of friends. And when they come to see us, we invite them into our room. We usually listen to music or play different games.

Our kitchen is big enough. As a rule, we have breakfast and dinner in the kitchen together. Our mother cooks for us, but sometimes we cook some tasty things with my brother for our parents.

The hall of our flat is not narrow. There is a big wardrobe there. And beside it there is a telephone on a small round table.

We like our flat very much.

### **THE RUSSIAN FEDERATION**

The Russian Federation is the largest country in the world. It occupies about one-seventh of the earth's surface. It covers the eastern part of Europe and the northern part of Asia. Its total area is about 17 million square kilometers. The country is washed by 12 seas of 3 oceans: the Pacific, the Arctic and the Atlantic. In the south Russia borders on China, Mongolia, Korea, Kazakhstan, Georgia and Azerbaijan. In the west it borders on Norway, Finland, the Baltic States, Belorussia, the Ukraine. It also has a sea-border with the USA.

There is hardly a country in the world where such a variety of scenery and vegetation can be found. We have steppes in the south, plains and forests in the midland, tundra and taiga in the north, highlands and deserts in the east.

There are two great plains in Russia: the Great Russian Plain and the West Siberian Lowland. There are several mountain chains on the territory of the country: the Urals, the Caucasus, the Altai and others. The largest mountain chain, the Urals, separates Europe from Asia.

There are over two million rivers in Russia. Europe's biggest river, the Volga, flows into the Caspian Sea. The main Siberian rivers – the Ob, the Yenisei and the Lena – flow from the south to the north. The Amur in the Far East flows into the Pacific Ocean.

Russia is rich in beautiful lakes. The world's deepest lake (1,600 metres) is Lake Baikal. It is much smaller than the Baltic Sea, but there is much more water in it than in the Baltic Sea. The water in the lake is so clear that if you look down you can count the stones on the bottom.

Russia has one-sixth of the world's forests. They are concentrated in the European north of the country, in Siberia and in the Far East.

On the vast territory of the country there are various types of climate, from arctic in the north to subtropical in the south. In the middle of the country the climate is temperate and continental.

Russia is very rich in oil, coal, iron ore, natural gas, copper, nickel and other mineral resources.

Russia is a parliamentary republic. The Head of State is the President. The legislative powers are exercised by the Duma.

The capital of Russia is Moscow. It is its largest political, scientific, cultural and industrial centre. It is one of the oldest Russian cities.

## **STATE SYSTEM OF THE RUSSIAN FEDERATION**

The Russian Federation is set up by the Constitution of 1993. Under the Constitution Russia is a presidential republic. The federal government consists of three branches: legislative, executive and judicial. Each of them is checked and balanced by the President.

The legislative power is vested in the Federal Assembly. It consists of two chambers. The Upper Chamber is the Council of Federation; the Lower Chamber is the State Duma.

Each chamber is headed by the Speaker. Legislation may be initiated in either of the two chambers. But to become a law a bill must be approved by both Chambers and signed by the President. The President may veto the bill.

The President is commander-in-chief of the armed forces, he makes treaties, enforces laws, appoints ministers to be approved by the Federal Assembly.

The executive power belongs to the Government which is headed by the Prime Minister. The first action of the Prime Minister on appointment is to form the Cabinet.

The judicial branch is represented by the Constitutional Court, the Supreme Court and the regional courts.

The members of the Federal Assembly are elected by popular vote for a four-year period.

## **FARMING IN THE RUSSIAN FEDERATION**

Farming is a prime sector of agriculture in Russia. The country's natural and climatic conditions make it possible to grow many food, fodder, industrial and other crops and to supply diverse produce for the population.

Grain-growing is the basis of agricultural production in Russia. Spring wheat and winter wheat are the main grain crops in the sown area and total harvest. They are grown in many regions of the Russian Federation. Farmers obtain high wheat yields in severe natural and climatic conditions using proper cultivation methods and the best varieties. But they do not always succeed in resisting drought which is quite frequent.

Cultivation of maize in southern areas is an important source for increasing grain production in Russia. In the central belt, where there is insufficient heat, maize is grown for silage.

The country's diverse natural and climatic conditions enable farmers to grow a wide assortment of vegetables and to concentrate production in the most favourable zones. On the whole, potatoes and other vegetables grow on 5 % of the cultivated area.

Melon crops, especially watermelons, grow on large areas in the south-eastern part of the Russian Federation, because there is an abundance of sunshine and sandy soils there.

Industrial crops, such as sugar beet, sunflower and flax are of great importance for our national economy.

Sugar beet is one of the most important industrial and fodder crops in the Russian Federation. The geography of sugar beet cultivation has radically changed. While in the past the areas under sugar beet were concentrated chiefly in the Central Black Earth zone, now farmers grow it in the North Caucasus and Siberia.

Sunflower has always predominated among oil-bearing crops in Russia. It contributes two-thirds of the vegetable oil produced in the country. It is also important for animal husbandry as valuable feedstuff.

Farming in Russia is developing, but it faces many problems. Our specialists must improve land use, introduce modern cultivation methods, develop the production of high yield varieties, use up-to-date machinery in order to raise the efficiency of agriculture.



## EDUCATION IN RUSSIA

All Russian people have the right to education, but it is not only a right, it is a duty, too. Education in our country is **compulsory** and now lasts eleven years. It consists of primary **education and secondary education**.

**Primary education** starts at the age of 6 or 7 and continues for four years. After finishing primary school pupils go on to **secondary school**. The school year starts in September and ends in May. Generally, there 4 school terms with holidays up to 10 days between them. The summer holidays last from June to September.

Most schools in Russia are **comprehensive**, which take pupils of all abilities without **entrance exams**. As a rule, students go to school 5 days a week. But there are also **specialized schools**, lyceums and gymnasiums, which give **profound knowledge** in various **academic subjects**. In lyceums and gymnasiums students study 6 days a week.

After finishing the 9th form students must take 4 examinations. Then young people can choose to stay at school, enter a college or a technical school. But to **enter a university** they have to study for two more years (either at school or at college).

**Higher education in Russia**. There are many colleges and universities in our country, but it is not easy to **enter a university** or college as the **competition** is rather **fierce**. Most of the colleges and universities are **public** and students do not have to pay for their education.

After 4 years of study students can pass examinations and get a **bachelor's degree**, after 5 years a **specialist's degree** and after 6 years a **master's degree**.

There are a lot of **institutions of higher education** in our country:

- the Moscow State University (Московский Государственный Университет)
- the Linguistic University, known as Maurice Thorez Institute of Foreign Languages (Лингвистический Университет, известный как Институт иностранных языков имени Мориса Терезы)
- People's Friendship University of Russia (Российский Университет Дружбы Народов)

They are well-known not only in Russia but also abroad.

## CARS

Cars are automobiles that can transport people. It is the main **mean** of travelling for hundreds of millions of people all over the world. Cars have changed the way we live probably more than any other **invention** in history. At first only a few people had cars but after a while more and more people bought them because they **improved** the way people lived. Farmers with cars were able to bring their products to places that were farther away. The **appearance** of cities and towns also changed. More and more workers drove to their jobs and people started to move to **suburbs** outside the town centers.

Automobiles give people many jobs. Millions of people around the world work in factories where cars are produced. Millions more work at gas stations, restaurants or **motels** that travelers stop at.

However, cars also cause problems. Millions of people die in car accidents every year. Automobiles **pollute** the air that we breathe and parking space in cities is **scarce** because everyone wants to use their cars to get to city centers.

## HOW CARS WORK

Cars are very complicated machines and all systems in them work together. They power a car, control and steer it and make it comfortable for people to drive in.

The engine.

The heart of every car is its engine. It produces the power that turns the wheels and electricity for lights and other systems.

Most automobiles are powered by an internal combustion engine. Fuel, usually gasoline or petrol, is burned with air to create gases that expand. A spark plug creates a spark that ignites the gas and makes it burn. This energy moves through cylinders in which pistons slide up and down. They are attached to rods that move a crankshaft. Normal car engines have four to six cylinders but there are also models with eight and sixteen cylinders. The turning movement is passed through the drivetrain to the drive wheels.

## FUEL SYSTEM

The fuel system pumps petrol from the tank to the engine. Older cars used to have **carburetors** that mix **fuel** with air and send the gas to the engine. Some cars have a special **fuel** injection system that **sprays** petrol into the engine. Modern cars have **turbo chargers** that **suck** in extra air and **therefore** create more power.

## DRIVETRAIN

The engine and all parts that carry power to the wheels are called the **drivetrain**. It includes the **transmission, drive shaft, differential**, the **axles** and the **drive wheels** that move the car. While most cars have drive wheels in the front, some have them in the back. Cars that need to drive over all kinds of ground have a **four-wheel drive**.

The **transmission** controls the speed and **torque**. When a car travels at a normal speed on a flat road it does not need so much **torque** to keep it moving, but when you want to start a car from a hill the engine must produce more power. **Gears** control speed and power of the engine in different driving conditions.

In cars with **manual transmission** you have to change gears by pressing down the **clutch** with your foot and moving a **lever**. Cars with **automatic transmission** change **gears** without control by the driver. Lower gears give the car more **torque** and speed. When the car moves faster the **transmission shifts** to higher gears.

The **driveshaft** carries the power to the **axle** which is **connected** to the wheels. It has several **joints** which make the **axle** and wheels **moveable** as the car drives on **uneven** and **bumpy** roads.

The **differential** is **connected** to the rear end of the driveshaft. It lets the wheels turn at different speeds because in curves the outer wheels must travel a greater distance than the inner ones.

## STEERING SYSTEM

The **steering** system controls the front wheels. Turning the steering wheel makes them point to the left or right. Most cars have power steering; a hydraulic system makes it easier for the driver to turn the wheels.

### Brake system

The brake system slows down or stops the car. **Brakes** operate on all four wheels. There are two basic types of brakes: **drum** or **disc brakes**. In both cases a **friction pad** is pressed against a **drum** or **disc** with the help of a hydraulic system.

All cars have **emergency** hand brakes which you use if the hydraulic system **fails**. It is also called a parking brake because you use it to stop a **vehicle** from rolling down a hill. Antilock braking systems (ABS) keep the wheels turning when you step on the brakes. This computer-controlled system **prevents skidding** if you are on a **slippery** road

## SUSPENSION SYSTEM

The **suspension** system supports the **weight** of the car. It has wheels, **axles, tires** and **springs**. Most cars have **shock absorbers** to **guarantee** a **smooth** ride. **Springs** are between the **axles** of the wheels and the body of the car. They allow each wheel to move up and down on its own. The tires

also help to make driving **smoother**. They are built so that they give the car **grip** on roads in all conditions.

## EXHAUST SYSTEM

When a car burns **fuel** gases are produced. They must be **removed** so that new **fuel** can be burned. The **pistons** in the engine's cylinders force gas out of the engine. It passes through a **muffler** into **tail pipes**. The muffler also keeps the car running quietly. For about thirty years cars have been **equipped** with a **catalytic converter**. It **reduces pollution** by **converting** harmful gases into carbon dioxide and water

## COOLING SYSTEM

Burning **fuel** inside a car's engine **creates** a lot of heat. Most of it has to be removed by a cooling system. **Liquid** cooling systems have a mixture of water and chemicals. A water pump **forces** this mixture to flow between the cylinders of the engine. The hot water is then pumped through a **radiator** where the air carries away the heat.

## LUBRICATION SYSTEM

Oil is important for an engine to work. It **flows** through the moving parts so that the metal does not **rub** against other metallic pieces. Without **lubrication** the metal would become too hot and the engine would be destroyed.

Oil is **stored** in an oil tank at the bottom of the engine. From there it is pumped around the engine. A filter **removes dirt** from the oil so that it won't do any **damage** to engine parts. After you have driven a certain number of kilometers you must change the oil and the oil filter.

## DASHBOARD

The **dashboard** has many instruments that show you how fast you are moving, the **amount** of petrol that is left in the tank, the oil temperature and some other information.

## BODY

The body of the car is the outer **shell** that **surrounds** the mechanical parts and the passengers inside. Most bodies are made of **steel**, although some parts are made of strong plastic or fiberglass. The body **includes** the **passenger compartment**, **hood**, **trunk** and the **fenders** which cover the wheels.

## MAINTENANCE

Any machine and device must be controlled regularly in order to avoid the risk of damage or breakdown of single parts due to long usage. Sometimes, if a proper maintenance is not done, a fault could occur, with negative consequences on the production process and on the workers' safety. The primary goal of maintenance is to avoid or mitigate the consequences of failure of equipment. This includes performing routine actions to keep the device in working order and prevent the failure before it actually occurs (preventive maintenance) or fixing equipment after breakdown (corrective maintenance). Preventive maintenance is designed to preserve and restore equipment reliability by replacing worn components before they actually fail. It includes maintenance activities such as partial or complete overhauls at specified periods, oil changes and lubrication. The ideal preventive maintenance is a combination of technical, administrative and managerial actions to prevent all equipment failure. If carried out properly, preventive maintenance can extend the life of the equipment.

Corrective maintenance, sometimes simply called 'repair', is carried out to get equipment working again. It aims at restoring the functionality of a machine so that it can continue to perform its work. This type of maintenance can be very expensive because sometimes equipment needs to be replaced, with substantial costs for the company.

Generally, maintenance is scheduled according to:

- the original equipment manufacturer's recommendations;
- codes and legislation within a country;
- consultancy advice;
- previous maintenance;
- most important measured values and performance indications.

## **AUTO MAINTENANCE**

Auto maintenance describes the act of inspecting or testing the condition of car subsystems (e.g.: engine, brakes, radiator, etc.) and replacing parts and fluids. Thanks to regular maintenance it is possible to ensure the safety, reliability and comfort of a car, while during preventive maintenance, a number of parts are replaced to avoid major damage or for safety reasons.

Car maintenance is usually scheduled according to different factors, such as the year or model of the car, its driving condition and driver behaviour. When scheduling auto maintenance, car manufacturers recommend keeping in mind some factors that may affect the functionality of car subsystems. Some of these factors are: the number of trips and the distance travelled every day; the exposure to particular climate conditions (extreme hot or cold); long-distance cruising and whether the car has to tow a trailer or other heavy loads.

Common car maintenance tasks include:

- car wash
- check or replace the engine oil and oil filters
- inspect or replace windshield wipers
- inspect tyre pressure and wear
- check wheel alignment
- check, clean or replace battery terminals
- inspect or replace brake pads and fluids
- inspect or replace air filter
- lubricate locks and hinges
- check all lights
- inspect or replace spark plugs
- tighten chassis bolts

Some tasks that have equivalent service intervals can be combined into one single service known as a tune-up. In modern cars, where electronics control most of the car's functions, the traditional tune-up has been replaced by incorporated software that takes care of the engine by constantly checking thousands of sensor signals. Completed maintenance services are then recorded in a service book which is very useful for keeping track of the car service history.

## **ELECTRIC CAR**

1. Electric cars are more efficient than cars with petrol engine. gasoline. The electric car will transform to mechanical about 60% of electric energy. At the same time the car on petrol uses fuel with efficiency in 17-20%.

2. They have no tail pipe emissions, so they are ecologically friendly.

3. Still you can't make long trips on several hundreds of kilometers on this type of car, electric cars are made generally for moving in the city.

4. Time of a total charge of the modern electric car is near 60 minutes, but usually it is necessary to charge the vehicle till some hours. Even fast and incomplete recharge requires at least 30 minutes. What should driver do during this time?

5. Electric cars cost very much. The prices of model of economy class begin from 20 or 30 thousand dollars. Tesla Model S will cost the buyer already 100 thousand.

6. In the USA you can buy an electric car with the program of leasing(лизинг) and long-term lease(аренда), but the price remains quite high. The cheapest offers begin from 200 dollars a month without taxes and additional collecting. The same Model S in 2013 could be taken in leasing for 500 dollars a month. It was necessary to bring 10% from a total cost of the car.

7. In June, 2014 Elon Musk, the head of Tesla Motors, said that any company which is engaged in development of production of own electric cars can use the technological Tesla patents. Sales of electric cars make only 1% from all sales of the automobile industry, and the situation can be changed with mass distribution of technologies.

8. High fuel price pushed people to buy electric cars. In the same way low cost of oil will increase again popularity of big SUVs. Especially it will be noticeable in the USA where the large, spending a lot of gasoline cars are more popularly than usual city models.

9. Some countries cancel taxes for those who use electric cars.

10. Battery can be discharged at low temperatures.

11. The design of electric cars doesn't provide their use in difficult conditions, such as transportation or cleaning of snow.

12. It is difficult to repair electric cars due to the lack of spare parts and qualified mechanics.

### **HYBRID ELECTRIC VEHICLE (HEV)**

1. Hybrid cars are more economic, it uses less fuel, than traditional cars for 20-25%.

2. Hybrid cars do less harm to Earth ecology. Reduction of emissions happens due to more rational fuel consumption or a full stop of consumption with the use of electric engine.

3. Hybrid cars are difficult to repair and require the help of the professional.

4. The hybrid car can go for long distance without petrol station, it has bigger range of run.

5. Hybrid has all necessary basic characteristics of traditional cars: power, good acceleration etc.

6. There is a problem of battery utilization. Their influence on environment is still unstudied.

7. Lithium-ion batteries of the hybrid engine are better than the same batteries at the electric car. They can be recharged from the petrol engine and have less weight.

8. The most part of time in the city hybrid works as the electric car.

9. Hybrid cars have a possibility of the movement only on electric motors.

10. The motor of hybrid cars works silently if the car stands still.

11. Rechargeable batteries of hybrids have limited service life and cannot maintain big difference of temperatures.

12. Because of complexity of the device of the engine purchase of hybrid cars and their repair costs dearer, than acquisition and repair of the car with the classical engine.

13. President of the Lamborghini company Stefan Vinkelman say that he doesn't want to make hybrids on models of the company. The hybrid supercar is, first of all, a compromise between the cost and weight. It is too expensive (and it is inaccessible to mass consumer), or it is cheap – but it means that in a design of the car heavy batteries are used, and it is impossible to consider it as the supercar.

14. In some countries there is the system of tax benefits for owners of hybrid cars. In the USA there is a number of tax benefits for owners of such cars, and even free parking spaces. In our country are also going to enter similar laws. In particular, reduction of duties on import of hybrid cars.

15. You can full the hybrid car on the petrol station.

## ENVIRONMENTAL PROBLEMS

Our environment is constantly changing. This is the fact we cannot deny. The way technological progress influences the environment is not the most favourable.

Today humanity is facing numerous environmental problems. If we do not pay attention to these problems right now, we may face even bigger natural disasters in the future.

### ***Pollution***

Pollution is one of the biggest problems. Plants and motor vehicles are number one pollutants. Their harmful emissions pollute the environment. Oil spills and acid rains make the World Ocean dirty.

### ***Global warming***

Global warming is the result of human activity. It is characterized by rising temperatures of the oceans and earth's surface causing rise in sea levels and melting of polar ice cover. Apart from that, floods, desertification and excessive snow are also signs of global warming.

### ***Climate change***

Global warming causes the rise of another serious problem, known as climate change. Climate change can lead to the development of other harmful effects in our life, such as occurrence of new diseases and change in seasons.

### ***Ozone layer depletion***

Ozone layer protects our planet from the sun's harmful rays. Due to atmospheric emissions of the so-called CFC's, the ozone layer depletes. This results in occurrence of the holes in the ozone layer.

Today CFC's are banned in many industries. However, we must remember that if this problem is not taken under control, harmful rays of the sun will easily penetrate the atmosphere. The biggest hole in the ozone layer is located above the Antarctic.

### **Критерии оценки:**

оценка «**отлично**» выставляется студенту, если он владеет навыками фонетического чтения (знает и применяет правила чтения); детально понимает содержание текста; умеет выделять значимую/запрашиваемую информацию; справляется со всеми заданиями к тексту.

оценка «**хорошо**» выставляется студенту, если он владеет навыками фонетического чтения (знает правила чтения, умеет исправить допущенные ошибки); понимает содержание текста за исключением некоторых деталей; умеет выделять значимую информацию; справляется с 2/3 заданий к тексту.

оценка «**удовлетворительно**» выставляется студенту, если он слабо владеет навыками фонетического чтения (не знает или не умеет применять правила чтения); понимает основное содержание текста. слабо владеет навыками детального понимания; не умеет выделять запрашиваемую информацию; справляется более чем с 1/2 (60%) заданий к тексту.

оценка «**неудовлетворительно**» выставляется студенту, если он не владеет навыками фонетического чтения (не знает правила чтения); слабо понимает содержание прочитанного; не умеет выделять значимую информацию; справляется менее чем с 1/2 (60%) заданий к тексту.

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