Минобрнауки России

Бузулукский гуманитарно-технологический институт (филиал)

федерального государственного бюджетного образовательного учреждения

высшего образования

**«Оренбургский государственный университет»**

Кафедра педагогического образования

**Фонд оценочных средств**

**по дисциплине**

*«Б.1.Б.3 Иностранный язык»*

Уровень высшего образования

БАКАЛАВРИАТ

Направление подготовки

*44.03.04 Профессиональное обучение (по отраслям)*

*Энергетика*

Тип образовательной программы

*Программа академического бакалавриата*

Квалификация

*Бакалавр*

Форма обучения

*Заочная,очная*

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Фонд оценочных средств предназначен для контроля знаний обучающихся по направлению  *44.03.04 Профессиональное обучение (по отраслям)Энергетика*

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протокол № \_\_\_\_\_\_\_\_от "\_\_\_" \_\_\_\_\_\_\_\_\_\_ 20\_\_г.

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*должность подпись расшифровка подписи*

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**Раздел 1. Перечень компетенций, с указанием этапов их формирования в процессе освоения дисциплины**

| *Формируемые компетенции* | *Планируемые результаты обучения по дисциплине, характеризующие этапы формирования компетенций* | *Виды оценочных средств/ шифр раздела в данном документе* |
| --- | --- | --- |
| ОК-5 способностью к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия | **Знать:**  - специфику артикуляции звуков, интонации и ритма нейтральной речи в немецком языке, особенности полного стиля произношения, характерные для сферы профессиональной коммуникации;  - лингвистический минимум в объеме 4000 учебных лексических единиц общего и терминологического характера, необходимого для возможности получения информации профессионального содержания из зарубежных источников;  - особенности дифференциации лексики по сферам применения (бытовая, терминологическая, общенаучная, официальная и др.);  - свободные и устойчивые словосочетания, фразеологические единицы;  - основные способы словообразования;  - основные грамматические явления, характерные для профессиональной речи и обеспечивающие коммуникацию общего характера без искажения смысла при устном и письменном общении;  - культуру и традиции стран изучаемого язык, правила речевого этикета. | **Блок А −** задания репродуктивного уровня:  тестовые вопросы,  вопросы для опроса |
| **Уметь:**  - использовать транскрипцию;  - применять лексико-грамматические средства в коммуникативных ситуациях официального и неофициального, диалогического и монологического общения;  - вести диалогическую и монологическую речь в основных коммуникативных ситуациях неофициального и официального общения, основы публичной речи (устное сообщение, доклад);  - понимать устную речь в сфере бытовой и профессиональной коммуникации;  - извлекать необходимую информацию из различного вида текстов (текстов по профилю специальности). | **Блок В** − задания реконструктивного уровня: устное индивидуальное собеседование – сообщение по УРС (учебно-речевая ситуация). |
| **Владеть:**  - навыками оформления речевых высказываний обиходно-литературного стиля, официально-делового стиля, стиля художественной литературы, научного стиля;  - лексическим минимумом общего и терминологического характера;  - навыками получения необходимой информации, находящейся в открытом доступе (из специализированного журнала, сайта в интернете и т.д.);  - основами частной и деловой переписки и оформлением стандартных  речевых произведений (аннотация, реферат, тезисы, биография). | **Блок С-**  задания практико-ориентированного или исследовательского уровня:  выполнение творческого задания |

**Раздел 2. Типовые контрольные задания и иные материалы, необходимые для оценки планируемых результатов обучения по дисциплине (оценочные средства). Описание показателей и критериев оценивания компетенций, описание шкал оценивания Блок А**

**А.0 Фонд тестовых заданий по дисциплине**, разработанный и утвержденный в соответствии с Положением.

**1.1. Mrs Jones had … .**

a) a trio; b) a treble; c) triplets.

**1.2. Mrs Vine had had … the week before.**

a) quarts; b) quads; c) a quartet.

**1.3. Twins often seem to … a generation.**

a) hop; b) skip; c) jump.

**1.4. There was a case of … twins in our town recently.**

a) Japanese; b) Chinese; c) Siamese.

**1.5. There`s a … of twins in our family – on my father`s … .**

a) story; b) geography; c) history; d) tree; e) side; f) line.

**1.6. I was … child, though.**

a) an only; b) a missing; c) a single.

**1.7. All the members of our football team are related … marriage.**

a) by; b) to; c) on.

**1.8. When Mother remarried, her second husband, my …, gave me a nice**

bicycle.

a) forefather; b) stepfather; c) grandfather.

**1.9. He said to me, ` Look, I know you`re not my own …, but let`s be friends.`**

a) flesh and blood; b) blood and guts; c) skin and bones.

**1.10. My … originated from a tribe of Red Indians.**

a) ancestors; b) ancients; c) antiques.

**1.11. Not many of my own … relatives are still alive**.

a) blood; b) skin; c) heart.

**1.12. My …-grandfather fought at the Battle of Waterloo.**

a) grand grand grand; b) great grand grand; c) great-great-great.

**1.13. My brother-in-low inherited £ 500,000 in his uncle`s … .**

a) will; b) testament; c) wishes.

**1.14. I was left £ 50 and a cat by … relative; I believe it was a … cousin – or**

perhaps it was a …-aunt.

a) a distant; b) an unclear; c) a long-distance; d) double; e) second; f) dual;

g) grand; h) great; i) large.

**1.15. Peter is an orphan; he was … at the age of two.**

a) adjusted; b) adapted; c) adopted.

**1.16. Paul comes from a broken home; he has lived with a number of …**

parents.

a) loan; b) foster; c) second-hand.

**1.17. Mary was from a single-parent family; now she`s looked after by her … .**

a) keeper; b) warden; c) guardian.

**1.18. I`m off to have Sunday lunch with my … now.**

a) outlaws; b) by-laws; c) in-laws.

**1.19. In my \_\_\_ thirties I had enough money to buy a house.**

a) early; b) low; c) young.

**1.20. My parents died when I was \_\_\_.**

a) a baby; b) young; c) small.

**1.21. I was \_\_\_ by my grandmother.**

a) trained; b) grown up; c) brought up.

**1.22. My grandmother had to \_\_\_ us with money she made working in a shop.**

a) support; b) prop; c) carry.

**1.23. Of course, we didn`t have much money, and lived in terrible \_\_\_.**

a) poor; b) poverty; c) poorly.

**1.25. Naturally, we both dreamed that one day we would live a life of \_\_\_.**

a) luxurious; b) luxury; c) luxuriously.

**1.26. As a \_\_\_, I didn`t fit in with the other kids because I didn`t have the things they had.**

a) children; b) young; c) child.

**1.27. This got worse when I became a \_\_\_.**

a) teenager; b) teenage; c) teenaged.

**1.28. I left school in my \_\_\_.**

a) middle teens; b) mid teens; c) central teens.

**1.29. My grandmother was disappointed that I had decided to \_\_\_ school.**

a) drop into; b) drop down from; c) drop out of.

**1.30. I had the \_\_\_ t go to college, but I didn`t have enough money.**

a) possibility; b) opportunity; c) opportune.

**1.31. I took \_\_\_ photography as a hobby.**

a) on; b) out; c) up.

**1.32. Helen has lived in this village since she was \_\_\_.**

a) a child; b) a youth; c) an infant; d) a toddler.

**1.33. The doctor said that this disease is common among young \_\_\_.**

a) youths; b) kids; c) babies; d) children.

**1.34. The \_\_\_ of today is very active in business.**

a) children; b) kids; c) infants; d) youth.

**1.35. They have two \_\_\_. Their son is an architect, and their daughter is a**

**student at the university. She`s going to be a doctor.**

a) infants; b) kids; c) children; d) youths.

**1.36. Mt daughter is just a \_\_\_. She has just learnt to walk.**

a) kid; b) child; c) toddler; d) infant.

**1.37. They are just \_\_\_. Don`t judge them too strictly.**

a) infants; b) toddlers; c) kids; d) youths.

**1.38. During the match, the police arrested several \_\_\_ who were fighting.**

a) children; b) kids; c) infants; d) youths.

**1.39. “How are your \_\_\_?” – “Just fine! Thank you.”**

a) infants; b) youths; c) kids; d) toddlers.

**1.40. A newborn \_\_\_ was brought into the room.**

a) kid; b) baby; c) toddler; d) infant.

**1.41. In most countries of the so-called third world there is a high rate of \_\_\_**

**mortality.**

a) infant; b) kid; c) youth; d) toddler.

**1.42. “How old is your \_\_\_?” – “Oh, she`s just a three-month-old \_\_\_.”**

a) kid … baby; b) kid … infant; c) infant … youth; d) child … toddler.

**1.43. My sister is expecting a \_\_\_.**

a) a baby; b) a child; c) an infant; d) a youth.

**1.44. In the 1950s, \_\_\_ culture began in the US. \_\_\_ began to have separate**

**culture from their parents.**

a) youth … Kids; b) youth … Teenagers; c) children … Kids; d) children

… Teenagers.

**1.45. In the campus we saw a group of college \_\_\_.**

a) youths; b) toddlers; c) infants; d) kids.

**1.46. At the weekend I`m going to take the \_\_\_ to the countryside.**

a) children; b) kids; c) infants; d) toddlers.

**1.47. In his \_\_\_, he travelled a lot**.

a) child`s age; b) infant`s age; c) youth; d) kid`s time.

**1.48. She has no brothers or sisters. She`s the only \_\_\_.**

a) youth; b) infant; c) child; d) baby.

**1.49. We are all \_\_\_ of the nuclear age.**

a) kids; b) children; c) infants; d) toddlers.

**1.50. My elder sister is \_\_\_ teacher. She works at a primary school.**

a) an infant; b) a children; c) a child`s; d) childish.

**1.51. He is the \_\_\_ of the family. His two sisters are much older than he.**

a) child; b) kid; c) baby; d) infant.

**1.52. His parent died when he was very young. He was raised in a \_\_\_ home.**

a) children`s; b) kid`s; c) infant`s; d) youth`s.

**1.53. In the \_\_\_ I saw two \_\_\_.**

a) baby carriage … babies; b) baby buggy … babies; c) child`s carriage …

children; d) child`s buggy … children;

**1.54. \_\_\_ in our country leaves much to be desired.**

a) Children; b) Childcare; c) Childish; d) Childlike.

**1.55. My sister has a part-time job as a \_\_\_.**

a) baby-sitter; b) childcare; c) baby-minder; d) baby carriage.

**1.56. In the nest the children saw a few \_\_\_ birds.**

a) kid; b) baby; c) babyish; d) infant.

**1.57. We use the proverb “A burnt \_\_\_ dreads the fire” when we speak about**

**people who are afraid of everything without having any grounds for their fear.**

a) infant; b) child; c) children; d) baby.

**1.58. It`s \_\_\_ to cry about having a tooth out at your age!**

a) childlike; b) babyish; c) babylike; like children.

**1.59. Suddenly we heard a \_\_\_ voice.**

a) childish; b) childlike; c) childhood; d) children`s.

**1.60. My younger brother is in the \_\_\_ class. He is six years old.**

a) children`s; b) infants`; c) kid`s; d) child`s.

**1.61. Mozart was \_\_\_ prodigy: he composed a symphony at the age of seven.**

a) a kid; b) a youth; c) an infant; d) a child.

**1.62. Measles is a very dangerous \_\_\_ disease.**

a) kid; b) infant; c) childhood; d) youth.

**1.63. He is so \_\_\_, so optimistic, so sincere.**

a) child; b) childish; c) childlike; d) children`s.

**1.64. In his \_\_\_, when he was just a few months old, he had some dangerous**

**disease and became an invalid.**

a) infanthood; b) babyhood; c) babyish; d) toddlerhood.

**1.65. Don`t ask me about the building contract – that`s Robert`s \_\_\_.**

a) kid; b) infant; c) toddler; d) baby.

**1.66. We use the phrase “through the \_\_\_ out with the bath water” when we**

**mean losing the most important part of something when getting rid of the unwanted**

**part.**

a) kid; b) infant; c) toddler; d) baby.

**1.67. After the party we went \_\_\_.**

a) home; b) house.

**1.68. Our new \_\_\_ is beginning to look more like a real \_\_\_.**

a) home … house; b) house … home.

**1.69. Do you live in a \_\_\_ or in a flat?**

a) home; b) house.

**1.70. Does your company produce goods for the \_\_\_ market or for export?**

a) home; b) house.

**1.80. There has been a rise in \_\_\_ prices.**

a) home; b) house.

**1.81. What`s your \_\_\_ address?**

a) home; b) house.

**1.82. A lot of goods were stored in the \_\_\_.**

a) warehouse; b) warehome.

**1.83. The \_\_\_ of Windsor is the British royal family.**

a) Home; b) House.

**1.84. Windsor Castle is one of the official \_\_\_ of the British royal family, in the**

**town of Windsor.**

a) homes; b) houses.

**1.85. Longman is one of the well-known British publishing \_\_\_, which produces**

**a lot of English textbooks and dictionaries.**

a) homes; b) houses.

**1.86. The proverb “There is no place like \_\_\_” means that your own country is**

**the nicest place to live in.**

a) home; b) house.

**1.87. The \_\_\_ Representatives did not approve the bill and voted against it.**

a) Home; b) House.

**1.88. It`s late. They must have gone \_\_\_.**

a) home; b) house.

**1.89. He was born under the \_\_\_ of Lion.**

a) Home; b) House.

**1.90. They used to have a happy \_\_\_ life in the villa by the sea.**

a) home; b) house.

**1.91. This new building will \_\_\_ the Department of Biology.**

a) home; b) house.

**1.92. China is the \_\_\_ of tea.**

a) home; b) house.

**1.93. It`s not easy to keep \_\_\_.**

a) home; b) house.

**1.94. Canada is the \_\_\_ of hockey.**

a) home; b) house.

**1.95. A lot of families in the village \_\_\_ the people who had suffered from the**

earthquake.

a) homed; b) housed.

**1.96. A lot of \_\_\_ are being built in our city.**

a) homes; b) houses.

**1.97. My aunt likes \_\_\_ plants. She has a lot of them. You can see hem**

everywhere in her \_\_\_.

a) house … house; b) house … home; c) home … house; d) home … home.

**1.98. You don`t have to worry about catering. Lunch and coffee are on the \_\_\_.**

a) home; b) house.

**1.99. They`ve bought a \_\_\_ in the countryside and made it a charming \_\_\_.**

a) home … house; b) house … home; c) house … house; d) home … home.

**1.100. When we changed the furniture in the flat, it was beginning to feel like\_\_\_.**

a) home; b) house.

**1.101. I came up nearer. In the window I saw the advertisement “Attractive \_\_\_**

**for rent. Just for you to feel comfortable.”**

a) homes; b) houses.

**1.102. She is quite at \_\_\_ with computers.**

a) home; b) house.

**1.103. The number of people who have bought or are buying \_\_\_ is steadily**

**increasing.**

a) home; b) houses.

**1.104. She was born in Sydney, but she has made Los Angeles her \_\_\_.**

a) home; b) house.

**1.105. I asked the waiter what their \_\_\_ wine was.**

a) home; b) house.

**1.106. She left \_\_\_ at sixteen and went to New York to start a career of an actress.**

a) home; b) house.

**1.107. India is the \_\_\_ of elephants.**

a) home; b) house.

**1.108. Each company has its own \_\_\_ style of writing official letters.**

a) home; b) house.

**1.109. “Are they hospitable people?” – “Yes, they keep open \_\_\_.”**

a) home; b) house.

**1.110. You can live in my flat while I`m away on holidays. Make yourself at \_\_\_.**

a) home; b) house.

**1.111. The British parliament consists of two parts – the \_\_\_ of Lords and the\_\_\_**

**of Commons.**

a) Home … House; b) House … House; c) Home … Home.

**1.112. Is he at \_\_\_ from work yet?**

a) home; b) house.

**1.113. The performance was a great success. The \_\_\_ was full. All tickets had**

**been sold long in advance.**

a) home; b) house.

**1.114. I don’t feel like going out. Let’s stay at \_\_\_.**

a) home; b) house.

**1.115. We are going to move \_\_\_ next week.**

a) home; b) house.

**1.116. I prefer \_\_\_ cooking.**

a) home; b) house.

**1.117. We saw a hen \_\_\_ at a distance of a about two hundred metres.**

a) home; b) house.

**1.118. We’ve got a large vegetable garden in the countryside. We eat \_\_\_-grown**

**vegetables.**

a) home; b) house.

**1.119. They bear their burden by themselves and do not let other people intrude**

**into their \_\_\_.**

a) home; b) house.

**1.120. They had a nice, cultured \_\_\_.**

a) home; b) house.

**1.121. They live in a(n) … house which stands by itself in a field.**

a) attached; b) detached; c) detaching; d) semi-detached.

**1.122. Having made his fortune he now … in great luxury in a large house in the**

**country.**

a) dwells; b) inhabits; c) leaves; d) lives.

**1.123. My brother lives on the eleventh floor of that … of flats.**

a) block; b) building; c)house; d) tower.

**1.124. His house is nothing out of the …, it`s just an average four-roomed house.**

a) normal; b) ordinary; c) typical; d) usual.

**1.125. Going down the street, she walked past a long … of houses, all exactly**

**alike.**

a) queue; b) rank; c) row; d) train.

**1.126. In the village he was looked up to as the lord of the … .**

a) castle; b) fortress; c) manor; d) tower.

**1.127. He keeps all his tools and do-it-yourself equipment in a … in the garden.**

a) barn; b) hut; c) shed; d) stable.

**1.128. Our house isn`t joined to the other houses in the street: it`s … .**

a) attached; b) disconnected; c) detached; d) divided.

**1.129. We are going to … our house by building another room onto it.**

a) develop; b) extend; c) spread; d) stretch.

**1.130. The … outside the house said “PRIVATE”.**

a) advice; b) label; c) notice; d) threat.

**1.131. The … of the house were dug in June and the roof was on by December.**

a) basements; b) ground floors; c) scaffolds; d) foundations.

**1.132. When you build a house you must start by laying the … .**

a) attic; b) basement; c) cellar; d) foundations.

**1.133. The house is old and it`s in bad … .**

a) condition; b) damage; c) situation; d) state.

**1.134. She was keen to … the house to its original condition.**

a) rebuild; b) renew; c) renovate; d) restore.

**1.135. The best person to approach if you are house-hunting is an … .**

a) agent; b) clerk; c) official; d) representative.

**1.136. I would like to have a house …, but for the time being I must rent this flat.**

a) by my own; b) for my own; c) of my own; d) to my own.

**1.137. Our main concern is to raise the lodgers` … of living.**

a) capacity; b) conditions; c) degree; d) standard.

**1.138. Are you going to … your flat in Cracow while you are abroad?**

a) dispose; b) hire; c) let; d) sale.

**1.139. The … for the flat is $ 70 a week.**

a) due; b) fee; c) hire; d) rent.

**1.140. We are … into our new flat next week.**

a) arriving; b) entering; c) moving; d) transporting.

**1.141. Could we both stay at you flay? Have you got enough … ?**

a) area; b) place; c) room; d) space.

**1.142. … a flat with someone is cheaper than living on your own.**

a) Dividing; b) Halving; c) Parting; d) Sharing.

**1.143. The … of newcomers to longstanding residents is very high in this block**

**of flats.**

a) average; b) cross-section; c) percentage; d) proportion.

**1.144. Some of the people living on the Council`s new estate decided to set up**

**a(n) … association**

a) dwellers`; b) football; c) inhabitants`; d) tenants`.

**1.145. There are several landladies approved by the university who take in … .**

a) inhabitants; b) lodgers; c) residents; d) settlers.

**1.146. The Housing Committee has decided to give … to young married couples**

**with children.**

a) preferment; b) presentation; c) prestige; d) priority.

**1.147. Homeless families … the empty houses and started to renovate and**

**redecorate them.**

a) homed; b) moved; c) squatted; d) tenanted.

**1.148. The landlord … them because they hadn`t paid their rent for three months.**

a) demolished; b) dismissed; c) evicted; d) threw out.

**1.149. A row of trees … the house from the north wind.**

a) fenced; b)prevented; c) sheltered; d) warned.

**1.150. Many old houses have an underground room called a(n) … .**

a) attic; b) cave; c) cellar; d) loft.

**1.151. People were strolling under the trees on either side of the broad …**

**through the park.**

a) alley; b) avenue; c) path; d) track.

**1.152. His flat is in the … .**

a) basement; b) cellar; c) ground; d) lift.

**1.153. He hung up his overcoat in the … as soon as he came into the house.**

a) attic; b) cellar; c) hall; d) loft.

**1.154. Some town children had never seen grass or trees and could play only in a**

**small … between their houses.**

a) field; b) garden; c) park; d) yard.

**1.155. Three stone … lead up to the front door.**

a) levels; b) stairs; c) stones; d) steps.

**1.156. It is a large building, on six …, and many families live there.**

a) flats; b) floors; c) stages; d) stairs.

**1.157. He went down to his workshop in the … .**

a) annex; b) basement; c) ground floor; d) loft.

**1.158. in this part of the country, the fields are separated by stone … .**

a) barriers; b) fences; c) hedges; d) walls.

**1.159. My address is 52 Long Street, and I live on the … .**

a) basement; b) cellar; c) ground floor; d) foundations.

**1.160. Their flat is on the top … .**

a) attic; b) floor; c) loft; d) store.

**1.161. We haven`t got a garage, so we leave our car outside in the … .**

a) drive; b) garden; c) pavement; d) porch.

**1.162. He waited in the … for the front door to open.**

a) crypt; b) inlet; c) porch; d) threshold.

**1.163. Although most of the rooms are small, the hall is … .**

a) abundant; b) extended; c) spacious; d) tiny.

**1.164. The villa has excellent … for cooking and for washing clothes.**

a) amenities; b) conveniences; c) facilities; d) utilities.

**1.165. That clock is unreliable. It’s been \_\_\_ recently.**

a) behind the times; b) keeping bad time; c) taking its time.

**1.166. It’s late. We ought to \_\_\_ and continue with the work tomorrow.**

a) make a day of it; b) make our day; c) call it a day.

**1.167. I start work early, so I usually \_\_\_ , but yesterday was an exception.**

a) keep regular hours; b) keep small hours; c) have my moment.

**1.168. I’m sorry I can’t stop for a chat, but I’m \_\_\_ at the moment.**

a) behind the times; b) in no times; c) pressed for time; d) buying time.

**1.169. The language course was excellent. I found that my English improved \_\_.**

a) day in day out; b) to a day; c) day by day.

**1.170. Bill plays golf \_\_\_, but not often.**

a) once in a blue moon; b) off and on; c) in no time at all.

**1.171. It’s going to be a busy year for us. We’ve got two major projects to finish**

**and an even bigger one \_\_\_.**

a) in the pipeline; b) at the top of the tree; c) at the end of the ladder.

**1.172. My job took a few months before I really could \_\_\_.**

a) stand my pace; b) find my feet; c) see the short-list.

**1.173. My alarm clock \_\_\_ at six o’clock.**

a) goes off; b) goes out; c) goes up.

**1.174. Even if I’m asleep, it always \_\_\_ me \_\_\_.**

a) makes … off; b) wakes … up; c) gets … up.

**1.175. Once I’m \_\_\_, I usually lie in bed for a few minutes.**

a) wake; b) woken; c) awake.

**1.176. I then \_\_\_.**

a) get off; b) get up; c) get in.

**1.177. The first thing I do is \_\_\_ a shower.**

a) make b) have c) take

**1.178. I \_\_\_ my breakfast and have a cup of coffee.**

a) make; b) do; c) prepare.

**1.179. Then I \_\_\_ my teeth.**

a) wash; b) clean; c) brush.

**1.180. After that I \_\_\_.**

a) put on; b) wear; c) get dressed.

**1.181. Next, I \_\_\_ the children to school.**

a) fetch; b) take; c) bring.

**1.182. I walk to the bus stop and \_\_\_ the bus to the city centre.**

a) catch; b) get; c) take.

**1.183. I work \_\_\_ 8 o’clock \_\_\_ half past twelve.**

a) since … until; b) from … to; c) between … and.

**1.184. After lunch, I \_\_\_ a walk in the park.**

a) take; b) go for; c) make.

**1.185. At half past three I \_\_\_ the children from school.**

a) pick up; b) collect; c) fetch.

**1.186. In the evening I like to \_\_\_ things \_\_\_.**

a) make … easily; b) take … easy; c) go slowly.

**1.187. Just before I go to bed, I \_\_\_ the cat \_\_\_.**

a) put … up; b) put … aside; c) put … out.

**1.188. I enjoy \_\_\_ in bed before I go to sleep.**

a) to read; b) reading; c) the reading.

**1.189. The last thing I do is \_\_\_ my alarm clock.**

a) set; b) prepare; c) load.

**1.190. I usually \_\_\_ at about midnight.**

a) drop out; b) drop in; c) drop off.

**1.191. It’s late. We ought to \_\_\_ and continue with the work tomorrow.**

a) make a day of it; b) make our day; c) call it a day.

**1.192. It’s twenty years \_\_\_ that we came to live here.**

a) the other day; b) to the day; c) this day week.

**1.193. Mother had a telephone call from my brother in Australia this morning.**

**She was very pleased, of course. It really \_\_\_,**

a) made her day; b) was her day; c) won her day.

**1.194. We visited Sheila this morning and she suggested \_\_ and staying for lunch**

**and afternoon tea. So we did.**

a) having a field day; b) calling it a day; c) making a day of it.

**1.195. The language course was excellent. I found that my English improved \_\_\_.**

a) day in day out; b) to a day; c) day by day.

**1.196. The bath water doesn’t run away properly; I think the … must be blocked.**

a) conductor; b) hole; c) pipe; d) tube.

**1.197. The tap was dripping because it needed a new … .**

a) rubber; b) stopper; c) washer; d) wringer.

**1.198. There is a lot of water on the floor. I think the washing machine must be…**

a) dropping; b) leaking; c) oozing; d) seeping.

**1.199. We’ll have to use the stairs as the lift is out of … .**

a) function; b) movement; c) order; d) practice.

**1.200. My washing machine has … , so I’m going to the launderette.**

a) broken down; b) gone out; c) run down; d) worn out.

**1.201. There is something … with my TV. The picture doesn’t come on.**

a) bad; b) missing; c) unusual; d) wrong.

**1.202. He has a little … next to his garage where he makes things for the house.**

a) housework; b) mill; c) workhouse; d) workshop.

**1.203. When I turned on the switch, the lights … .**

a) cracked; b) expired; c) fired; d) fused.

**1.204. I can’t open this lock; the … seems to be jammed.**

a) bolt; b) catch; c) closing; d) lock.

**1.205. I can smell gas – there must be a … somewhere.**

a) break; b) drip; c) flow; d) leak.

**1.206. My binoculars were not actually broken, they just needed … .**

a) adjusting; b) curing; c) mending; d) repairing.

**1.207. There is something wrong with my lamp, I … a shock when I tried to**

**switch it on.**

a) got; b) made; c) suffered; d) took.

**1.208. The water could not flow freely because the pipe was … .**

a) blocked; b) bolted; c) loaded; d) trapped.

**1.209. I’d like to point out that two months have … since you promised to come**

**and repair my television.**

a) elapsed; b) expired; c) lapsed; d) transpired.

**1.210. Granny is coming for lunch. Please … the room before she arrives.**

a) arrange; b) order; c) polish; d) tidy.

**1.211. The attic was thick with … as no one cleared it for years.**

a) dust; b) powder; c) rust; d) sediment.

**1.212. Will you … the beds at once! Our guests are at the door!**

a) clean; b) cover; c) make; d) smoothe.

**1.213. The house felt cold and … after weeks of bad weather.**

a) damp; b) moist; c) watery; d) wet.

**1.214. Mrs Helpful has cleaned our house from … to bottom.**

a) attic; b) first floor; c) roof; d) top.

**1.215. The only way to clean the box is to … it in soap and warm water.**

a) brush; b) polish; c) wash; d) wipe.

**1.216. Don`t forget to put the … back on the toothpaste when you have finished**

**with it.**

a) cap; b) cover; c) hat; d) lid.

**1.217. She has to work hard to keep the house … and tidy with such a big**

**family.**

a) arranged; b) neat; c) ordered; d) smooth.

**1.218. “… your feet before you come into the house,” cried Mrs Tidy.**

a) Clean; b) Polish; c) Rub; d) Wipe.

**1.219. Ask your sister if she could give me … with the washing up.**

a) an aid; b) an assistance; c) a hand; d) a help.

**1.220. When you’ve washed up, … the plates before you put them away.**

a) clean; b) dry; c) dust; d) sweep.

**1.221. Don’t leave your coat lying on the sofa like that! Hang it up by the … at**

**the back of the collar.**

a) band; b) hole; c) hook; d) loop.

**1.222. Please, close the window; there’s a terrible … .**

a) breeze; b) current; c) draught; d) headwind.

**1.223. There was a … of rubbish in the corner of the bedroom.**

a) dump; b) mass; c) pile; d) stack.

**1.224. Mike picked up a … and went out to clear the snow away from the front**

**of the house.**

a) fork; b) jack; c) rake; d) shovel.

**1.225. Do straighten that picture over the fireplace, it looks … from here.**

a) bent; b) crooked; c) inclined; d) uneven.

**1.226. Before beginning to use the paint, you should … it in the tin.**

a) roll; b) stir; c) turn; d) twist.

**1.227. Always wear goggles when spraying paint as a … against damage to your**

**eyes.**

a) prevention; b) refuge; c) restriction; d) safeguard.

**1.228. This room looks terrible, it’s such a … .**

a) disorder; b) litter; c) mess; d) rubbish.

**1.229. I think the pattern on that wallpaper has been printed … .**

a) back to back; b) face down; c) side to side; d) upside down.

**1.230. The house is in good … though it needs to be repainted.**

a) condition; b) position; c) standing; d) state.

**1.231. My brother has just had central heating … in his flat.**

a) inlaid; b) inset; c) installed; d) introduced.

**1.232. The town stands mainly on the left … of the river.**

a) bank; b) cliff; c) coast; d) shelf.

**1.233. Uncle Billy has bought a piece of … near the sea and going to build a**

**house there.**

a) country; b) earth; c) land; d) territory.

**1.234. I’m glad I chose this part of town to live in. It’s such a peaceful … .**

a) environment; b) neighbourhood; c) proximity; d) surroundings.

**1.235. Our village is …; some of the houses are very far apart.**

a) diffused; b) extended; c) scattered; d) spread out.

**1.236. Modern buildings should … with the surrounding area.**

a) blend in; b) join in; c) match; d) suit.

**1.237. Since they built the car factory, a lot of new houses have … in the district.**

a) hopped up; b) jumped up; c) leapt up; d) sprung up.

**1.238. The new town hasn’t the usual … yet, but a theatre, cinema and library**

**are under construction.**

a) aids; b) amenities; c) conveniences; d) equipment.

**1.239. When the capital got too crowded, they had to build new towns to take**

**the … .**

a) overfill; b) overrun; c) overspill; d) overstock.

**1.240. The monastery is on the … of the town.**

a) neighbourhood; b) outskirts; c) suburbs; d) surroundings.

**1.241. In early times people constructed their homes from:**

a) stone available;

b) any material available;

c) bricks.

**1.242. At the time of the Renaissance in the 15th and 16th centuries a new sort of building specialist was:**

a) a master stonemason;

b) a craftsman;

c) an artist.

**1.243. In the 19th century advances in science meant that:**

a) a system of trial and error was relied on;

b) design calculations were introduced;

c) new materials began to be used.

**1.244. The construction of the skyscraper was made possible by:**

a) the use of steel framing, the invention of the elevator, the telephone, and air conditioning;

b) the use of steel framing;

c) the invention of the elevator and air conditioning.

**1.245. Now the construction process is highly organized because:**

a) it includes the manufacturers of building products;

b) it involves design professionals;

c) it involves different sorts of building experts

**Блок А**

*Раздел 1.* ***Я и моя семья.***

*А.1 Вопросы для опроса:*

**Раздел № 1 ABOUT MYSELF АND FAMILY**

**Тема № 1: “ABOUT MYSELF”**

1.1. What is your name?

1.2. Where and when were you born?

1.3. How old are you?

1.4. Have you got a family?

1.5. How many people are there in your family?

1.6. Do you have brothers, sisters, grandparents in your family?

1.7. Where do you live?

1.8. Did you study well at school?

1.9. What school did you finish?

1.10. Did your teacher of English help you to choose your future profession?

1.12. What was your favorite subject?

1.13. What do you like to read?

1.14. What sport do you go in for?

1.15. What are you going to be?

1.16. Do you still live with your parents?

1.17. Where does your family live?

1.18. How many are you in the family?

1.19. How many children are in your family?

1.20. What type of car has your family got?

1.21. Where does your father work?

1.22. How many days a week does he spent at work?

1.23. How much money does he earn?

1.24. How much does it take him to get to his job?

1.25. Is he fond of his job?

1.26. Where does your mother work?

* 1. How many days a week does she spend at work?
  2. How much money does she earn?
  3. Is she fond of her job?
  4. Where do you (your brother or sister or both) study?
  5. What is the most popular entertainment in your family a) in the evening? b) at week-ends?
  6. What is your family's hobby?
  7. What is the most favorite kind of sport in your family?

1.34. How many people are there in your family? Who are they?

1.35. How many grandparents have you got? How often do you see them?

1.36. What does your family usually do on Sundays?

1.37. How many cousins do you have? What do you do when you see them?

1.38. Who does the housework in your family? (e.g. cooking, cleaning, washing…)

1.39. Does your family eat meals together? What else do you do together?

1.40. Are there any rules in your family? What are they? Do you think they are fair?

1.41. Who do you take after?

1.42. Do you get on well with you parents?

1.43. Who are you more like in character, your mother or your father?

1.44. Do you want to bring up your children in the same way you were brought up?

1.45. Would you like to live with your parents after getting married? Why or why not?

1.46. Which family member do you get on the best? Why?

1.47. Who do you argue with a lot?

1.48. Tell about the relative you like the most. Why do you like him or her?

1.49. Do you have any family member living or working abroad?

1.50. Do you ever hold family reunion? If so, what happens there?

1.51. How many children would you like to have?

1.52. What size is the perfect family?

1.53. Do you think that families you see on TV or in the movies are like families in your countries? Why or why not?

*Раздел 2* ***Высшее образование***

*А.1 Вопросы для опроса:*

2.1. Is the school education in Russia compulsory?2.2. How many types of schools are there in Russia?2.3. What new types of schools appeared nowadays?2.4. Is the right to education guaranteed by the Constitution in our country?2.5. What kind of pre – schools do you know?2.6. Are they compulsory?2.7. When do children begin to go to school?  
2.8. Is the tuition free of charge in our country?2.9. What choice does the 9th former have?2.10. What kind of document does the person who finishes the general secondary school receive?

2.11. How many years do students study to get a higher education?2.12. When was your University or Institute established?2.13. Who was the first Rector?2.14. Were there any famous a) scientists, engineers b) politicians c) artists among the graduates of your Institute?2.15. How many people are currently enrolled?2.16. What is the most popular faculty in your Academy?2.17. What’s the aim of British education?2.18. At what age do children go to nursery education?  
2.19. What age to they start primary school? 2.20. What stages does the primary education ?2.21. What subjects does the curriculum include?2.22. When do teachers measure children’s progress in each subject?2.23. At what school do children study at the age of 11?2.24. How long does their school year last?2.25. When is the main school GCSE- examination taken?2.26. What happens if children fail all the exams they take at the age of 16?2.27. What can they do if they pass all their exams for levels at the age of 18?2.28. What content do further education courses include?  
2.29. How can you enter university in England?2.30. How long do university courses last?2.31. When do students receive a degree?2.32. How many degrees are there?2.33. Why do 18 and 19 olds choose a college as far away from home as possible?2.34.Where do often freshers live?2.35.What do all the clubs and societies do to persuade the new students to join their society?2.36. How often do they have seminars and tutorials  
2.37. What do students do at seminars?   
2.38. How long does the school year last?  
2.39. What is the main purpose of the preschool education and of the elementary school?  
2.40. How long does the elementary school last?  
2.41. What subjects does the programme of studies in the secondary school include?  
2.42. What must students do to be graded from A(excellent) to F(failing) levels?  
2.43. What form of education do students choose after graduating from secondary schools?  
2.44. What are the factors determining an institution’s prestige?   
2.45. What are the admission requirements tо the colleges and universities?   
2.46. What are the three types of schools in higher education?   
2.47. What degrees are offered by schools of higher learning in the USA? What are the requirements   
 for each of these degrees?   
2.49. What are the peculiarities of the curricula offered by a college or a university?   
2.50. What is a credit in the US system of higher education?   
2.51. How many credits must an undergraduate student earn to receive a bachelor's degree? How can   
 then be earned?

*Раздел 3* ***Язык как средство межкультурного общения***

Перечень вопросов по теме для устного обсуждения:

3.1 What is the best way to teach vocabulary at the upper intermediate level EFL?

3.2. What do you think you will be able to do in English

3.3 What is your favorite way to practice your English?

3.4. How much time do you spend looking out of the window during class?

3.5. What is your favorite way to practice your English? (UK spelling = favorite)

3.6. Do you think English is a difficult language to

3.7. Do you think English is a difficult language to learn?

3.8. How do you use the Internet to learn English?

3.9. What kind of dormitory room would you like to stay in?

3.10. What search engine do you use most often when you study? Why?

3.11. How often do you practice your English?

3.12. What do you think you will be able to do in English in the future?

3.13. If you are really absorbed in lessons, do the classroom arrangement matter?

3.14. Do you think that English will completely dominate all the other languages in the future? If yes, how will it affect the world?

3.15. Which country is the best place to study English?

3.16. In your own teaching environment what forms of pronunciation of English are learners likely to encounter?

3.17. Are you willing to get a tutor just to further learn English?

3.18. Have you ever spoken English on the phone?

3.19. How can English language help you advance in your career?

3.20. Who cooks Thanksgiving dinner in your home?

3.21. What do you like about your classroom?

3.22. Why are you learning English?

3.23. How can I listen to conversations and improve my pronunciation?

3.24 Задание 2. Перечень контрольных вопросов по теме:

3.25 Have teaching methods for language learning changed over the last 50 years?

3.26 How did your best language teacher help you?

3.27 Do you need to write in a foreign language?

3.28 To speak a language well, why is it important to have an understanding of idioms?

3.29 Some people say "I'm no good at learning languages".

3.30 What is value of learning languages?

3.31 As a beginner, what are the first things that you need to be able to say?

3.32 Can a good teacher influence how well you enjoy learning a language?

3.33Would you like to be a translator? Why? / Why not?

3.34 Is the classroom the best place to learn?

3.35. How did you learn your second language?

3.36. Why do some people have more difficulty than others when learning a language?

3.37. Are there any disadvantages?

3.38. Have you ever made a telephone call in a foreign language?

3.39 How can the Internet be a helpful tool when learning a foreign language?

3.39 What different techniques do you have for learning vocabulary?

3.40. Are teenage language exchange programs useful? Why? / Why not?

3.41 Is it necessary to write words down?

3.42. Have you had any particularly poor language learning experiences?

3.43 What languages would you like to learn in future?

3.44. Can you learn a language by watching television?

3.45. What personal qualities do you need to be an effective language learner?

*Раздел 4* ***Глобальные проблемы человечества***

4*.*1. How did people begin produce their own kind of air pollution?

4.2. Why can smog, chemicals and other substances be harmful for

people?

4.3. What illnesses does air pollution cause?

4.4. In what way does air pollution effect on the environment?

4.5. What natural polluting substances does air carry?

4.6. What is typhoid fever?

4.7. What are Sources of infection.

4.8. What are Salmonella symptoms.

4.9. Сan you tell of the beginning of an infectious process?.

4.10. When do sever symptoms of the disease appear?

4.11. What is the route of spreading disease.

4.12. Do you know Vaccine against Salmonella.

**Блок B**

***Устное индивидуальное собеседование - сообщение по УРС (учебно-речевая ситуация).***

**Раздел 1. Я и моя семья.**

1.1 Дом, жилищные условия.

1.2 Досуг и развлечения в семье.

1.3 Рабочий день.

1.4 Досуг. Увлечения.

**1.1 Put the correct preposition.**

1. She definitely takes \_\_\_ her mother. 2. I always looked \_\_\_ to my oldest

brother when I was little. 3. He loved growing \_\_\_ in the country. 4. She annoyed me

because she was always showing \_\_\_. 5. They were brought \_\_\_ with a very sound

values. 6. We got \_\_\_ with each other right away. 7. They went \_\_\_ together for five

years. 8. I don’t know why they suddenly split \_\_\_. 9. I hate falling \_\_\_ with my

friends. 10. They made \_\_\_ with each other quickly after their row.

**1.2 Read the text below. Use the word given in capitals below the text to**

**form a word that fits in the space in each line. There is an example in the**

**beginning (0).**

TRIPLETS

Unlike most of my friends I grew up in a big, (0) …noisy…, happy family so

(1) ……, when I got married, I wanted to have lots of children. The trouble was that

my husband and I were not very (2) …… . In fact we were quite poor so it came as an

(3) …… shock when I had triplets. Everyone in the family was very (4)…… of

course and the babies were absolutely (5) ……, but it was not easy. Small children

are extremely (6) …… and three little girls running around the house made me feel

(7) …… because I was afraid they might hurt themselves. There were (8) ……

moments of course and we were both extremely (9) …… that our children were

happy, (10) ……, and such good friends for one another. In the end, the money was

not important!

0 NOISE

1 NATURE

2 WEALTH

3 AWE

4 SUPPORT

5 ADORE

6 ACT

7 NERVE

8 FUN

9 THANK

10 HEALTH

**1.3 Look at the following short texts and find an example of:**

*a) a nuclear family,*

*b) an extended family,*

*c) a single-parent family,*

*e) a couple who adopted a child,*

*f) a couple with no children.*

1. We`re married with three kids. Our eldest son, Simon, has just started

secondary scholl, our daughter, Lisa, is eight and our youngest son, Luke is only

five.

2. We`ve onle been married for a year. We`re not planning to start a family

just yet.

3. I`m a single mum. I bring up my son Josh o my own. Josh doesn’t mind

being an only child but I think he`d like a brother or sister one day.

4. We share the house with my mother and father and my wife`s sister and

her kids. Everyone helps to look after all the children.

5. We couldn`t have children of our own so we decided that adoption was

the only answer. Lily came to live with us two years ago. She seems very happy at

the moment but we realize that she might want to find her real mother one day.

**1.4 Use the expressions in the situations below:**

*a) finished with,*

*b) never stop fighting,*

*c) split up,*

*d) had a huge row,*

*e) weren`t right for.*

1) – Do you think I should invite Jeff and Sue to the party? – Haven`t you

heard? They`ve finally decided to \_\_\_.

2) Didn`t you know I`m not seeing James any more. I \_\_\_ him last week. It

was fine while it lasted, but I think we both knew we \_\_\_ each other.

3) We invited Dave and Kate over for dinner last Saturday. It was really

embarrassing. They \_\_\_ and Kate went home in the middle of the main course.

4) Julie and Dave \_\_\_. I`m surprised they stay together.

**1.5 The following events describe a traditional wedding. Put them in the**

**correct order:**

a) Their friends throw confetti at them.

b) They cut the cake and make speeches.

c) Her father walks down the aisle with her.

d) They leave for their honeymoon.

e) They spend ages taking photographs!

f) The bride arrives at the church late.

g) The couple make their wedding vows.

h) They go to the hotel for the wedding reception.

i) The happy couple walk back up the aisle, man and wife!

**Раздел 2. Высшее образование.**

2.1 Высшее образование в России и в Германии.

2.2 Мой вуз.

2.3 Студенческие международные контакты.

2.4 Высшее образование в России

Задания, направленные на развитие лексико-грамматических навыков и навыков письма

**2.1 Переведите на английский язык, употребляя глагол to be в Present Simple.**

1. Я ученик. Я в школе. 2. Мой брат художник. Он не инженер. 3. Моя сестра НА работе. Она врач. 4. Он студент. 5. Вы студент? — Нет, я врач, 6. Моя сестра дома. 7. Мы не в школе. Мы дома. 8. Мой брат ученик. Он в школе. 9. Ваша мама дома? - - Нет, она на работе. 10. Ваш двоюродный брат дома? - - Нет, он в школе. Он ученик. 12. Ваша сестра учительница? - - Нет, она студентка. 12. Твой папа на работе? — Нет, он дома. 13. Твоя сестра машинистка? — Да, — Она дома? - Нет, она на работе. 14. Мой дедушка ученый, 15. Моя мама не учительница. Она врач.

**2.2 Переведите на английский язык, употребляя глагол to be в Present Simple.**

1. Чья это ручка? — Это моя ручка. 2. Чья это книга? — Это ваша книга. 3. Чей это стол? - Это стол моего брата. 4. Чья это сумка? - - Это сумка моей мамы. 5. Чей это карандаш? - Это карандаш моей сестры. 6. Это твоя тетрадь? -Да. 7. Это тетрадь твоего брата? - - Нет, это моя тетрадь. 8. Где ваш стол? -- Он посередине комнаты. 9. Где твоя ручка? — Она в моем кармане. 10. Где твоя тетрадь? - - Она на столе. 11. Где твоя мама? -- Она на работе. 12. Где твой брат? - Он в школе. 13. Где твоя сестра? -- Она дома. 14. Чей это карандаш? - - Это мой карандаш. -А где мой карандаш? — Он на столе. 15. Чьи это часы? - - Это мои часы. - - А где мои часы? -Они на столе.

**2.3 Переведите на английский язык, употребляя глагол to be в Present или Past Simple.**

1. Я ученик. 2. Он летчик. 3. Она доктор. 4. Мы школьники. 5. Вы рабочие. 6. Ты рабочий. 7. Они ученики. 8. Я дома. 9. Он в школе. 10. Она в кино? 11. Мы в парке. 12. Они в театре? 13.Она молодая? 14. Он старый. 15. Она не старая. 16. Они сильные. 17. Она больна. 18. Вы больны? 19. Он болен? 20. Я не болен. 21. Я был болен вчера. 22. Она не была больна. 23. Мы были в кино. 24. Они не были в кино. 25. Они не в школе. 26. Они дома. 27. Вы были в парке вчера? 28. Он был в школе вчера? 29. Он был рабочим. 30. Она была учительницей.

**2.4 Вставьте глагол to be в Present, Past или Future Simple.**

1. My father ... a teacher. 2. He ... a pupil twenty years ago. 3.1... a doctor when I grow up. 4. My sister ... not ... at home tomorrow. 5. She ... at school tomorrow. 6. ... you ... at home tomorrow? 7,... your father at work yesterday? 8. My sister ... ill last week. 9. She ... not ill now. 10. Yesterday we... at the theatre. 11. Where ... your mother now? — She ... in the kitchen. 12. Where ... you yesterday? — I ... at the cinema. 13. When I come home tomorrow, all my family ... at home. 14. ... your little sister in bed now? — Yes, she ... 15. ... you... at school tomorrow? — Yes I ... . 16. When my granny... young, she ... an actress. 17. My friend K,,. in Moscow now. 18. He ... in St. Petersburg tomorrow. 19. Where ... your books now? -- They ... in my bag.

**2.5 Переведите на английский язык, употребляя глагол to be в Present, Past или** **Future Simple.**

1. Мой брат сейчас в школе. 2. Мой брат был вчера в кино. 3. Мой брат будет завтра дома. [ 4. Ты будешь дома завтра? 5. Она была вчера в парке? 6 Он сейчас во дворе? 7. Где папа? 8. Где выбыли вчера? 9. Где он будет завтра? 10. Мои книги были на столе. Где они сейчас? 11. Моя мама вчера не была на работе. Она была дома. 12, Мой друг не в парке. Он в школе. 13. Завтра в три часа Коля и Миша будут во дворе. 14. Мы не были на юге прошлым летом. Мы были в Москве. 15. Завтра мой дедушка будет в деревне. 16. Когда твоя сестра будет дома? 17. Ты будешь летчиком? — Нет, я буду моряком. 18. Моя сестра была студенткой в прошлом году, a сейчас она врач. — Ты тоже будешь врачом? — Нет, я не буду врачом. Я буду инженером.

**2.6 Complete each sentence (A—H) with one of the endings (1—8) 'Generation gap or a Psychological Prejudice ':**

A. 'Generation gap' is a popular term used to describe

B. The term first came into prominence

C. Pop music, ultra-modern clothes, noisy parties and children's wish to have more freedom become

D. According to the older generation teenagers are

E. Teenagers are greatly worried about

F. Besides they have constant pressure from betters and elders

G. The more time adults and children spend together, the more they talk and discuss different things

H. Despite the great changes in the electronic and technological environment in the last several decades

1. their appearance, relations with friends, parents and teachers, the way otherpeople treat them.

2. the better they understand each other.

3. big differences between people of a younger generation and their elders.

4. a defined gap does not separate today's generations as it did in the sixties and seventies.

5. in Western countries during the 1960s.

6. lazy, carefree, ungrateful, impolite and rude.

7. a stumbling-block on the way of mutual understanding between adults and their offspring.

8. as to how they should act, behave, look and feel.

6. Explain in other words

• to come into prominence

• generational differences

• to grumble over

• a stumbling block

• to foster differences

• lack of self-confidence

• stressful situations

• to have constant pressure from smb

• to bridge the gap

7. Answer the questions

1) Why do generational differences exist?

2) How can you describe a typical teenager/grown-up?

3) What problems do teenagers usually face?

4) What books and films devoted to the problem of the generation gap do you know?

5) What are the ways to bridge the gap between parents and children?

6) Does a defined gap separate today's generations? Why?

7) How can you characterize your relationships with your parents and grandparents? Do you understand each other's opinions, habits, behavior and preferences?

8) Do you agree that children's job is 'to try their wings' and parents' job is 'to let them fly away'? Comment on your answer.

**Раздел 3. Язык как средство межкультурного общения.**

3.1 Язык как средство межкультурного общения.

3.2 Туризм.

3.3 Мировые достижения в искусстве.

**3.1 Поставьте вопросы к выделенным словам.**

1. My friend is a teacher (3). 2.This is a map (1).3 It’s a good map (1). 4.That’s a bad cap (2). 5.It’s his cap (1). 6.The match is on the table (1). 7.Her name is Mary (2). 8.Bess is a good pupil (2).

**3.2 Вставьте вместо пропусков слова, в соответствии с контекстом**

Everybody knows his own language, but it is useful to know \_\_\_\_\_\_\_\_\_\_\_\_ languages. Some people learn languages because they need them in their work, others travel \_\_\_\_\_\_\_\_\_\_\_, for the third studying languages is a hobby. People cannot read books in \_\_\_\_\_\_\_\_, know more about different \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and traditions without knowing foreign languages. If a person\_\_\_\_\_\_\_\_\_\_\_ a foreign language well, he'll be able to go to the library and take and read books by English and American writers in the original. Knowledge of foreign languages helps young people of different countries to understand each other, to develop friendship\_\_\_\_\_\_\_\_\_\_\_ them. But we should remember that learning a foreign language \_\_\_\_\_\_\_\_ time and patience. English is one of the world languages. English is \_\_\_\_\_\_\_\_\_\_\_ by more than 350 million people. There's a wide range of materials and tools \_\_\_\_\_\_\_\_\_\_ to help you with your language studies, including dictionaries, grammar books, phrasebooks.

**3.3 Заполните пропуски предлогами, где это необходимо.**

1. “Do you work ... an office?” “No, I work ... a factory.” “Do you live far ... the factory?” “Yes, I live a long way ... it.” 2. Mary lives near ... a large park. She often takes her son......a walk ... the park. ... Saturdays her sister Ann usually comes to stay ... Mary ... the week-end. 3. -I usually get ... home ... six ... the evening. 4. This is a letter ... my sister. I’m going to answer ... it now. She’s coming ... Moscow. I’m going to meet ... her ... Tues day evening ... seven. 5. Nick works hard ... his English. He does a lot ... exercises ... class and ... home. 6. "What are you going to do ... the week-end?” “We’re going ... Klin ... the week-end”. 7. Are you going to stay here ... the weekend? 8. Do you often stay ... the office ... work ... your English lessons?

**3.4 Вставьте much или many.**

1. I don’t eat ... mangoes. 2. Не does not eat ... fish. 3. She ate so ... dessert that she is in bed today with a stomachache. 4. That man drank so ... wine, and he smoked so ... cigarettes that he has a terrible headache today. 5. Маrу must not eat too ... food because she has a weight problem. 6. My mot he says I eat too ... French fries and drink too ... beer She wants me to be healthy. 7. There is not too .. space in my flat. 8. There are not ... pictures in this room. 9. There are so ... teachers at our school, but not... of them are men. 10. Not... of these books are new. 11. Thanks awfully for the books you sent m yesterday. — Don’t mention it, it wasn’t ... bother. 12. ... of her advice was not useful at all. 13. He has got so ...pairs of socks. 14. Please don’t put ... pep per on the meat. 15. There were too ... plates on the table. 16.1 never eat... bread with soup. 17. Why did you eat so ... ice cream? 18. She wrote us not very ... letters from the country. 19. ... of these student don’t like to look up words in the dictionary. 20. E you drink ... coffee? — Yes, a lot. Do you watch TV ...? — No, not... . 21. Not... of the answers were correct. 22. How ... money did you spend last Friday 23. The students enjoyed the concert very... .

**3.5 Вставьте little или few.**

1. He has got ... friends. 2. I drink ... coffee. I don’t like it. 3. We must hurry. We’ve got very ... time. 4. This university offers very ... scholar ships. 5. The Smiths have ... money. They aren’t rich. 6. The theatre was almost empty. There were very ... people there. 7. There was ... lemonade in the bottle. There were ... peaches in the basket. 8. I have ... time, so I can’t go with you.9. He has ... English books. 10. There is ... juice in my glass. Have you got any juice? 11. There are ... bears in the zoo. 12. Tom Canty was the son of poor parents and had very ... clothes. 13. There is too ... soup in my soup plate. Give me some more, please. 14.The children returned from the wood very sad because they had found very ... mushrooms. 15. There was too ... light in the room, and I could not read. 16. There are very ... people who don’t know that the Earth is round. 17.1 made very ... progress on this assignment. 18. There is very ... hope of getting financial support for the research project. 19. Fortunately, very ... passengers were injured in a traffic accident.

**3.6 Вставьте much, many, little или few.**

1. Robert wrote so ... letters that he’s never going to write a letter again. 2. She ate so ... ice cream that she’s going to have a sore throat. 3. His father didn’t earn ... money, but he enjoyed his job. He loved teaching English very ... . 4. There are ... cookies in the box. I should have bought them last Monday. 5. Does your sister read ... ?

— Yes, she does. And your brother? — Oh, he doesn’t. He has so ... books, but he reads very ... . 6. Do you have ... work to dо today? — No, not very ... . 7. Walk quicker, please We have very ... time. 8. I am sorry to say, I have read very ... books by Walter Scott. 9. My brother is a young teacher. Every day he spends too ... time preparing for his lessons. 10. I know very ... about this writer. I is the first book I am reading. 11. The pupils of our class ask so ... questions at the lesson. They want tо know everything. 12. You do not make ... mistakes ' your spelling. Do you work hard on it? — Oh, yes, I do I work very ... . 13. He is lazy. He’s done very ... today. 14. Very ... people can afford to own a plane. 15.The is ... traffic on the roads this morning. I’m so glad.

**3.7 Переведите на английский язык следующие предложения, обращая внимание на перевод слов много, мало.**

1. Моя сестра много работает. 2. Они читают много английских книг. 3. Ваш сын много работает? — Нет, он работает очень мало сейчас. 4. Он получает много писем каждый день. 5. Мы очень много читаем и очень мало пишем в классе. 6. Ваш сын много читает? — Да, много. Обычно он читает по вечерам. 7. Многие студенты знают два иностранных языка. 8. Не читайте слишком много вечером. 9. Мы посылаем письма многим иностранным фирмам.

**3.8 Переведите на английский язык**

А. 1. Вы будете дома в воскресенье? 2. Куда вы пойдете в субботу вечером? 3. Он занимается (у него уроки) только по вторникам и четвергам. 4. ин приходит сюда только по воскресеньям. 5. Вы пойдете на завод утром? — Да.— Кто остается дома с вашим сыном? — Моя сестра. 6. В котором часу вы обычно приходите домой? — Я обычно прихожу домой в семь часов вечера. 7. Не обсуждайте этот вопрос сейчас. Мы его обсудим в четверг утром. 8. Я знаю только английский язык, но я собираюсь изучать немецкий. Б. Сколько времени продолжается ваш рабочий день? — Восемь часов. Что вы делаете в учреждении? — Я отвечаю на письма и телеграммы, читаю журналы, перевожу статьи из этих журналов и обсуждаю множество вопросов с нашими инженерами. Когда вы обычно заканчиваете работу? — Я обычно заканчиваю работу в шесть. Вы живете далеко от вашего учреждения? — Нет, я живу рядом с ним и обычно хожу туда пешком. Вы знаете немецкий язык хорошо? — Я только изучаю немецкий. Когда у вас бывают уроки? — Мы занимаемся (у нас бывают уроки) в понедельник, среду и пятницу вечером. Сколько времени продолжается ваш урок? — Два часа. Что вы делаете дома? — Когда я прихожу домой, я обычно читаю журналы и делаю уроки, иногда я пишу письма своим друзьям. Я получаю от них много писем и всегда отвечаю на них. Кто переводит статьи из иностранных журналов в вашем учреждении? — Товарищ Орлов. Он знает английский и французский. Как он знает эти языки? — Он знает их хорошо. Кто переводит письма с немецкого? — Я.

**3.9 Переведите на английский язык.**

Моя сестра преподавательница. Она преподает английский язык. Мой приятель и я тоже изучаем английский язык, но многие студенты упорно работают над двумя иностранными языками. Мы всегда вовремя приходим на занятия и хорошо выполняем (делаем) домашние задания. Мы часто читаем английские газеты и журналы дома. Мне нравится читать английские книги, и я много читаю. Мы занимаемся (у нас бывают уроки) по понедельникам, средам, четвергам и пятницам. Мы делаем много упражнений в классе и иногда пишем диктанты. Мы читаем тексты, переводим их, отвечаем на вопросы и переводим русские предложения на английский. Часто после уроков мы идем домой вместе. Мы разговариваем по-английски и обсуждаем свою работу.

**Раздел 4. Глобальные проблемы человечества.**

4.1 Здоровье, здоровый образ жизни.

4.2 Охрана окружающей среды.

4.3 Глобальный кризис окружающей среды.

4.4 Экономика и экология.

**4.1 Read the text.**

*Match the heading (1–7) with the paragraphs (a–g). Translate E, F,*

*G paragraphs in written form.*

1. What is typhoid fever?

2. Sources of infection.

3. Salmonella symptoms.

4. The beginning of an infectious process.

5. When do sever symptoms of the disease appear?

6. The route of spreading disease.

7. Vaccine against Salmonella.

a. Salmonellosis is an infection with Salmonella bacteria. Most

people infected with *Salmonella* develop diarrhea, fever, vomiting,

and abdominal cramps from 12 to 72 hours after infection. In most cases,

the illness lasts from 4 to 7 days and most people recover without

treatment. However, in some human's cases the diarrhea may be so severe

that the patient becomes dangerously dehydrated and must be taken

to a hospital. In severe cases, the Salmonella infection may spread from

the intestines to the blood stream and can cause death unless the person

is treated promptly with antibiotics.

b. The type of *Salmonella* usually associated with infections in humans

is nontyphoidal *Salmonella*. It is usually contracted from sources

such as: poultry, pork and cattle; infected eggs, egg products and milk;

reptiles such as turtles, lizards and snakes, which may carry the bacteria

on their skin; pet rodents; tainted fruits and vegetables.

c. A form of *Salmonella* named typhoidal *Salmonella* can lead

to typhoid fever. Typhoid fever is a life-threatening illness and about

400 cases are reported each year in the United States, and 75 % of the99

se are acquired while traveling internationally. It is carried only by

humans.

d. Both salmonellosis and the *Salmonella* genus of microorganisms

derive their names from a modern Latin after Daniel E. Salmon (1850–

1914), an American veterinary surgeon. He had help from Theobald

Smith, and together they found the bacterium in pigs.

e. The bacterium induces responses in the animal that it is infected,

and this is what typically causes the symptoms, rather than any direct

toxin produced. Symptoms are usually gastrointestinal, including nausea,

vomiting, abdominal cramps and bloody diarrhea with mucus.

Headache, fatigue and rose spots are also possible. These symptoms can

be severe, especially in young children and the elderly. Symptoms last

generally up to a week, and can appear from 12 to 72 hours after ingesting

the bacterium.

f. An infectious process can begin only after living salmonellae (not

only their toxins) reach the gastrointestinal tract. Some of the microorganisms

are killed in the stomach, while the surviving salmonellae enter

the small intestine and multiply in tissues (localized form). By the end

of the incubation period, the microorganisms are poisoned by endotoxins

that are released from the dead salmonellae.

g. *Salmonella* antibodies were first found in Malawi children in research

published in 2008. The Malawian researchers have identified an

antibody that protects children against bacterial infections of the blood

caused by Salmonella. A study of 352 children at Blantyre's Queen

Elizabeth hospital found that children up to two years old develop antibodies

that aid in killing the bacteria. The researchers proposed that this

could lead to a possible Salmonella vaccine.

**4.2 Translate the following statements and find the terms in the text:**

1. The multiplying of strange organisms in the body of a host organism.

2. A remedy which prevents infectious disease.

3. A unit of heredity occupying a specific place in a chromosome.

4. An organism on or in which a parasite exists.

5. A number of measures in order to improve human’s health.

**4.3 Find the words in the text which are similar to the words given bellow.**

**Translate the words.**

1. Investigation.

2. To inform.

3. To menace.

4. To assist.

5. To liberate.

6. Investigator.

7. To propagate.

**4.4 Put the words in the right order to produce the correct sentences**

**and translate them.**

1. In, the, Salmonella infection, severe, can, cases, death, cause.

2. Is, typhoid, a, illness, fever, life-threatening.

3. Does, salmonellosis, whom, its, derive, after, name?

4. Americans, about, are, 142000, each, from, infected, year, eggs,

chicken.

5. Of, are, disease, this, what, the, symptoms?

6. Forms, the, are, some, disease, of, lethal.

7. An infectious process, reach, only, after, begin, can, living salmonellae,

tract, the, Gastrointestinal?

8. A week, do, symptoms, last, less, not, than.

9. Symptoms, fatigue, and, headache, also, rose sports, of, are, disease,

the.

10. Disease, is, this, not, only, humans, by, carried.

**4.5 Match each sentence opener (1–5) with a suitable ending (a–e).**

1. If you don’t want to go out tonight, …

2. You can read magazines …

3. If you need some more money, …

4. I can read music …

5. My favourite record …

a) … while you are waiting for a dentist.

b) … I’ll go to the bank and get some.

c) … we’ll stay in and eat a pizza.

d) … but I can’t sing.

e) … is a Bob Marley album.

**4.6 Choose the correct variant of translation.**

1. Они с нетерпением ждут возможности обсудить с нами этот

вопрос.

a. They are looking forward to discussing this problem with us.

b. They are looking forward to discuss this problem with us.

c. They are looking to discussing this problem with us.

2. Сообщают, что делегация прибудет к концу недели.

a. The delegation is reported to arrive by the end of the week.

b. The delegation is reported to have arrived by the end of the week.

c. They report the delegation to arrive by the end of the week.

3. С какой скоростью вы ехали, когда произошел несчастный

случай?

a. How fast did you drive when an accident happened?

b. How fast were you driving when an accident happened?

c. How fast have you been driving when an accident happened?

4. Мои родители родились в Краснодаре, и никогда не покида-

ли его.

a. My parents were born in Krasnodar and have never left it.

b. My parents were born in Krasnodar and didn’t ever leave it.

c. My parents were born in Krasnodar and never left it.

5. Сколько пьес написал Шекспир?

a. How many plays has Shakespeare written?

b. How many plays did Shakespeare write?

c. How many plays had Shakespeare written?

**4.7 Match up the reports (1–5) with what the people actually said**

**(a–e), give the translation of the final sentences.**

1. The school officials admitted that they might need to limit financial

aid to handful of students

2. The policeman accused Tom of committing of a serious offence.

3. The new Prime Minister insisted that prices had risen under the

previous government.

4. My pen friend agreed to show me the sightseeing of the town.

5. The teacher explained that butter melts in the heat.

a) «Prices rose dramatically under previous government».

b) «Butter melts in the heat».

c) «Tom, you have committed a serious offence».

d) «We may need to limit financial aid to a handful of students».

e) «OK, I will show you the places worth seeing in our town».

**4.8 Replace the words underlined in each sentence (1–5) with**

**a word or a phrase (a–e) given below and translate the sentences.**

1. She always puts him down in front of the children.

2. My friend gets on with most people.

3. I’m sure it’s bad news but don’t let it get you down.

4. New Yorkers used to see the graffiti on the walls of poor neighborhoods

as something menacing.

5. The trend was short-lived until the arrival of hip-hop music in the

late 80’s.

a) threatening

b) fashion

c) criticize

d) have a good relations with

e) depress

**4.9 Complete the following dialogue by choosing the missing lines**

**from the phrases given below and translate the dialogue:**

A: Where are you from, Mr. Flint?

B: … (1) …

A: What are you, Mr. Flint? Are you a farmer?

B: … (2) …

A: It is interesting.

B: … (3) …

A: Oh, it is curious. But what are you really, I wonder?

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B: … (4) …

A: Aha! You are an actor, aren’t you?

B: … (5) …

a. No, I’m not, though sometimes I am a farmer.

b. I’m from Australia, a small continent and a big island at the

same time.

c. Yes, sometimes I am an army or a naval officer.

d. I am an actor in different lines.

e. At one time I am a doctor and at another a patient.

**Блок С**

***Выполнение индивидуального творческого задания:***

Раздел 1 **Я и моя семья**

**Тема 1**

**1.1. Bring a picture of a person you know well (mother, father, grandfather, friend) to class. Show it and describe that person. Use the active vocabulary of the unit.**

**1.2. Choose one of the names in the family tree below and say how the per­son is** **related to other people. Note that the pictures of marriage part­ners are connected with wedding rings.**

►***Pattern:*** *William Luke is Leon Luke's son, Philip Smith's nephew and Laura White's grandson*



*.*

**1.3 Make up your family tree and speak about your family.**

**1.4 Work in pairs and talk. Imagine that:**

a) you are speaking with a distant relative trying to find out what relation you are to one another;

b) you show your family album to your friend and answer all his or her questions.

Раздел 2 **Высшее образование**

**Speak about**

**2.1 Secondary education**

**2.2 Higher education. Using the following words and word combinations:**

a) School education, to go to school, at the age of, to complete, types of school, tuition, free of charge, free – paying, to consist, primary, middle, upper stages, choice 10th grade, vocational school;

b) Person, finish, general secondary school, receive, certificate, the right to enter, higher educational establishment, entrance examinations, to hold, to be headed, rector, dean, faculty, train, specialist.

**2.3Make up dialogue on the themes about myself University using the following words**: Name, family, students, home town, father, mother, sister, brother, to study, to work, to enter, to be found of, to have, grandmother, grandfather, relatives, department, faculty, lecture hall, to equip, research, carry out experiment, scientific society, mark, to take an examination, to take a test, to pass an examination, to fail in an examination, to enter the University, to graduate from the University, to work hard.

**2.4Make a conversation based on the text, using the questions.**

1. What’s the aim of British education?
2. At what age do children go to nursery education?
3. What age to they start primary school?
4. What stages does the primary education ?
5. What subjects does the curriculum include?
6. When do teachers measure children’s progress in each subject?
7. At what school do children study at the age of 11?
8. How long does their school year last?
9. When is the main school GCSE- examination taken?
10. What happens if children fail all the exams they take at the age of 16?
11. What can they do if they pass all their exams for levels at the age of 18?
12. What content do further education courses include?

Раздел 3 **Язык как средство межкультурного общения**

Тематика реферата

3.1. The hardest language to learn

3.2. Languages of the world

3.3 I study English

Раздел 4 **Глобальные проблемы человечества.**

**4.1 Write an essay: Global problems of our region**

**4.2 Write an essay: Climate of different parts of the world.**

**4.3 Make a report: The Earth.**

**4.4Make a report: Animals and plants as a part of nature.**

**4.5 Make a report: What should we do to save our planet?**

**Блок D**

**Экзаменационные вопросы** к билетам

**1.1 Темы для устного ответа (**Speaking):

1.Дом, жилищные условия.

2 Досуг и развлечения в семье.

3 Рабочий день.

4 Досуг. Увлечения.

5. Высшее образование в России и в Германии.

6. Мой вуз.

7.Студенческие международные контакты.

8. Высшее образование в России

9. Язык как средство межкультурного общения.

10. Туризм.

11.Мировые достижения в искусстве.

12. Здоровье, здоровый образ жизни.

13. Охрана окружающей среды.

14. Глобальный кризис окружающей среды.

15. Экономика и экология.

**1.2 Грамматика в виде теста на следующие темы**

1. Тo be

2. There( be )

3. Plurals

4. Pronouns

5. Articles

6. Comparisons

7. Prepositions

8. Modals

9. Active voice

10. Passive voice

11. Conditionals

**Примерный тест:**

**1. He had to spend about six months in a class with…students.**

a. more younger

b. younger

c. the youngest

**2. It was absolutely the…food I have ever had.**

a. worst

b. worse

c. most had

**3. She’s…I am.**

a. elder than

b. older then

c. more old then

**4. Nowadays Bob is eating more and exercising … than he used to.**

a. little

b. less

c. the least

**5. It’s not the …place to live if you want a quiet life.**

a. better

b. good

c. best

**6. You should practice speaking English…**

a. most

b. more

c. the most

**7. Ann is …girl I have ever met.**

a. the most beautiful

b. a more beautiful

c. the beautifulest

**8. You can’t run as fast…**

a. as me

b. than I can

c. as I

**9. Dick was … of the three brothers.**

a. the eldest

b. the oldest

c. elder

**10. She speaks French…**

a. very good

b. very well

c. very goodly

**11. Peter will pass the exam if he works…**

a. hard

b. hardly

c. in a hard way

**12. At about 5 o’clock the executive director arrived … the office.**

a. at

b. in

c. to

**13. They decided to spend an evening … the cinema.**

a. in

b. at

c. inside

**14. I’ve lost my key! How are we going to get … the flat?**

a. into

b. to

c. through

**15. They arrived … Spain about two hours ago.**

a. at

b. in

c. to

**16. The house is on fire! We’d better get …!**

a. out

b. off

c. from

**17. I really hate walking …!**

a. on feet

b. on foot

c. by foot

**18. His wife wasn’t feeling too well and she wanted to go … home.**

a. to

b. for

c. -

**19. As a child, I was afraid of traveling ….**

a. in the air

b. by the air

c. by air

**20. If I …late, wait for me a little bit.**

a. am

b. will be

**21. Do you think they…our terms?**

a. accept

b. will accept

**22. I wonder if the weather…fine tomorrow.**

a. is

b. will be

**23. Do you know when the Production manager …from his business trip?**

a. is back

b. will be back

**24. If you …to the countryside tomorrow, let me know.**

a. go

b. will go

**25. Do you know when they…house**

a. move

b. will move

**Test II. Choose the correct versions.**

**1. … that time my knowledge of English was minimal.**

a. in

b. at

c. …

**2. My father comes home so tired that he can do little work … the evening.**

a. in

b. at

c. on

**3. The BBC is showing this program …Friday.**

a. at

b. in

c. on

**4. A lot of people were killed … the war.**

a. for

b. at

c. during

**5. They’ve been building the house … March.**

a. during

b. for

c. since

**6. They went to London … Friday morning.**

a. in

b. on

c. at

**7. I usually wake up … 7 o’clock … weekdays.**

a. in … at

b. at … on

c. on …in

**8. She was born …1999.**

a. in

b. during

c. at

**9. Kate and Ted are getting married … this July.**

a. in

b. …

c. at

**10. They met again …the spring of 2005.**

a. on

b. at

c. in

**11. Jane heard … into the table.**

a. that he bumped

b. him bump

c. him bumping

**12. Some firms expect … twelve hours …?**

a. the guards to work

b. that the guards work

c. the guards work

**13. Don’t you feel the house …?**

a. to shake

b. shaking

c. shook

**14. The crowd parted to let the happy couple … through.**

a. going

b. to go

c. go

**15. I saw him … the road and… down a staircase that led to the Underground.**

a. crossing … disappeared

b. crossed …disappearing

c. crossing…disappearing

**16. What kind of world do we want our children …from us?**

a. to inherit

b. inherit

c. inheriting

**17. Experienced teachers help you … quickly.**

a. learn

b. to learn

c. learning

**18. I was sitting on my windowsill, eating bread and cheese and watching the sun**

a. going down

b. go down

c. to go down

**19. You should use the money to make your home …lovely.**

a. to look

b. looking

c. look

**20. Did I hear you… would like to sell your car?**

a. said

b. say

c. saying

**Оценивание выполнения практических заданий**

| *4-балльная шкала* | *Показатели* | *Критерии* |
| --- | --- | --- |
| *Отлично* | *1. Полнота выполнения практического задания;*  *2. Своевременность выполнения задания;*  *3. Последовательность и рациональность выполнения задания;*  *4. Самостоятельность решения;*  *5. и т.д.* | Оценка *«отлично****»*** ставится, если студент демонстрирует глубокие знания по излагаемой проблеме; грамматически точно использует лексический материал и речевые структуры; аргументировано высказывается по заданной теме; если он при соблюдении вышеуказанных критериев допустил отдельные неточности, не нарушающие процесс коммуникации; и делает выводы по теоретическому изложению материала, умело иллюстрирует примерами, без ошибок справляется с практическим заданием, показывает умение вести дискуссию по данной проблеме. |
| *Хорошо* | Оценка ***«****хорошо*» ставится, если студент умеет грамматически точно, используя лексику и речевые структуры, логично высказаться по заданной теме; при соблюдении вышеуказанных критериев допускает неточности, не нарушающие процесс коммуникации; освещает основные аспекты данной проблемы, делает выводы, хорошо справляется с практическим заданием, реагирует на вопросы преподавателя, провоцирующие научную дискуссию, решает коммуникативную задачу высказывания. |
| *Удовлетворительно* | Оценка *«удовлетворительно»* ставится, если студент показывает недостаточное владение языком, высказывается по заданной теме при допуске языковых неточностей; недостаточно полно освещает теоретические вопросы, делает некоторые ошибки при выполнении практического задания, не может продемонстрировать умения вести дискуссию |
| *Неудовлетворительно* | Оценка *«неудовлетворительно*» ставится, если студент недостаточно полно освещает теоретические вопросы, не может справиться с практическим заданием, не может дать правильный ответ на дополнительный вопрос, допускает ошибки в устном сообщении по теме. |

**Оценивание выполнения тестов**

| *4-балльная шкала* | *Показатели* | *Критерии* |
| --- | --- | --- |
| *Отлично* | *1. Полнота выполнения тестовых заданий;*  *2. Своевременность выполнения;*  *3. Правильность ответов на вопросы;*  *4. Самостоятельность тестирования;*  *5. и т.д.* | Выполнено 85-100 % заданий предложенного теста, в заданиях открытого типа дан полный, развернутый ответ на поставленный вопрос. |
| *Хорошо* | Выполнено 66-84 % заданий предложенного теста, в заданиях открытого типа дан полный, развернутый ответ на поставленный вопрос; однако были допущены неточности в определении понятий, терминов и др. |
| *Удовлетворительно* | Выполнено 50-65 % заданий предложенного теста, в заданиях открытого типа дан неполный ответ на поставленный вопрос, в ответе не присутствуют доказательные примеры, текст со стилистическими и орфографическими ошибками. |
| *Неудовлетворительно* | Выполнено 0-49 % заданий предложенного теста, на поставленные вопросы ответ отсутствует или неполный, допущены существенные ошибки в теоретическом материале. |

**Оценивание ответа на зачете**

| Бинарная шкала | Показатели | Критерии |
| --- | --- | --- |
| Зачтено | 1. Полнота изложения теоретического материала;  2. Полнота и правильность решения практического задания;  3. Правильность и/или аргументированность изложения (последовательность действий);  4. Самостоятельность ответа;  5. Культура речи. | «Зачтено» - студент демонстрирует глубокие знания по излагаемой проблеме, делает выводы по теоретическому изложению материала, умело иллюстрирует примерами, без ошибок справляется с практическим заданием, показывает умение вести дискуссию по данной проблеме, выполняется коммуникативная задача, логичность и связанность высказывания. |
| Не зачтено | «Не зачтено» ставится, если студент недостаточно полно освещает теоретические вопросы, не может справиться с практическим заданием, не может дать правильный ответ на дополнительный вопрос, отсутствие логичности и связанность высказывания. Допускает грубые лексико-грамматические и фонетические ошибки в устном сообщении, искажающие смысл высказывания. |

**Оценивание ответа на экзамене**

| *4-балльная шкала* | *Показатели* | *Критерии* |
| --- | --- | --- |
| *Отлично* | *1. Полнота изложения теоретического материала;*  *2. Полнота и правильность решения практического задания;*  *3. Правильность и/или аргументированность изложения (последовательность действий);*  *4. Самостоятельность ответа;*  *5. Культура речи;*  *6. и т.д.* | Студент демонстрирует глубокие знания по излагаемой проблеме, делает выводы по теоретическому изложению материала, умело иллюстрирует примерами, без ошибок справляется с практическим заданием, показывает умение вести дискуссию по данной проблеме, выполняется коммуникативная задача, логичность и связанность высказывания. |
| *Хорошо* | Студент освещает основные аспекты данной проблемы, делает выводы, хорошо справляется с практическим заданием, реагирует на вопросы преподавателя, провоцирующие дискуссию, решает коммуникативную задачу высказывания, допускает 1-2 лексико-грамматические ошибки. |
| *Удовлетворительно* | Студент недостаточно полно освещает теоретические вопросы, делает некоторые ошибки при выполнении практического задания, не может продемонстрировать умения вести дискуссию, нарушается логичность и связанность высказывания. Допускает 4-5 лексико-грамматических и фонетических ошибок в устном сообщении, искажающие смысл высказывания. |
| *Неудовлетворительно* | Студент недостаточно полно освещает теоретические вопросы, не может справиться с практическим заданием, не может дать правильный ответ на дополнительный вопрос, отсутствие логичности и связанность высказывания. Допускает грубые лексико-грамматические и фонетические ошибки в устном сообщении, искажающие смысл высказывания. |

**Раздел 3. Методические материалы, определяющие процедуры оценивания знаний, умений, навыков и опыта деятельности, характеризующих этапы формирования компетенций**

Основными этапами формирования компетенций по дисциплине при изучении студентами дисциплины являются последовательное изучение содержательно связанных между собой разделов. В целом по дисциплине оценка «отлично» ставится в следующих случаях:

- студент демонстрирует глубокие знания по излагаемой проблеме, делает выводы по теоретическому изложению материала, умело иллюстрирует примерами, без ошибок справляется с практическим заданием, показывает умение вести дискуссию по данной проблеме, выполняется коммуникативная задача, логичность и связанность высказывания;

- «хорошо» - студент освещает основные аспекты данной проблемы, делает выводы, хорошо справляется с практическим заданием, реагирует на вопросы преподавателя, провоцирующие дискуссию, решает коммуникативную задачу высказывания, допускает 1-2 лексико-грамматические ошибки;

- «удовлетворительно» - студент недостаточно полно освещает теоретические вопросы, делает некоторые ошибки при выполнении практического задания, не может продемонстрировать умения вести дискуссию, нарушается логичность и связанность высказывания. Допускает 4-5 лексико-грамматических и фонетических ошибок в устном сообщении, искажающие смысл высказывания.

- «неудовлетворительно» ставится, если студент недостаточно полно освещает теоретические вопросы, не может справиться с практическим заданием, не может дать правильный ответ на дополнительный вопрос, отсутствие логичности и связанность высказывания. Допускает грубые лексико-грамматические и фонетические ошибки в устном сообщении, искажающие смысл высказывания.

При оценивании результатов обучения: знания, умения, навыки и опыта деятельности (владения) в процессе формирования заявленных компетенций используются различные формы оценочных средств текущего, рубежного и итогового контроля (промежуточной аттестации).

**Рекомендации к компонентному составу оценочных материалов**

|  |  |  |  |
| --- | --- | --- | --- |
| Формы контроля | Виды контроля | Состав оценочных материалов | |
| Для обучающегося | Для экзаменатора |
| Промежуточная аттестация – итоговый контроль по дисциплине | Зачет | Вопросы к зачету | Критерии оценивания представлены в методических указаниях по освоению дисциплины |
| Текущий контроль - контроль самостоятельной работы студентов | Тестирование | Бланк с тестовыми заданиями (в случае бланковой формы тестирования) и инструкция по заполнению.  Доступ к тесту в системе компьютерного тестирования и инструкции по работе в  системе. | Банк тестовых заданий  Инструкция по обработке результатов |
| Устное собеседование  (учебно-речевая ситуация) | Вопросы для собеседования и перечень дискуссионных тем представлены в методических указаниях к практическим занятиям (семинарским) | Критерии оценивания представлены в методических указаниях по освоению дисциплины |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Оценочные средства | Критерий для оценки «5» | Критерий для оценки «4» | Критерий для оценки «3» | Критерий для оценки «2» |
| Задания блока А.0 | Процент правильных ответов составляет 85% и более | Процент правильных ответов составляет от 66% до 84% | Процент правильных ответов составляет от 50% до 65% | Процент правильных ответов составляет менее 50% |
| Задания блока А.1 | продемонстрировано глубокое знание по теме практического занятия, полно излагает материал, продемонстрировано отличное владение терминологией, проявлено умение убеждать с использованием логичных доводов,  приводит необходимые примеры не только из учебной литературы, но и самостоятельно составленные | формулирует полный правильный ответ на вопросы практического занятия с соблюдением логики изложения материала, но допускает при ответе  отдельные неточности, не имеющие принципиального характера, недостаточно четко и полно отвечает на уточняющие и дополнительные вопросы | продемонстрировал неполные знания, допускает ошибки и неточности при ответе на вопросы практического занятия, продемонстрировал неумение логически выстроить материал ответа и формулировать свою позицию по проблемным вопросам | не способен сформулировать ответ по вопросам практического занятия (семинара); дает неверные, содержащие фактические ошибки ответы на вопросы практического занятия (семинара); не способен ответить на дополнительные и уточняющие вопросы.  Неудовлетворительная оценка выставляется в случае отказа отвечать на  вопросы практического занятия |
| Задания блока Б | демонстрирует полный и правильный ответ, изложенный в определенной  логической  последовательности; если студент  свободно оперирует лингвистическими законами; анализирует языковые и правовые явления, используя различные источники информации; делает творчески обоснованные выводы. Допускается одна-две несущественные ошибки | демонстрирует полный и правильный ответ, изложенный в определенной логической последовательности; если студент умеет оперировать лингвистическими законами; анализирует языковые и правовые явления; делает обоснованные выводы. Допускаются одна-две ошибки | демонстрирует частично  правильный и неполный ответ; нарушена логика ответа; если студент знает лингвистические законы, но оперирует ими слабо | ответы  односложные «да», «нет»; аргументация отсутствует либо ошибочны ее основные положения; большинство важных фактов отсутствует, выводы не делаются. |
| Задания блока С | Задания выполнены полностью, в представленном решении обоснованно получен правильный ответ | задания выполнены полностью, но нет достаточного обоснования или при верном решении допущена ошибка, не влияющая на правильную последовательность рассуждений, и, возможно, приведшая к неверному ответу | задания выполнены частично, нет достаточного обоснования или при выполнении допущены ошибки, влияющие на правильную последовательность рассуждений, и, приведшие к неверному ответу | задания не выполнены или выполнены неверно. |
| Задания блока D | отвечает полно, излагает изученный материал, даёт правильные определения языковых понятий; обнаруживает понимание материала, способен обосновать свои суждения, применить знания на практике, привести необходимые примеры не только по учебнику, но и самостоятельно составленные; излагает материал последовательно и правильно с точки зрения норм литературного языка. | даёт ответ, удовлетворяющий тем же требованиям, что и для отметки «5», но допускает 1-2 ошибки, которые сам же и исправляет, и 1-2 недочёта при речевом оформлении ответа. | обучающийся обнаруживает знание и понимание основных положений вопроса, но излагает материал неполно и допускает неточности в определении языковых понятий или формулировке правил; не умеет обосновать свои суждения и привести собственные примеры; излагает материал непоследовательно и допускает ошибки в речевом оформлении ответа. | ставится, если студент обнаруживает незнание большей части материала вопроса, допускает ошибки в формулировке определений и правил беспорядочно и неуверенно излагает материал. |