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

*06.03.01 Биология*

*Биоэкология*

Тип образовательной программы

*Программа академического бакалавриата*

Квалификация

*Бакалавр*

Форма обучения

*Очная*

Год набора 2017

Фонд оценочных средств предназначен для контроля знаний обучающихся по направлению подготовки 06.03.01 Биология по дисциплине «Иностранный язык»

Фонд оценочных средств рассмотрен и утвержден на заседании кафедры

Кафедра педагогического образования

*наименование кафедры*

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

Первый заместитель директора по УР  *подпись расшифровка подписи*

*Исполнители:*

*должность подпись расшифровка подписи*

*должность подпись расшифровка подписи*

**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 способность 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 английском 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 направления). | **Блок В** − задания реконструктивного уровня  Тематические практические задания. |
| **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);  - основами частной и деловой переписки и оформлением стандартных речевых произведений (аннотация, реферат, тезисы, биография). | **Блок С** − задания практико-ориентированного и/или исследовательского уровня  Комплексные практические задания. |

**Раздел 2. Оценочные средства**

**А.0 Фонд тестовых заданий по дисциплине**

**Раздел 1. Я и моя семья**

**1.1. This is … cap. … cap is black.**

a. the; the

b. a; the

c. a; a

**1.2. Is Kate … teacher or is she …doctor? She is … doctor.**

a. a, the; the

b. the, a; the

c. a, a; a

**1.3. This … a note.**

a. are

b. is

c. am

**1.4. Kate is … teacher. Her parents were … teachers too.**

a. a; a

b. –;-

c. the; a

**1.5. Chemistry was my favourite subject at … school.**

a. a

b. the

c. -

**1.6. There was a lot of snow on … ground.**

a. a

b. –

c. the

**1.7. The … stole a picture by Rembrandt which costs thousands of dollars.**

a. thieves

b. thiefs

c. thieve

**1.8. My Granny lives on the farm. She has a lot of …**

a. goose

b. geese

c. gess

**1.9. During the storm the …of some houses were blown away.**

a. rooves

b. roofs

c. roffes

**1.10. I must go to the dentist’s and have my two … filled.**

a. tooth

b. teeth

c. tithes

**1.11. I’ve seen a few … in my country house.**

a. mice

b. mouse

c. mouses

**1.12. Three … passed but Holmes did not appear.**

a. dais

b. days

c. dayes

**1.13. There were two … in the cage.**

a. wolves

b. wolfs

c. wolffes

**1.14. The trees stood bare. Only on one of them I saw a few brown …**

a. leafs

b. leaves

c. leaveses

**1.15. I like … very much.**

a. tomatoes

b. tomatos

c. tomatois

**1.16. I am putting the exercise-book into the bag.**

a. Я положил тетрадь в портфель

b. Я положу тетрадь в портфель

c. Я кладу тетрадь в портфель

**1.17. Мы переписываем упражнение сейчас.**

a. We copying out the exercise now

b. We are copying out the exercise now

c. We are copy out the exercise now

**1.18. Какого цвета этот карандаш?**

a. What is the colour this pencil?

b. What the colour is this pencil?

c. What colour is this pencil?

**1.19. I am a worker. … name is Ivanov.**

a. his

b. my

c. our

**1.20. Where are our brief-cases?**

a. Это наши портфели?

b. Где наши портфели?

c. Какие наши портфели?

**1.21. Чьи это книги?**

a. Whose is this book?

b. What are these books?

c. Whose books are these?

**1.22. Do you live in Moscow or in Leningrad?**

a. I am live in Moscow.

b. I live in Moscow.

c. I living in Moscow.

**1.23. The flat was … the seventh floor. We had to climb the stairs because the lift was out of order.**

a. on

b. in

c. at

**1.24. We were sitting … the bank watching the sunset on the river.**

a. on

b. at…

c. in

**1.25. …the north coast of England it will rain heavily for another two days.**

a. in

b. on

c. under

**1.26. Write your name and address … the left-hand corner of the page.**

a. in

b. at

c. on

**1.27. In a couple of minutes we heard a knock … the door.**

a. on

b. at

c. out of

**1.28. He …awfully sorry you will not to be able to go with us this year.**

a. is

b. are

c. am

**1.29. Mr. White…an old man. He … on pension.**

a. is; is

b. are; am

c. am; is

**1.30. “No, I …not very hungry,” he said. “But I’ll have some mineral water, salad, meat and potatoes.”**

a. am

b. is

c. are

**1.31. The teacher’s opinion differs from ….**

a. my

b. mine

c. me

**1.32. He is quite right. I agree with … completely.**

a. he

b. him

c. his

**1.33. She had taken the advice, but the decision was ….**

a. her

b. she

c. hers

**1.34. Timothy … his dog**

a. is feeding

b. feed

c. feeds

**1.35. Our neighbors…their car.**

a. wash

b. are washing

c. is washing

**1.36. Liz / the text-book**

a. Liz’s text-book

b. the text-book of Liz

c. the Liz’s text-book

**1.37. The roof / the house**

a. the houses roof

b. the roof of the house

**1.38. The rabbits / the cage**

a. the rabbits’s cage

b. the rabbits’ cage

c. the cage of the rabbits

**1.39. Our dog / a new kennel**

a. our dog’s new kennel

b. a new kennel of our dog

**1.40 The Smiths / the car**

a. the Smiths’ car

b. the Smiths’s car

c. the car of the Smiths

**1.41. Charles / the book**

a. Charles’ book

b. the book of Charles

c. Charle’s book

**1.42. A bird / a nest**

a. a nest of a bird

b. a bird’s nest

**1.43. those men / the umbrellas**

a. those men’ umbrellas

b. those men’s umbrellas

c. the umbrellas of those men

**1.44. My parents / the friends**

a. the friends of my parents

b. my parents’s friends

c. my parents’ friends

**1.45. Tom and Alice / the car**

a. Tom’s and Alice’s car

b. Tom and Alice’s car

c. the car of Tom and Alice

**1.46. Mathematics …too difficult for me.**

a. is

b. are

c. ---

**1.47. English … too difficult for me.**

a. is

b. ---

c. are

**1.48. The spoons … on the table. The table … in the room.**

a. am; is

b. is; are

c. are; is

**1.49. Mrs. Smith is very fat - … weight over a hundred kilos!**

a. her

b. she

c. it

**1.50. Where shall … meet, Bob?**

a. you

b. you and I

c. we

**1.51. He is quite right. I agree with … completely.**

a. he

b. him

c. his

**1.52. One has to show … ticket at the entrance.**

a. you

b. his

c. one’s

**1.53. I can’t eat … chips because they are cold.**

a. this

b. these

c. it

**1.54. James took the book and opened ….**

a. it

b. this

c. that

**1.55. … books are very boring.**

a. this

b. that

c. those

**1.56. … is our classroom. It is very light and clean.**

a. this

b. these

c. those

**1.57. Have you ever been to USA?**

a. ---

b. the

c. a

**1.58. She works at this school as …teacher.**

a. ---

b. a

c. the

**1.59. I couldn’t hear her because of…noise of the train**

a. the

b.---

c. a

**1.60. I’m afraid I’ve broken…**

a. the chair’s leg

b. the leg in the chair

c. the leg of the chair

**1.66. Sally opened the …and entered.**

a. kitchen’s door

b. door of the kitchen

c. kitchen door

**1.61. Tim took …. car.**

a. his father car

b. his father’s car

c. his fathers’ car

**1.62.** Read and translate the texts.Choose the correct versions.

**Text 1. Foreign Languages in Our Life**

Learning a foreign language isn't an easy tiling. Nowadays it's especially important to know foreign languages. Some people learn languages because they need them for their work, others travel abroad, for the third studying foreign languages is a hobby. Everyone, who knows foreign languages can speak to people from other countries, read foreign authors in the original, which makes your outlook wider.

I study English. It's a Long and slow process that takes a lot of time and efforts. Over 300 million people speak it is as a mother tongue. The native speakers of English live in Great Britain, the United States of America, Australia and New Zealand. English is one of the official languages of the United Nations Organization and other political organizations.

English language is a wonderful language. It's the language of the great literature. It's the language of William Shakespeare, Charles Dickens and others. Half of the world's scientific literature is in English. It's the language of computers technology. The great German poet Goette once said, "He, who knows no foreign language, doesn't know his own one". That's why in order to understand oneself and environment one has to learn foreign languages. I think that to know English today is absolutely necessary for every educated man, for every good specialist.

**1. Learning a foreign language isn't an easy tiling.**

a. Английский язык очень легко выучить

b. Изучение иностранного языка — нелегкое дело

c. Изучение иностранного языка - легкое дело

**2. It's a long and slow process that takes a lot of time and efforts.**

a. Это быстрый процесс, который не отнимает много времени и усилий

b. Это очень долгий процесс, на который нужно годы обучения.

c. Это долгий и медленный процесс, который отнимает много времени и усилий.

**3. It's the language of …**

a. the great literature.

b. of all world

c. our country

**4. I think that to know English today is absolutely**

a. necessary

b. unnecessary

c. useful

**5. The native speakers of English live in …**

a. Russia, Italy, Japan

b. Great Britain, the United States of America, Australia and New Zealand.

c. China, Australia, New Zealand

**1.63. Read and translate the texts. Choose the correct versions.**

**Text 2. Television**

Television, also called TV, is one of our most important means of communication. It brings moving pictures and sounds from around the world into millions of homes. The name "Television" comes from Greek word meaning "far", and a Latin word meaning "to see", so the word "television" means "to see far". About three-fourths of the 1 500 TV stations in the US are commercial stations. They sell advertising time to pay for their operating costs and to make profit. The rest are public stations, which are nonprofit organizations. Commercial TV stations broadcast mostly entertainment programs because they must attract larger numbers of viewers in order to sell advertising time at high prices. These programs include light dramas called situation comedies; action packed dramas about life of detectives, police officers, lawyers and doctors; shows featuring comedians, dancers and singers; movies; quiz shows; soap operas; cartoons

**1. Television, also called TV, is one of our most important means of communication.**

a. Телевидение-это самое важное средство коммуникации

b. Телевидение коротко называют ТВ

c. Телевидение является одним из наших самых важных средств коммуникации

**2. The name "Television" comes from Greek word**

a. Название "телевидение" происходит от греческого слова

b. Название "телевидение" происходит от латинского слова

c. Название "телевидение" происходит от итальянского слова

**3 About …of the 1 500 TV stations in the US are commercial stations.**

a. three-fourths

b. four-fifths

c. one-third

**4.They sell… time to pay for their operating costs and to make profit.**

a. advertising

b. different goods

c. programs

**5. Commercial TV stations broadcast mostly… because they must attract larger numbers of viewers in order to sell advertising time at high prices.**

a. cartoons

b. political programs

c. entertainment programs

**1.64. Geography …too difficult for me.**

a. is

b. are

c. -

**1.65. The spoons … on the table. The table … in the room.**

a. am; is

b. is; are

c. are; is

**1.66. His opinion differs from ….**

a. my

b. mine

c. me

**1.67. Mrs. Smith is very fat - … weight over a hundred kilos!**

a. her

b. she

c. it

**1.68. He had taken the advice, but the decision was ….**

a. his

b. he

c.him

**1.69 Trees drop … leaves in autumn.**

a. their

b. its

c. theirs

**1.70. I don’t dress … for dinner here.**

a. myself

b. -

c. by myself

**1.71. He usually shaves … after breakfast.**

a. -

b. himself

c. oneself

**1.72. I’m afraid I’ve broken…**

a. the chair’s leg

b. the leg in the chair

c. the leg of the chair

**1.73. Does … cars use much petrol?**

a. that

b. these

c. this

**1.74. Last year he spent a lot of time traveling … London and Liverpool.**

a. between

b. from

c. in

**1.75. A river bout passed … the bridge.**

a. under

b. by

c. along

**1.76. The whole family was sitting … the dinner table.**

a. about

b. round

c. beside

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

a. in

b. at

c. inside

**1.78. My mother entered … the room quickly and stood near the door.**

a. in

b. to

с. -

**1.79. We usually … a bus or a taxi early in the morning to get to work.**

a) took

b) take

c) taken

d) were taking

**1.80. I ... to work now. Good-bye!**

a) go

b) went

c) am going

d) goes

**1.81. This is a great party. Everyone ...**

a) dance

b) is dancing

c) dances

d) are dancing

**1.82. Nurses ... after people in hospital.**

a) looks

b) is looking

c) will look

d) look

**1.83. My sister seldom … our parents.**

a) visit

b) do visit

c) does visit

d) visits

**1.84. I ... four languages.**

a) am speaking

b) speak

c) speaks

d) does speak

**1.85. Our lessons … at 10 o’clock sharp so don’t be late.**

a) would start

b) started

c) start

d) starts

**1.86. In Britain people ... on the right.**

a) are driving

b) drives

c) drive

d) drove

**1.87. What time … your brother usually … up?**

a) are / waking

b) will / be waking

c) does / wake

d) do / wake

**1.88. He never … about marriage with us.**

a) talks

b) doesn't talk

c) doesn't talks

d) talking

**1.89. Составьте устно предложения по образцам. Прочитайте и переведите их.**

The room

The flat

The kitchen

The bathroom is good.

The pencil isn’t blue.

red

black

This is a large desk.

car

kitchen

room

table

park

Is this (that) a table?

a sofa?

a tea-pot?

a kitchen?

a bathroom?

a book?

**Выбрать единственный верный вариант ответа.**

Many, much, little, a little, few, a few

**I. Choose the correct answer.**

**1.90. She puts ... sugar in her tea.**

a. many

b. few

c. little

**1.91. You shoud add ... oil to the potatoes.**

a. little

b. many

c. few

**1.92. We bought ... oranges in the shop.**

a. much

b. a little

c. a few

**1.93. Everyone needs ... luck.**

a. a little

b. a few

c. many

**1.94. Today we have ... lessons.**

a. many

b. few

c. much

**1.95.John needs ... sleep.**

a. many

b. much

c. a few

**1.96. How ... did you play for your car?**

a. many

b. little

c. much

**1.97. Isn’t there too ... furniture in her room?**

a. few

b. much

c. many

**1.98. Please, give me ... more minutes.**

a. a few

b. a little

c. many

**1.99. Jacob feels lonely as he has very ... friends.**

a. much

b. little

c. few

**Степени сравнения прилагательных**

**1.100. It was \_\_\_ music I have ever heard.**

a. more beautiful

b. less beautiful

c. the most beautiful

d. beautiful

e. most beautiful

**1.101. I have \_\_\_ time than he does.**

a. bigger

b. larger

c. most

d. less

e) least

**1.102. Your English is much \_\_\_ now. You’ve made\_\_\_ mistakes this time.**

a. best / least

b. better / less

c. the best / less

d. good / less

e. best / the least

**1.103. Please, tell me something \_\_\_ than this old joke.**

a. interesting

b. less interesting

c. more interesting

d. the most interesting

e. the least interesting

**1.104. It is much \_\_\_ to speak English than to understand.**

a. -

b. the most difficult

c. more difficult

d. difficult

e. most difficult

**1.105. He is \_\_\_ among his classmates.**

a. old

b. taller

c. the youngest

d. short

e. higher

**1.106. I make \_\_\_ mistakes now than last year.**

a. few

b. fewer

c. -

d. the fewest

e. fewest

**1.107. It is \_\_\_ and \_\_\_ to live here than there.**

a. warm / most pleasant

b. warmer / pleasant

c. warmest / pleasanter

d. warmer / more pleasant

e. warm / more pleasant

**1.108. Which is \_\_\_ country in the UK?**

a. industrial

b. the most industrial

c. more industrial

d. most industrial

e. industrial

**1.109. The \_\_\_ you start, the \_\_\_ you’ll finish.**

a. soon / more quickly

b. sooner / more quickly

c. sooner / quickly

d. soon / quickly

e. more sooner / more quickly

**1.110. Она хорошо знает английский.**

a. She well knows English.

b. She knows English well.

c. She English knows well.

**1.111. Where … your sister work?**

a. do

b. are

c. does

**1.112. What kind of books … you read?**

a. does

b. do

c. did

**1.113. “Does your son read … ?” “Yes, he reads a lot.”**

a. many

b. much

c. very little

**1.114. He does not usually ask … questions.**

a. many

b. much

c. very little

**1.115. I … near my office last year.**

a. live

b. lived

c. lives

**1.116. They … home in the evening.**

a. returned

b. return

c. returns

**1.117. Did he … the window before classes?**

a. opened

b. open

c. opening

**1.118. My … father is my grandfather.**

a. mothers

b. mother’s

c. mother

**1.119. My friend …to me very often last year.**

a. write

b. writed

c. wrote

**1.120. She … in Kiev last week.**

a. be

b. was

c. were

**1.121. Did you … to the country for the last week-end or did you stay in town?**

a. go

b. went

c. going

**1.122. A week ago my friend … to Moscow from Leningrad.**

a. come

b. came

c. coming

**1.123. We did not … at nine o’clock.**

a. got up

b. get up

c. getting up

**1.124. Fourth, forty, fourteen, four.**

a. четыре, четвертый, сорок, четырнадцать

b. сорок, четырнадцать, четыре, четвертый.

c. четвертый, сорок, четырнадцать, четыре.

**1.125. How many children … you got?**

a. has

b. have

c. has not

**1.126. They … a dictation yesterday.**

a. has

b. have

c. had

**1.127. I did not … time to ask all my questions.**

a. have

b. has

c. had

**1.128. Have you got …questions?**

a. some

b. any

c. anything

**1.129. … people enjoyed the film, others did not like it at all.**

a. any

b. no

c. some

**1.130. Could you buy … apples, please?**

a. some

b. any

c. no

**1.131. Mary … … got a family.**

a. has not

b. have not

c. not have

**1.132. There … a large table in my room.**

a. are

b. be

c. is

**1.133. There …very many children in the park yesterday.**

a. was

b. were

c. is

**1.134. There … five chairs in the room.**

a. is

b. was

c. are

**1.135. “Please send them this article ‘. “Oh, … I do it now?”**

a. shall

b. must

c. can

**1.136. He …out tomorrow afternoon.**

a. was

b. will be

c. were

**1.137. There … a lot of work to do tomorrow.**

a. will be

b. was

c. were

**1.138. There … a lot of people at the lecture tomorrow.**

a. were

b. is

c. will be

**1.139. He said that he … in Leningrad.**

a. lives

b. will live

c. lived

**1.140. We did not know whose things they ….**

a. was

b. were

c. will be

**1.141. He knew that Peter … in Kiev.**

a. were

b. will be

c. was

**1.142. You are busy now, …?**

a. aren’t you?

b. are you?

c. is you?

**1.143. You did not see your friend yesterday, …?**

a. didn’t you?

b. did you ?

c. will you?

**1.144. He can read English …. a.**

a little

b. a few

c. several

**1.145. My brother is coming to Moscow in … days.**

a. a little

b. a few

c. any

**1.146. I…hard for my exams. Summer session starts in a week.**

a. work

b. am working

c. worked

**1.147. My sister …in fashion design.**

a. specializes

b. is specializing

c. specialized

**1.148. At present they …at a new project.**

a. work

b. are working c. worked

**1.149. What …you … by saying this?**

a. do…mean

b. are meaning

c. meant

**1.150. I … what he is talking about.**

a. don’t understand

b. am not understanding

c. didn’t understand

**1.151. The lake never … at this time of the year. We can get to the other shore by boat.**

a. is freezing

b. freezes

c. frozen

**1.152. Look! The fire brigade … at a terrible speed. There must be a fire somewhere.**

a. rush

b. is rushing

c. rushed

**1.153. I …my dog out for long walks in the park on Sunday.**

a. always take

b. am always taking

c. taken

**1.154. You …nice today.**

a. look

b. are looking

c. looked

**1.155. She … beautiful.**

a. is always looking

b. always look

c. looked

**1.156. We … your proposition. We’ll give you an answer in a few days.**

a. think over

b. are thinking over

c. thought over

**1.157. Tom … her to be a good musician.**

a. considers

b. is considering

c. consider

**1.158. I … the dentist at 4 p.m. I’ve arranged it already.**

a. see

b. am seeing

c. saw

**1.159.1. I don’t like him. He … horrible stories.**

a. always tells

b. is always tell

c. always told

**1.160. Она хорошо знает английский.**

a. She well knows English.

b. She knows English well.

c. She English knows well.

**1.161. Where … your sister work?**

a. do

b. are

c. does

**1.162. What kind of books … you read?**

a. does

b. do

c. did

**1.163. “Does your son read … ?” “Yes, he reads a lot.”**

a. many

b. much

c. very little

**1.164. He does not usually ask … questions.**

a. many

b. much

c. very little

**1.165. I … near my office last year.**

a. live

b. lived

c. lives

**1.166. They … home in the evening.**

a. returned

b. return

c. returns

**1.167. Did he … the window before classes?**

a. opened

b. open

c. opening

**1.168. My … father is my grandfather.**

a. mothers

b. mother’s

c. mother

**1.169. My friend …to me very often last year.**

a. write

b. writed

c. wrote

**1.170. She … in Kiev last week.**

a. be

b. was

c. were

**1.171. Did you … to the country for the last week-end or did you stay in town?**

a. go

b. went

c. going

**1.172. A week ago my friend … to Moscow from Leningrad.**

a. come

b. came

c. coming

**1.173. We did not … at nine o’clock.**

a. got up

b. get up

c. getting up

**1.174. Fourth, forty, fourteen, four.**

a. четыре, четвертый, сорок, четырнадцать

b. сорок, четырнадцать, четыре, четвертый.

c. четвертый, сорок, четырнадцать, четыре.

**1.175. How many children … you got?**

a. has

b. have

c. has not

**1.176. They … a dictation yesterday.**

a. has

b. have

c. had

**1.177. I did not … time to ask all my questions.**

a. have

b. has

c. had

**1.178. Have you got …questions?**

a. some

b. any

c. anything

**1.179. … people enjoyed the film, others did not like it at all.**

a. any

b. no

c. some

**1.180. Could you buy … apples, please?**

a. some

b. any

c. no

**1.181. Mary … … got a family.**

a. has not

b. have not

c. not have

**1.182. There … a large table in my room.**

a. are

b. be

c. is

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c. is

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b. must

c. can

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b. will be

c. were

**1.187. There … a lot of work to do tomorrow.**

a. will be

b. was

**c. were**

**1.188. There … a lot of people at the lecture tomorrow.**

a. were

b. is

c. will be

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a. lives

b. will live

c. lived

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a. was

b. were

c. will be

**1.191. He knew that Peter … in Kiev.**

a. were

b. will be

c. was

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a. aren’t you?

b. are you?

c. is you?

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a. didn’t you?

b. did you ?

c. will you?

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b. a few

c. several

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b. are working

c. worked

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a. do…mean

b. are meaning

c. meant

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a. don’t understand

b. am not understanding

c. didn’t understand

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b. freezes

c. frozen

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b. is rushing

c. rushed

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c. taken

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a. look

b. are looking

c. looked

**1.205. She … beautiful.**

a. is always looking

b. always look

c. looked

**1.206. We … your proposition. We’ll give you an answer in a few days.**

a. think over

b. are thinking over

c. thought over

**1.207. Tom … her to be a good musician.**

a. considers

b. is considering

c. consider

**1.208. I … the dentist at 4 p.m. I’ve arranged it already.**

a. see

b. am seeing

c. saw

**1.209. I don’t like him. He … horrible stories.**

a. always tells

b. is always tell

c. always told

**1.210. Where \_\_\_\_\_ on holidays?**

a. you go

b. do you go

c. do you going

d. are you go

**1.211. I \_\_\_\_\_ lots of books every year.**

a. will read

b. am reading

c. read

d. am going to read

**1.212. We \_\_\_\_\_ to a party next Saturday.**

a. go

b. goes

c. are going

d. went

**1.213. \_\_\_\_\_ to go out tonight?**

a. Do you want

b. Are you wanting

c. Is you want

d. Would you want

**1.214. Every morning Tessa \_\_\_\_\_ at 7.30.**

a. is getting up

b. got up

c. get up

d. gets up

**1.215. Oh, someone \_\_\_\_\_ in my seat!**

a. is sitting

b. sits

c. will sit

d. sit

**1.216. I’m sorry. I can’t help you at the moment. I \_\_\_\_\_ dinner.**

a. will cook

b. am cooking

c. cook

d. cooked

**1.217. In Britain people \_\_\_\_\_ on the right.**

a. are driving

b. drives

c. drive

d. drove

**1.218. What \_\_\_\_\_ in your free time?**

a. are you doing

b. do you do

c. you do

d. are you do

**1.219. Jack’s a policeman but he \_\_\_\_\_ a uniform.**

a. doesn’t wear

b. isn’t wearing

c. no wear

d. wears

**1.220. Read and translate the text. Choose the correct versions.**

The Town of My Dream

Peking is the capital of the People's Republic of China. It is spreads across a vast area. Part of its border is formed by the Great Wall of China, a huge wall which stretches along the mountains. It is the ancient seat of government and a modern industrial and commercial city. The population of Peking is about 10 million people and is still growing, although it is only the second largest city in China.

In 1421 Peking became the imperial capital of the Ming dynasty (1368—1644) and it was during this time that the spacious walled city was built. Like many ancient Chinese cites, the walls and streets were based on the points of the compass. Peking has remained the capital of China since then. With its modern international airport, it is not surprising that Peking has become a popular tourist destination. Peking's broad, straight streets are crowded with people, bicycles and buses. Very few people own a car.

Industries include textiles, steel and engineering. It is also a city of great cultural importance. There are more than fifty institutes of higher education, including Peking University. It has a famous opera, a ballet and some outstanding museums — The Museum of Chinese History and Gugun Museum. Among the many historical and cultural landmarks in Peking is Square, one of the largest public squares in the world. It is used for political rallies and military parades.

**1. Peking is the capital of …**

a. the People's Republic of China

b. England

c. Japan

**2. Part of its border is formed by …**

a. the government

b. people of China

c. the Great Wall of China

**3. …Peking became the imperial capital of the Ming dynasty**

a. In 1421

b. In 1420

c. In 1398

**4. There are more than fifty…, including Peking University.**

a. institutes of higher education

b. colleges

c. museums

**5. The population of Peking is about …people and is still growing**

a. 10 million

b. 20 million

c. 15 million

**Блок А**

**А1. Вопросы для опроса**

**Тема № 1. Let me introduce myself**

1.1. Can you just introduce yourself to other guests?

1.2. Are you looking for anything in particular?

1.3. Is there anyone who can get me a glass of water?

1.4. Is there anything else I can help you with?

1.5. Did you attend the seminar?

1.6. Can you spell words?

1.7. Can you do something about this?

1.8. Are you still eating that chocolate?

1.9. Can you take our orders now?

1.10. Do you serve meals?

1.11. Is there anything I can get for you?

1.12. Did you save the time?

1.13. Do you stock any fashion magazine?

1.14. Are you a sober (serious and calm) driver?

1.15. Can we talk?

1.16. Did you say anything to my friend?

1.17. Are you just going to stand there whole day?

1.18. Do you require a security deposit?

1.19. Did you see any lion?

1.20. Is there any restaurant available?

**Тема № 1.2. About your family**

Answer the questions to practice talking about yourself, your family, your daily routine, household chores and the life of your dream

1.2.1. What can you tell a stranger about yourself?

1.2.2. What are three things that you enjoy doing most of all and the three things that you hate doing?

1.2.3. How big is your family?

1.2.4. What is better: to have a small family or a big family with a lot of children and other relations? Why?

1.2.5. What is your family like? Have you got any brothers and sisters? Are you good friends with them?

1.2.6. Have you got baby brothers and sisters? Do you help your mother to take care of them? What do you do?

1.2.7. What are your family’s favourite pastimes? What do you like doing together?

1.2.8. What are the things you like doing together? Have you got any family traditions? What are they?

1.2.9. In what way is your family important for you?

1.2.10.What are your parents?

1.2.11. What is the life of your dream?

1.2.12. Can you realize your dreams in future?

1.2.13. What are negative aspects of living in the city?

1.2.14. What are positive aspects of living in the city?

1.2.15. What is the house of your dream?

1.2.16. What are your favourite pastimes and hobbies?

1.2.17. What is an ideal family as you see it?

1.2.18. What can you tell us about your nearest and dearest?

1.2.19. Where do you prefer to live: in the country or in the city?

**Тема 2. Высшее образование в России и за рубежом***.*

**Задание 1. Перечень вопросов по теме для устного обсуждения:**

2.1. Where did you go to kindergarten?

2.2. Where did you go to elementary school?

2.3. Where did you go to junior high school?

2.4. Where did you go to high school?

2.5. Did you go to college or university?

a. Where did you go?

b. What did you study?

c. How many years did you go?

d. Did you work while you went there?

2.6. Did you enjoy going to elementary school?

2.7. Does your country have middle schools?

a. What is the age that children begin school?

b. How old are students they when they graduate?

2.8. Did you go to a good high school?

2.9. What do you remember about your teachers?

a. Who was your favorite teacher?

b. What teacher impressed you the most?

c. Do you still stay in touch with your teachers?

d. Did you have any teachers you didn't like?

2.10. How many students were in your high school?

2.11. Describe the students who attended your high school.

a. Did they have a good influence on you?

b. Did they make your childhood and teenage years harder or easier?

2.12. Were there cliques in your high school? Were there gangs?

2.13. Did you make friends in high school that you still keep in touch with?

2.14. What subjects were you good at?

2.15. What subjects were you bad at?

2.16. Did you study a foreign language in school? Was it taught well?

2.17. Do you know anyone who attended a private school? Do private schools offer higher quality education or are they just prestigious?

2.18. Did you attend college?

2.19. If you did, what made you decide to go to the college you did?

2.20. Was it a good school?

2.21. How many students attended it?

2.22. How many students were in your biggest class? How many in your smallest class? Did you prefer small classes or big classes?

2.23. Was it harder to study in college than in high school? How does college compare to high school? What advice would you give a high school student who is about to go to college?

2.24. What did you major in? Why did you choose the major you did?

2.25. Did you live in a dormitory while you went to college? Who were your roommates?

2.26. Does your country provide a good public school system?

2.27. Does your country have good public universities? If not, why do you think there is a lack of funding for education in your country?

2.28. What realistic changes would you make to your country's attitude toward education?

2.29. What role do you think human capital plays in the development of countries?

2.30. How many years did you attend college?

2.31. Did you study abroad?

2.32. Do the elite in your country attend one or two universities?

2.33. Do elite universities help or harm your country?

2.34. Where do we learn the skills necessary to become a good student - in elementary, middle or high school?

2.35. What are the skills that separate good students from bad students?

2.36. Were good grades important to you?

2.37. Did teachers grade students fairly? Did you ever feel like you should have gotten a better grade then you did in a class?

2.38. Did you procrastinate studying? Did you ever pull an all nighter?

2.39. Did you study with other students?

2.40. Did classmates talk to each other much before or after class?

2.41. Did you skip class very often?

2.42. Do college professors give students syllabuses at the beginning of term? Were you clear on what professors expected of you?

2.43. Are college tuitions reasonable in your country? Is it easy to get scholarships or government grants?

2.44. Are there good colleges in your country?

2.45. Do many people in your country study abroad?

2.46. Are there any subjects you wanted to study but they weren't available at your school?

2.47. Are women encouraged to pursue education?

2.48. Are straight-A students smarter than others or just better at memorizing things? Did you really learn in school or did you just memorize information and pass tests?

2.49. Do you know anyone who does not know how to read or write?

2.50. Do you think teachers are paid enough? Do you think teachers are well educated?

**Задание 2. Перечень контрольных вопросов по теме:**

1. Do you think your teachers gave too much homework? How much homework should teachers assign students?

2. Did you ride a bus or walk to school?

3. Was school ever canceled for a day when you were a child?

4. Do you think it is easier to learn as a child or as an adult?

5. Is it difficult for people without a college education to get good jobs where you live?

6. Does education guarantee a good job?

7. What are the qualities of a good student?

8. What are the qualities of a good teacher?

9. Why do you think people become teachers?

10. How much free time does a high school student in your country have?

11. Do parents home-school their children in your country?

12. What do you think of home schooling?

13. Do you know anyone who was home schooled?

14. Do you wish you had been home schooled?

15. Are teachers the only ones qualified to teach children? What makes someone qualified to teach children?

16. Can parents influence their children's schools? What can a parent do if he or she disapproves of a teacher's decision?

17. Do children have a right to an education? Should education be free?

18. Does your country provide a good public school system?

19. What improvements does the school system need?

20. Do you think your country should spend more money on schools?

21. If a school gets more money, will the quality of education always improve?

22. What would happen if public schools were abolished? Could children still get an education?

23. Once you graduate from a university should you stop learning?

24. What are some ways a person can continue to learn?

25. Are college graduates smarter than people who did not go to college?

26. Would you ever vote for a politician who did not attend college?

27. Do the elite in your country attend only one or two universities? Do elite universities help or harm your country?

28. What realistic changes would you make to your country's attitude toward education?

29. Why do students cheat during tests and exams? How do they cheat?

30. What is your attitude towards cheating? How should parents react? How should teachers react?

31. Where do we learn the skills necessary to become a good student - in elementary, middle or high school?

32. Should people go straight from school to a university, or do something different?

33. What is a "genius"?

34. Do teachers sometimes teach things that are not important?

35. Are there things your school does not teach that you think it should?

36. Are school uniforms good to have? Why or why not?

37. Would you ever want to learn a third language?

38. How important is curiosity in a student?

39. Can you teach someone who has no desire to learn?

40. What do you think about a gap year, is this something you would consider?

41. Should people go straight from school to University, or do something different?

42. Do you think it is necessary that there are windows in the classroom to provide for a proper learning atmosphere?

43. What do you wish your teachers understood about you?

44. Do you think a person can become a genius, or are they just born that way?

45. What do you consider to be a "smart" or "slow" person?

46. Are things your school teaches that you think are not important?

47. Are school uniforms good to have? Why/why not?

48. Do prefer school uniforms or casuals better?

49. Would you ever want to learn a third language? [To be "trilingual"]

50. What do you consider "hardworking" or 'lazy"?

51. What is the role of schools in society?

52. Do you enjoy going to school? If so, why if not why?

53. What does your education mean to you?

54. What do you think the advantages and disadvantages of state and private schools are?

55. What would you do if you saw someone with a gun at school?

56. Are college tuitions reasonable?

57. Are foreign languages part of the curriculum? If so, which languages?

58. Are most schools coeducational in your country?

59. Are there any subjects/classes you wanted to study but they weren't available at your school/college?

60. Do you have difficulty with school work?

61. Do you think teachers are paid enough?

62. Do you think your school is a good one? Why/why not?

63. Do you think your teachers give too much homework?

64. Do you think public speaking can improve your english?

65. How can we improve our classroom?

66. Why English is hard to learn at university level?

67. How do you travel to school?

68. How long must you go to college to get a degree?

69. How much is too much homework? How should the homework load be managed?

70. If you have not attended college, do you plan on doing so?

71. What are some good ways to learn English?

72. What are some important factors in determining which college to attend?

73. What classes would you take?

74. What do you study? What's your major?

75. What is the average age of a high school graduate?

76. What is your favorite class?

77. What was (or is) your favorite subject? Why do you like it?

78. Who selects the college you will attend -- you or your parents?

79. Why are you studying a foreign language?

80. Why is it helpful to learn a Second language ?

81. Why is it sometimes very difficult to speak another language?

82. Would you consider studying abroad?

83. Do parents home-school their children in your country?

a. What do you think of home-schooling?

b. Do you know anyone who was home-schooled?

84. Do you think that most parents influence what university their child will attend?

**Тема № 2.2. My Institute**

**Задание 1.**

2.2.1. Once you graduate from a university should you stop learning?

a. What are some ways a person can continue to learn?

2.2.2. Which is more important, the essential skills in life you've learned to develop on your own or the artificial structure in college about the "real" life?

2.2.3. Which high schools and colleges are the best in your country?

2.2.4. Which high schools and colleges are not so good in your country?

2.2.5. We should not just prepare for life, but live it. Do you agree?

2.2.6. What kind of world do you think this would be if people never went to school?

2.2.7. Should education be free?

2.2.8. Do the elite in your country attend only one or two universities?

2.2.9. Do your children attend US schools? If so, how do their schools differ from those your children attended back home?

2.2.10. Does your country have good public universities? If not, why do you think there is a lack of funding for education in your country?

2.2.11. Why do students cheat during tests and exams?

2.2.12. How do they cheat?

2.2.13. What is your attitude towards cheating?

2.2.14. What are the dangers of cheating?

2.2.15. How should parents react?

2.2.16. How should teachers react?

2.2.17. What is the role of school and decision makers?

2.2.18. What skills separate good students from bad students?

2.2.19. Should people go straight from school to university, or do something different?

2.2.20. Do you think a person can become a genius, or are they just born that way?

2.2.21. Are things that your school teaches you that you think are not important?

2.2.22. Do prefer school uniforms or casuals clothes better?

**Задание 2. Перечень вопросов по теме для устного обсуждения:**

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

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

2.2.3. What is your favorite way to practice your English?

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

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

2.2.6. Do you think English is a difficult language to

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

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

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

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

2.2.11. How often do you practice your English?

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

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

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

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

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

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

2.2.18. Have you ever spoken English on the phone?

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

2.2.20. Who cooks Thanksgiving dinner in your home?

2.2.21. What do you like about your classroom?

2.2.22. Why are you learning English?

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

**Задание 3. Перечень контрольных вопросов по теме:**

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

2.2.2. How did your best language teacher help you?

2.2.3. Do you need to write in a foreign language?

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

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

2.2.6. What is value of learning languages?

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

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

2.2.9. Would you like to be a translator? Why? / Why not?

2.2.10. Is the classroom the best place to learn?

2.2.11. How did you learn your second language?

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

2.2.13. Are there any disadvantages?

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

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

2.2.16. What different techniques do you have for learning vocabulary?

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

2.2.18. Is it necessary to write words down?

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

2.2.20. What languages would you like to learn in future?

2.2.21. Can you learn a language by watching television?

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

**Тема № 3. Язык как средство межкультурного общения**

**Задание 1. 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?

**Задание 2. Перечень контрольных вопросов по теме:**

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

3.2. How did your best language teacher help you?

3.3. Do you need to write in a foreign language?

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

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

3.6. What is value of learning languages?

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

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

3.9. Would you like to be a translator? Why? / Why not?

3.10. Is the classroom the best place to learn?

3.11. How did you learn your second language?

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

3.13. Are there any disadvantages?

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

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

3.16. What different techniques do you have for learning vocabulary?

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

3.18. Is it necessary to write words down?

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

3.20. What languages would you like to learn in future?

3.21. Can you learn a language by watching television?

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

**Тема № 4. Климат**

4.1. Seasons,weather

4.2. Животный и растительный мир

**Задание 1. Вопросы для устного обсуждения:**

4.1. What’s your favourite kind of weather?

4.2. What do you like doing when the weather is good?

4.3. What do you like doing when the weather is bad?

4.4. How does the weather affect your health?

4.5. How does the weather affect your mood?

4.6. Do you know the weather forecast for the next week?

4.7. Why is it important to know future weather conditions?

**Задание 2. Перечень контрольных вопросов по теме:**

4.1. Do you like to have small talks about the weather?

4.2. How much do you depend on weather reports?

4.3. How do you feel about the weather in your country?

4.4. What kind of climate do you prefer when choosing a place for a holiday?

4.5. Have you ever thought about moving to a country with a different climate?

4.6. What’s the hottest temperature you have ever experienced?

4.7. What’s the coldest temperature you have ever experienced?

4.8. Have you ever experienced extreme weather conditions?

4.9. How can extreme weather conditions affect the economy of a country?

4.10. Are we losing our four distinct seasons in recent years?

4.11. If you could abolish one form of the weather, what would it be?

**Тема № 5. Наш мир**

5.1. Жизненное пространство Земли: горы, реки и океаны.

**Вопросы для устного опроса**

5.1. Who revolutionized the system of classification of plants and

animals.

5.2. What did Linnaeus include in his first edition of Systema

naturaе?

5.3. How did Linnaeus divide the plants?

5.4. What is a binominal name?

5.5. Give biological classification of species?

**Тема № 6. Глобальные проблемы человечества.**

6.1 Здоровье, здоровый образ жизни.

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

*G paragraphs in written form.*

6.2 Население и окружающая среда. Кислотный дождь.

6.3 Глобальное потепление. Ядерное топливо.

**Вопросы для устного опроса**

6.1. What is typhoid fever?

6.2. What are Sources of infection.

6.3. What are Salmonella symptoms.

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

6.5. When do sever symptoms of the disease appear?

6.6. What is the route of spreading disease.

6.7. Do you know Vaccine against Salmonella.

6.8 How did people begin produce their own kind of air pollution?

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

people?

6.10. What illnesses does air pollution cause?

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

6.12. What natural polluting substances does air carry?

**Тема № 7. Эволюция**

**Вопросы для устного опроса**

7.1. How important was Darwin’s work «On the origin of species»?

7.2. What was the role of the voyage on «Beagle»?

7.3. How long did Darwin work at his great book?

7.4. Whose experiments entered Darwin`s theory later on?

7.5. How is Darwin’s theory of evolution used in modern times?

**Блок B**

**Give a speech on the topics:**

**Тема № 1. Я и моя семья**

1.1 Дом, жилищные условия.

1.2 Досуг и развлечения в семье.

1.3 Еда и покупки.

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

**1.1. Вставьте as ... as или so ... as.**

1. Mike is ... tall ... Pete. 2. Kate is not ... nice ... Ann. 3. My room is ... light ... this one. 4. This book is not ... thin ... that one. 5. Sergei is... old ... Michael. 6. She is ... young ... Tom's brother. 7. This woman is ... good ... that one. 8. Nick's English is not ... good ... his friend's. 9.1 am not ... tall ... Pete. 10. This woman is ... young ... that one. 12. I am ... thin ... you. 13. Kate is ... lazy ... her'brother. 14. This child is not . . small . . that one.

**1.2. Переведите следующие предложения на английский язык.**

1. Этот дом такой же высокий, как тот. 2. Сегодня вода в реке не такая теплая, как вчера. 3. Ты не такой умный, как папа. 4. Индия не такая большая, как Китай. 5. Темза такая же красивая, как Нева. 6. Его бабушка не такая старая, как дедушка. 7 Яблоки такие же вкусные, как сливы, но не такие вкусные, как груши. 8. Русский музей такой же богатый, как Эрмитаж? 9. Державин не такой знаменитый, как Пушкин. 10. Днепр не такой длинный, как Волга. 11. В прошлом году август был такой же жаркий, как июль.

Не забывайте употреблять союз than при сравнительной степени прилагательного

Tom is taller than Kate. Том выше Кати.

**1.3. Переведите следующие предложения на английский язык.**

1. Этот дом выше того. 2. Сегодня вода в реке холоднее, чем вчера. 3. Папа умнее тебя. 4. Китай больше Индии. 5. Его бабушка моложе дедушки. 6. Груши вкуснее яблок. 7. Наша кошка меньше нашей собаки. 8. Мой брат моложе меня. 9. В прошлом году февраль был холоднее января, 10. Днепр короче Волги. 11. Эрмитаж богаче Русского музея.

**1.4. Переведите следующие предложения на русский язык.**

1. What is your height? You are taller than me. 2. She felt as strong as her brother. 3. We started earlier than you. 4. He was more careful than I. 5. This student is the most attentive in our group. 6.1 need a warmer coat. 7. He is as tired as you. 8. He was one of the most experienced workers at the factory. 9. Better late than never. 10. She was not so attractive as her mother. 11. His work is not so difficult as mine. 12. He was the eldest in the family. 13. It is easier to swim in the sea than in the river. 14. This is the smallest room in our flat.

**1.5.** **Вставьте as ... as, so ... as или than.**

1. Our house is not ... big ... yours. 2. The new cinema in our district is much bigger ... the old one. 3. We are ... proud of our district ... you are of yours. 4. The house I live in is ... old ... the one my sister lives in. 5. Exercise No.2 is easier ... Exercise No.3. 6. Nevsky Prospect is more beautiful ... our street. 7. My composition is not ... long ... yours.

**1.6. Раскройте скобки, употребляя требующуюся форму прилагательного.**

1. This man is (tall) than that one. 2. Asia is (large) than Australia. 3. The Volga is (short) than the Mississippi. 4. Which building is the (high) in Moscow? 5. Mary is a (good) student than Lucy. 6, The Alps are (high) than the Urals. 7. This garden is the (beautiful) in our town. 8. She speaks Italian (good) than English. 9. Is the word "newspaper" (long) than the word "book"? 10. The Thames is (short) than the Volga. 11. The Arctic Ocean is (cold) than the Indian Ocean. 12. Chinese is (difficult) than English. 13. Spanish is (easy) than German. 14. She is not so (busy) as I am. 15. It is as (cold) today as it was yesterday. 16. She is not so (fond) of sports as my brother is. 17. Today the weather is (cold) than it was yesterday. 18. This book is (interesting) of all I have read this year. 19. January is the (cold) month of the year. 20. My sister speaks English (bad) than I do. 21. Which is the (hot) month of the year? 22. Which is the (beautiful) place in this part of the country? 23. This nice-looking girl is the (good) student in our group.

**1.7.** **Раскройте скобки, употребляя требующуюся форму прилагательного.**

1. Oil is (light) than water. 2. We shall wait for a (dry) day to go on the excursion. 3. A bus is (fast) than a tram. 4. Take some of these sweets: they are very (nice). They are (nice) than the sweets in that box. 5. He clearly did not like the explanation, and as he listened to it, he became (angry) and (angry). 6. He worked (hard) and (hard) as the end of the term came nearer. 7. The (tall) trees in the world grow in California. 8. Please be (careful) next time and don't spill the milk again. 9. Bobby was a (quiet) child. He was (quiet) than his sister. 10. Her eyes are (grey) than mine. 11. He was the (fat) man in the village. 12. As he went on, the box became (heavy) and (heavy). 13. My sister is the (tall) girl in her class. 14. Who is the (attentive) student in your group? 15. It is autumn. Every day the air becomes (cold), the leaves (yellow). 16. This is the (beautiful) view I have ever seen in my life. 17. Your handwriting is now (good) than it was last year; but still it is not so (good) as Nick's handwriting. Nick has a (good) handwriting than you. And of course Nellie has the (good) handwriting of all.

**1.8. Переведите следующие предложения на английский язык.**

1. Здание Московского университета - самое высокое в столице. 2. Наш город не такой большой, как Киев, но он такой же красивый. 3. Невский проспект — одна из самых красивых улиц Санкт-Петербурга. 4. Кто самый младший ученик в нашей группе? — Петров. Но он самый высокий. 5. Грамматика английского языка трудная, но английское произношение труднее. 6. Магазины на нашей улице больше, чем магазины на вашей улице. 7. Наш телевизор такой же хороший, как этот. 8. Эта комната светлее той. 9. Погода сегодня хуже, чем вчера. Сегодня холоднее, и идет дождь. 10. Моя комната не такая большая, как комната моей подруги, но она светлее и теплее. 11. Какая из этих книг самая интересная? 12. Ноябрь не такой холодный месяц, как январь. 13. Мой отец — очень занятый человек. 14. Крым - одно из самых лучших мест для отдыха. 15. Сегодня он чувствует себя гораздо лучше.

**Тема № 2. Высшее образование в России и за рубежом**

2.1 Высшее образование в России и за рубежом.

2.2 Мой вуз.

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 other people 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.

**2.7.** **Explain in other words**

• to come into prominence

• generationaI 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

**2.8.** **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.

**Generation Gap: Reality or a Psychological Prejudice**

To my mind generation gap is rather reality than a psychological prejudice. It has always been a topical problem and it still remains urgent nowadays.

So what does a generation gap mean? It is a popular term used to describe big differences between people of a younger generation and their elders. This can be defined as occurring 'when older and younger people do not understand each other because of their different experiences, opinions, habits and behavior'. The term first came into prominence in Western countries during the 1960s, and described the cultural differences between the Baby Boomers and their parents. Although some generational differences have existed throughout history, during this era differences between the two generations grew significantly in comparison to previous times, particularly with respect to such matters as musical tastes, fashion, drug use, culture and politics. Nowadays you will hardly find a boy or a girl satisfied with their parents. Neither will you find a grown-up, a parent not grumbling over 'younger generation' of their children. Pop music, ultra-modern clothes, noisy parties and children's wish to have more freedom become a stumbling-block on the way of mutual understanding between adults and their offspring and help foster differences between parents and teenagers. So it seems that in most families parents don't understand their children and children don't understand their parents. According to the older generation teenagers are lazy, carefree, ungrateful, impolite and rude. They wear ridiculous clothes, listen to awful music and all they think about is parties, dates, friends and entertainment. Teenagers have very little responsibility and very few problems. But is it really so? If we look inside the mind of a teenager, we will see a very different picture. Teenagers are greatly worried about a great number of things: their appearance, relations with friends, parents and teachers, the way other people (especially their peers) treat them. They suffer from pimples, bullies, problems at school, misunderstanding with their boyfriend/girlfriend, lack of self-confidence, etc. Teenagers often don't know what they are good at and their future seems to be rather vague. Every day they face a lot of stressful situations and feel depressed. Besides they have constant pressure from betters and elders as to how they should act, behave, look and feel. There are a lot of books and films devoted to the problem of the generation gap. One of such films is 'Freaky Friday' (2003). The wide generation gap between Tess Coleman (Jamie Lee Curtis) and her teenage daughter Anna (Lindsay Lohan) is more than evident. They simply cannot understand each other's preferences. They have absolutely different views on clothes, hair, music, duties and even people. On a Friday morning the mother and the daughter switch bodies. As they adjust with their new personalities, they begin to understand each other more and eventually they gain respect for the other's point of view. It is 'selfless love' that changes them back.

But of course there is no magic in real life, that's why there should be some other way to bridge the gap between parents and their children. To my mind communication is the best way to solve the problem. The more time adults and children spend together, the more they talk and discuss different things the better they understand each other. It is very important to be selfless and open-minded, patient and sincere. Despite the great changes in the electronic and technological environment in the last several decades, a defined gap does not separate today's generations as it did in the sixties and seventies. So the 'generation gap' can disappear. If we are a little wiser, children will find a key to the heart of their parents and vice versa.

**2.9.** **Read the letters written by the teens who have problems with their parents.** Give them some tips.

**Kathie,** **16**. My parents don't understand me! 'They treat me as if I were a kid though I am already 16! I want to go clubbing and bowling, I want to meet my friends and go to different parties. 'But they tell me to think more about school and my studies. 'When I go somewhere I have to be at home not later than 10 1"M. It's ridiculous and all my friends laugh at me. My father almost had a stroke when he learnt that I had a boyfriend. Jiow can I make them understand that I'm not a child anymore?

**Ben, 15.** My classmates bully me. I don't know why. Maybe because I'm shy and a bit fat or wear spectacles. I told my parents about my problem but they said it was quite all right and that I had to patch things up myself. They seem to be absolutely indifferent to what's going on in my life. They don't care about what I feel or what I want. I'd like to become a computer programmer, but he says I must become a lawyer. But what about my dreams? I'm torn between wanting to take a stand, and not wanting to upset my parents.

**Nelly, 14.**

My parents are too harden me. 'We have great difficulties with understanding each other. Every day I hear

''Don't listen to this music', 'Don't talk to this girl - she is spoilt', ''Don't invite your friends' ... Sometimes I feel irritated and we quarrel. I'm really tired of such a don't-do-it way of upbringing. My parents are convinced that everything I do is wrong. T)o I really deserve such an attitude?

**2.10. Read the quotations below. Choose any statement and comment on it**

'The lessons of the past are ignored and obliterated in a contemporary antagonism known as the generation gap.' (Spiro T. Agnew)

'Parents often talk about the younger generation as if they didn't have anything to do with it.' (Haim Ginott)

'Every generation needs a new revolution.' (Thomas Jefferson)

'Trouble is, kids feel they have to shock their elders and each generation grows up into something harder to shock.' (Ben Lindsey)

'Every generation revolts against its fathers and makes friends with its grandfathers.' (Lewis Mumford)

'Each generation imagines itself to be more intelligent than the one that went before it, and wiser than the one that comes after it.' (George Orwell)

'Each generation goes further than the generation preceding it because it stands on the shoulders of that generation.' (Ronald Reagan)

Look at the picture by Bidstrupp. What can you say about the artist's understanding of the problem of the generation gap? The words and word combinations in brackets can help you.

(a topical problem, to remain urgent, to exist throughout history, to grumble over younger generation, a stumbling-block, generational differences, to have different views on smth, to bridge the gap, the lessons of the past, to shock parents, to be at war with elders, to revolt against, to make the same mistakes)

A. Give the definition of generation gap.

B. Read the text 'Generation Gap: Reality or a Psychological Prejudice'. Comment on the title of the text.

**Тема № 3. Язык как средство межкультурного общения**.

**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. Употребите глаголы, данные в скобках, в соответствующем времени, лице и числе.**

1. My sister (to get) up at eight o'clock. 2. She (to be) a school-girl. She (to go) to school in the afternoon. 3. Jane (to be) fond of sports. She (to do) her morning exercises every day. 4. For breakfast she (to have) two eggs, a sandwich and a cup of tea. 5. After breakfast she (to go) to school. 6. It (to take) him two hours to do his homework. 7. She (to speak) French well. 8, My working day (to begin) at seven o'clock. I (to get) up, (to switch) on the radio and (to do) my morning exercises. It (to take) me fifteen minutes, At half past seven we (to have) breakfast. My father and I (to leave) home at eight o'clock. He (to take) a bus to his office. My mother (to be) a doctor, she (to leave) home at nine o'clock. In the evening we (to gather) in the living-room. We (to watch) TV and (to talk).

**3.8. Выберите нужное слово из данных в скобках.**

1.This film lasts two (o’clock, hours). 2. They sometimes finish work at three (o’clock, hours) on Thursday afternoon. 3. “Where are you (going, walking) to?” "I’m (going, walking) to my office.” 4. He likes (going, walking). 5. He (goes, walks) a lot. 6. How often does your son (go, walk) there for the week-end?

**3.9. 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.

**3.10. 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.

**3.11. 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.

**Тема № 4 Климат.**

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

**4.1.Поставьте следующие словосочетания во множественное число.**

This magazine, that sticker, this stamp, that sandwich, this poster, this teacup, this egg, that wall, that picture, this foot, that mountain, this lady, that window, this man, that match, this knife, this book, this family, this pie, that answer, that apartment, that teacher, that comedy.

**4.2. Поставьте следующие предложения во множественное число.**

1. This is a spider. 2. That is a snail. 3. This is a star. 4. This is a film star. 5. That is a cartoon. 6. This is a boy. 7. This is a baby. 8. That is a plate. 9. That is a flower. 10. That is a bookshelf. 11. Is this a sofa? 12. Is this a bookcase? 13. Is this a man? 14. Is that a ball? 15. Is that a train? 16. Is that a plane? 17. Is the window open? 18. Is the door closed? 19. Is the boy near the window? 20. That is not a king. 21. That is not a queen. 22. That is not a bus. 23. This isn’t a mountain. 24. That isn’t a goose. 25. This isn’t a mouse. 26. It is a sheep. 27. It is a calendar. 28. It is a cat. 29. It is not a girl. 30. It isn’t a bag. 31. It isn’t a tree. 32. It is not a bad egg. 33. It is a good egg. 34. Is that a flower? 35. Is this a rose? 36. This is a teapot.

**4.3. Поставьте альтернативные вопросы к следующим предложениям, используя слова, данные в скобках.**

1.Fred is a doctor (teacher) 2. Ann is my friend (Kate). 3. They are teachers (students) 4. Those cups are brown (yellow). 5. These pencils are short (long). 6. Vera and Natasha are programmers (teachers). 7. This is a blackboard (spoon). 8. I am an economist (Sasha). 9.They are schoolboys (students). 10.Their rooms are large (small).

**4.4. Вставьте предлоги in или to**

1. In winter I usually go... bed at ten o'clock because I go... school and have to get up early. But in summer, when I don't go ... school and live ... the country, I like to go ... bed late. 2. Do you like to read ... bed? 3. We did not want to stay ... town on such a hot day, so we went ... the country. 4. It is very late. Go ... bed at once. 5. Where is your little sister? — She is ... bed. Mother always puts her ... bed at eight o'clock. 6. In summer my mother does not go ... work and I don't go ... school. We live ... the country. My father goes … work every day, so he stays ... town. But sometimes he comes ... the country after work and goes back ... town early in the morning, when I am still ... bed.

**4.5.** **Вставьте подходящие по смыслу предлоги вместо пропусков.**

1 There are very many German books … their library. – В их библиотеке очень много немецких книг. 2 Our friends have seen nobody … the beach. – Наши друзья никого не видели на пляже. 3 Your son dropped his ball … the river. – Твой сын уронил в реку свой мяч. 4 There are no tomatoes and no cucumbers … Jane`s plate. – На тарелке Джейн нет помидоров и огурцов. 5 John must put his pens … his pencil-box. – Джон должен сложить свои ручки в пенал. 6 What did your teacher write … the blackboard? – Что ваш учитель написал на доске? 7 Our children will see many interesting animals … the Zoo. – Наши дети увидят в зоопарке много интересных животных. 8 Do you have anything … your pockets? – У вас есть что-нибудь в карманах? 9 Mary doesn`t want to sit … this chair. – Мэри не хочет сидеть на этом стуле. 10 Our granny is not … the house. She is … the garden. – Наша бабушка не в доме. Она в саду. 11 Jane puts newspapers and magazines … the box. – Джейн кладет газеты и журналы в ящик. 12 My husband likes to sleep … this sofa. – Мой муж любит спать на этом диване.

**4.6. Вставьте предлоги on, in или into.**

1.Where is the book? It is ... the table. 2. Where is the tea? It is ... the cup. 3. Put the plates ... the table. 4. Put the book ... the bag. 5. There is a beautiful picture ... the wall. 6. He went ... the room. 7. I like to sit ... the sofa ... my room. 8. Mother is cooking dinner ... the kitchen. 9. She went ... the room and sat down ... the sofa. 10. There are many people ... the park today. 11. There is a girl standing ... the bridge. Why is she crying? She has dropped her doll ... the water. 12. There is no tea ... my cup. 13. Pour some tea ... my cup. 14. Put these flowers ... the window-sill. 15. I saw many people ... the platform waiting for the train. 16. We went ... the garden and sat down ... a bench. 17. The teacher hung a picture ... the blackboard. 18. I opened the door and went ... the classroom. The teacher was writing some words ... the blackboard. The pupils were writing these words ... their exercise-books. There were some books and pens ... the teacher's table. There were two maps ... the wall and some flowers ... the window-sills. I saw a pen ... the floor. I picked it up and put it ... the table.

**Тема № 5. Наш мир**

5.1 Жизненное пространство Земли: горы, реки и океаны.

1. Who revolutionized the system of classification of plants and animals.

2. What did Linnaeus include in his first edition of Systema naturaе?

3. How did Linnaeus divide the plants?

4. What is a binominal name?

5. Give biological classification of species?

**5.1. Прочитайте текст, обращая внимание на сноски. Выучите слова к тексту.**

Carl Linnaeus And His Classification Of The Natural World

1. Carl Linnaeus was the Swedish scientist who revolutionised the system of classification of plants and who provided the basis for our modern method of scientific nomenclature.

2. In 1735 Carl Linnaeus published the first edition of his «Systema naturae» or compendium and classification of the natural world and in it he included his «sexual system» for the classification of plants, by which the flowering plants were divided into classes and orders according to the number of the male organs and the female organs; the Cryptogamia were considered plants without flowers. The scheme was illustrated by perhaps the greatest of the early 18th century botanical artists, George Ehert, a German who later settled in England. Ehert championed the Linnaean method of classification in England, sometimes against strong opposition, but over the next 80 years it gradually became the most widely used the system in botanical works, until superseded by the work of the great 19th century botanists.

3. Carl Linnaeus was the founder of our modern method of giving plants and animals a binominal or two-word scientific name, the first word distinguishing the species. Since no species of animal or plant should have two or more different names, the correct name is as a rule taken to be the name that was first proposed. For convenience, the works of Linnaeus are the internationally agreed base-line for this. The starting point for botanical nomenclature is Linnaeus`s «Species plantarum», published in 1753, although there are some more recent baselines for fossil plants, fungi, mosses, and a few other groups.

4. In biological classification the main unite is the species. Related species are then grouped together into genera, the genera into families, the families into orders, the orders into classes, the classes into phyla, and the phyla into kingdoms. This hierarchy of groups makes the handling of more than a million species easier when information has to be summarized and it is also a means of expressing the relationships of organisms.

*Notes:*

**provide the basis** заложить основу

**genus** род

**compendium** полный перечень

**distinguish** отмечать, характеризовать

**scheme** схема

**species** вид

**champion** защищать

**propose** предлагать

**gradually** постепенно

**for convenience** для удобства

**supersede** сменять

**enlarged** увеличенный

**founder** основатель

**recent** последний

**signify** означать

**fossil** окаменелый, ископаемый

**Linnaeus** Линней

**5.2. Подтвердите или опровергните высказывания относительно содержания текста и исправьте неверные утверждения (Truе/Fаlsе/Not Stаtеd).**

**Предложения переведите.**

1. Carl Linnaeus was the first scientist who made the main changes in system of classification of animals and plants.

2. Plants were divided into classes and orders only according to the number of female organs.

3. The works of Linnaeus are internationally agreed base - line for scientific nomenclature of species.

4. In modern times the relationship between evolutionary theory and the classification of animals and plants is a main spring for taxonomy.

5. In biological classification the main unit is the genera (species).

**5.3. Письменно ответьте на вопросы к тексту.**

**5.4. Переведите письменно 2-й и 3-й абзац текста.**

**5.5. Соотнесите термин с его толкованием.**

1) section a) taxonomic group containing one or more species

2) genus b) taxonomic kingdom including yeast

3) fungi c) molds, smuts, mushroom

4) classification d) something or someone

5) clone e) an exact copy of animal or plant created from DNA

**5.6. Прочитайте и переведите предложения.**

Поставьте модальный глагол в нужном времени (Present,

Past or Future Simple).

1. At the last conference, I (can't) understand anything in his report

2. Tomorrow he (has to) leave because he has a lot of laboratory work.

3. When he was retired he (can't) look after all the animals himself, that's why he (must) hire a boy to help him.

4. He (can't) make all the necessary calculations for this experiment by the end of the month.

5. They (may) know all results after revising the tests in a week.

**5.7. Прочитайте и письменно переведите предложения. Подчеркните инфинитив, определив его функцию в предложении.**

1. The expedition is expected to сome soon

2. We found the plant to contain 5 % of rubber.

3. The iron ore to be mined in this district is of the highest quality.

4. The ecologists are very pleased to have given you all the information.

5. The professors to lecture at our university this year are all great specialists.

**5.8. Переведите письменно предложения, обращая внимание на слова с окончанием *-ing*. Определите, какой частью речи они являются.**

1. Having arrived at the site, they discovered many fragments of the meteorite.

2. In the vicinity of the Pole there are animals living on the ice.

3. Her being tired after this experiment is quite.

4. On arriving at the station we found out that the train had started.

5. Having been subjected to all the tests, the medicine was accepted.

**5.9. Раскройте скобки, употребив нужную форму причастия (Participle I или Participle II). Письменно переведите предложения.**

1. (Investigating/investigated) the carriers of animals diseases, scientists can develop special means of biological control.

2. Almost every cell (known/knowing) to man is microscopic in size, that is cells can’t be observed with the (unaided/unaiding) eye.

3. The lysosome, (discovered/discovering) in the mid – 1950’s, is a spherical, saclike body (contained/containing) a number of hydrolytic enzymes.

4. By the time we got home we all felt (exhausting/ exhausted)

5. The plasma membrane, sometimes (referred/ referring) to as the cell membrane, is located at the surface of the cytoplasmic portion of the cell.

**5.10. Переведите текст с русского языка на английский, используя следующие слова:**

main unit основная единица

genera род

order отряд

phyla тип

handle управлять

means средство

В биологической классификации основной единицей является вид. Относящиеся к одному виду особи сгруппированы в род, род – в семейство, семейство – в отряд, отряд – в класс, класс – в подкласс, подкласс – в тип, тип – в царство. Эта иерархия групп позволяет сделать управление миллионами видов легче для получения информации, а также является средством выражения взаимосвязей организмов.

**Тема № 6. Глобальные проблемы человечества**

6.1 Здоровье, здоровый образ жизни.

6.2 Охрана окружающей среды.

**6.1. 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.

**6.2. 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.

**6.3. 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.

**6.4. 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.

**6.5. 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.

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

**6.6.1. 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.

**6.6.2. 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.

**6.6.3. 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?

**6.6.4. Мои родители родились в Краснодаре, и никогда не покидали 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.

**6.6.5. 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?

**6.6.6. 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 sightseeings 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».

**6.6.7. 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 neighbourhoods

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

**6.6.8. 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?

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.

**Тема № 7. Эволюция**

7.1. Наша планета. Вирусы

**7.1. Прочитайте текст, обращая внимание на сноски. Выучите слова к тексту.**

**Evolution**

1. When Darwin`s work «On the origin of species» was published in 1859, one of his contemporaries wrote, «No work of our time has been so general in its influence». Charles Darwin was really a great naturalist, and there is no doubt that Darwinism still provides the basis for biology.

2. The turning point in Darwin`s ideas was his voyage as naturalist on «Beagle» in 1831–36, a five-year voyage that took him round the world. On his return, he was convinced that species could change and he recorded in a notebook that what he had seen of South American fossils and the animals on the Galapagos Islands had provided the «origin of all my views». For next twenty years he patiently accumulated his facts, filling notebooks with data and sketching out a theory of evolution.

3. Darwin`s strategy is simple. Individuals of a species show considerable variation in nature, some coloured, and so on. Looking at domestic animals, one can see that still more variation has been induced by artificial selection by mankind. Therefore, is there a process of natural selection that could, over ages, gradually change a particular species until its descendants look as different as a dachshund from a wolf? In his studies, Darwin took the evidence of evolution and showed that the process of natural selection was quite sufficient to have brought it about.

4. The storm that broke, once it was realised that man was also part of this evolutionary process, is now part of history. In 1900, with the rediscovery of the work of the Augustinian monk Gregor Mendel (1822–84) on his breeding experiments with varieties of garden peas at Brno, genetics (or the mechanism of inheritance) entered Darwinism. Biologists have ever since been refining the general principles that Darwin suggested in the light of modern genetic theories. In modern times the relationship between evolutionary theory and the classification of animals and plants is a mainspring for taxonomy (the process of organizing similar living things into groups or types).

*Notes:*

**origin** происхождение

**datum** данные

**be convinced** убедиться

**variation** разнообразие

**record** записать

**artificial** искусственный

**fossils** ископаемые органические остатки

**mankind** человечество

**bring about** вызывать что-либо

**induce** вызывать

**monk** монах

**descendant** потомок

**breeding experiments** опыты по выведению

**dachshund** такса

**accumulate facts** собирать факты

**in the light of** в свете чего-либо

**7.2. Подтвердите или опровергните высказывания относительно содержания текста, исправьте неверные утверждения (True/False/Not Stated). Предложения переведите.**

1. Ch. Darwin was a great chemist who provided the basis for kinetic theory of gases.

2. The turning point of Darwin`s ideas was his knowledge about the world around him.

3. For twenty years Darwin accumulated his facts, filling notebooks with data and sketching out a theory of evolution.

4. In his studies Darwin took the evidence of changing the species, according to their natural habitat.

5. Since earliest childhood Darwin was taught to give the names to the objects around him.

**7.3. Письменно ответьте на вопросы к тексту.**

**7.4. Переведите письменно 2-й и 3-й абзацы текста.**

**7.5. Соотнесите термин с его толкованием.**

1) taxonomy

2) basis

3) origin

4) evolution

5) variety

a) the sequence of events involved in the development of a species or group of organisms

b) a taxonomic category consisting of members of a species that differ from others of the same species in minor but heritable characteristics.

c) a classification of organisms into groups based on similarities of structure or origin etc.

d) the most important or necessary part of something; foundation

e) the place where something begins, where it springs into being

**7.6. Прочитайте и переведите предложения. Поставьте модальный глагол в нужном времени (Present, Past or Future Simple).**

1. Last summer farmers (be able) to control the epidemic in the region.

2. If the weather is windy and rainy, hill sheep and cattle (have to) stop grazing to look for higher grounds and a shelter.

3. Yesterday you (may) take a day off, you was very tired.

4. I m sorry, I can t come tomorrow. I (must) work late.

5. We (can`t) treat our pet ourselves. We (must) take it to the vet.

**7.7. Прочитайте и письменно переведите предложения. Подчеркните инфинитив, определив его функцию в предложении.**

1. I`m very pleased to have given you all the information.

2. To supply calves and piglets with vitamins is a very important task for a farmer.

3. To develop proper breeding program means to obtain the offspring of highly productive animals.

4. He doesn`t like to be interrupted.

5. Horse owners have an opportunity to choose the jockeys.

**7.8. Прочитайте и письменно переведите предложения, обращая внимание на слова с окончанием *–ing*. Определите, какой частью речи они являются.**

1. Working at this problem, the scientists have made interesting discoveries.

2. Her having been absent at the meeting is easily explained.

3. By listening attentively we at last understood everything.

4. Growing young animals require high-protein rations.

5. The system of growing calves on pasture is very economical.

**7.9. Раскройте скобки, употребив нужную форму причастия (Participlel или Participlell). Письменно переведите предложения.**

1. The farmers discussed preventive methods (recommended/recommending) by vets.

2. Animals (growing/grown) on high-protein rations develop rapidly.

3. The amount of nutrients (consuming/consumed) by the cow was enough to provide a complete ration.

4. The bulls (bred/breeding) by this farmer will be used as sires.

5. When (selecting/selected) a commercial pet food it is important to read the label very carefully.

**7.10. Переведите текст с русского языка на английский, ис-**

**пользуя следующие слова:**

**refine (зд.)** дорабатывать

**suggest** предлагать

**mainspring** главная движущая сила

**similar** схожий, подобный

**taxonomy** таксономия

Биологи продолжают дорабатывать основные принципы, предложенные Дарвином, в свете современной теории генетики. Сегодня взаимосвязь теории эволюции и классификации животных и растений является главной движущей силой для таксономии. Таксономия – это процесс организации схожих живых существ в группы и типы.

**Блок С**

**ТЕМАТИКА ЭССЕ**

**Тема № 1**

Write an essay: My home is my castle

**Тема № 2**

Write an essay: The place where I study

**Тема № 3**

Write an essay: My ways of travelling

**Тема № 4**

Write an essay: Global problems of our region

**Тема № 5**

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

**Тема № 6**

Make a report: The Earth.

**Тема № 7**

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

**Тема № 8**

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

**Тема № 1**

**1.1. Составьте небольшие рассказы на темы.**

1.1.1 My Life.

1.1.2. My Parents.

1.1.3. My Sister’s Family.

**1.2. ТЕМАТИКА ПРЕЗЕНТАЦИЙ**

1.2.1. General, alternative and special question.

1.2.2 The verb TO BE in the present

1.2.3. Happy family

**1.3 ТЕМАТИКА СООБЩЕНИЙ**

(Рекомендуемый объем – 10-15 предложений)

**1.3.1. Ролевая игра «Interview»**

Условие: узнайте как можно больше информации о человеке, задавая общие и альтернативные вопросы.

**1.4. ТЕМАТИКА ЭССЕ**

1.4.1. My daily routine

1.4.2. Everyday activities

1.4.3. The work

**Тема № 2**

**2.1. Составьте небольшие рассказы на темы.**

2.1.1. Generation gap

2.1.2. Dysfunctional families

2.1.3. Disadvantaged children

**2.2 ТЕМАТИКА ДИСКУССИЙ**

2.2.1. Talk about relations between upperclassmen and freshmen.

2.2.2. Were you a victim of "hazing" by upperclassmen? Talk about it.

2.2.3. In the West, one of the most valued parts of college life is independence.

2.2.4. Name some things you can do now that you weren't allowed to do in high school.

2.2.5. Have you participated in a college festival? Talk about your experience

**Тема № 3**

**ТЕМАТИКА РЕФЕРАТОВ**

3.1. English Grammar

3.2. English- speaking countries

3.3. Famous people

3.2. Learning more than two languages

3.4. Foreign languages in my life

3.5 .The hardest language to learn

3.6. Languages of the world

3. I study English

**Тема № 4**

**ТЕМАТИКА ЭССЕ**

4.1. There is no bad weather

4.2. The weather in Russia

4.3. The weather in the UK

4.4. The weather in the USA

**Блок D**

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| Кафедра «Педагогического образования» | |
| Дисциплина «Иностранный язык (английский)» | |
| **БИЛЕТ К ЭКЗАМЕНУ № 8** | | | |
| 1. Read and translate the abstract from the text « Animals and plants ». | | | |
| 2. Grammar test. | | | |
| 3. Give a speech on the topic ” Learning foreign language” | | | |
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| Дисциплина «Иностранный язык (английский)» | |
| **БИЛЕТ К ЭКЗАМЕНУ № 9** | | | |
| 1. Read and translate the abstract from the text « Improvement of plants ». | | | |
| 2. Grammar test.  3. Give a speech on the topic ” My future profession” | | | |
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| Кафедра «Педагогического образования» | |
| Дисциплина «Иностранный язык (английский)» | |
| **БИЛЕТ К ЭКЗАМЕНУ № 10** | | | |
| 1. Read and translate the abstract from the text « The science of ecology ». | | | |
| 2. Grammar test.  3. Give a speech on the topic «About myself» | | | |
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| Дисциплина «Иностранный язык (английский)» | |
| **БИЛЕТ К ЭКЗАМЕНУ № 11** | | | |
| 1. Read and translate the abstract from the text « Modern ecological theory and research». | | | |
| 2. Grammar test. | | | |
| 3. Give a speech on the topic «My working day» | | | |
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| Дисциплина «Иностранный язык (английский)» | |
| **БИЛЕТ К ЭКЗАМЕНУ № 12** | | | |
| 1. Read and translate the abstract from the text « Fundamental principles of ecology». | | | |
| 2. Grammar test. | | | |
| 3. Give a speech on the topic «My future profession». | | | |
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| **БИЛЕТ К ЭКЗАМЕНУ № 16** | | | |
| 1. Read and translate the abstract from the text « The ecosystem concept ». | | | |
| 2. Grammar test.  3. Give a speech on the topic «Education» | | | |
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| |  |  | | --- | --- | | **МИНОБРНАУКИ РОССИИ**  **Бузулукский гуманитарно-технологический институт (филиал) федерального государственного бюджетного образовательного учреждения высшего образования**  **"Оренбургский государственный университет"** | Направление подготовки «Биология» | | Профиль подготовки «Биоэкология» | | Кафедра «Педагогического образования» | | Дисциплина «Иностранный язык (английский)» |   **БИЛЕТ К ЗАЧЁТУ № 1** | | |
| |  | | --- | | 1. Read , translate the text and do the exercises given below**.** | | 2. Grammar –Lexical test. | | | |
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| **МИНОБРНАУКИ РОССИИ**  **Бузулукский гуманитарно-технологический институт (филиал) федерального государственного бюджетного образовательного учреждения высшего образования**  **"Оренбургский государственный университет"** | | Направление подготовки «Биология» | |
| Профиль подготовки «Биоэкология» | |
| Кафедра «Педагогического образования» | |
| Дисциплина «Иностранный язык (английский)» | |
| **БИЛЕТ К ЗАЧЁТУ № 2** | | | |
| 1. Read and translate the abstract from the text « Biotechnology ». | | | |
| 2. Grammar test.  3. Give a speech on the topic ”My working day” | | | |
|  | | | |
| Составитель |  | | //Чернышова Е.Н./ |
| Заведующий кафедрой |  | | /Омельяненко Л.А../ |
| «31» августа 2017 | | | |
| **МИНОБРНАУКИ РОССИИ**  **Бузулукский гуманитарно-технологический институт (филиал) федерального государственного бюджетного образовательного учреждения высшего образования**  **"Оренбургский государственный университет"** | | Направление подготовки «Биология» | |
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| Дисциплина «Иностранный язык (английский)» | |
| **БИЛЕТ К ЗАЧЁТУ № 3**   |  | | --- | | 1. Read , translate the text and do the exercises given below**.** | | 2. Grammar –Lexical test. | | | | |
| Составитель |  | | //Чернышова Е.Н./ |
| Заведующий кафедрой |  | | /Омельяненко Л.А../ |
| «31» августа 2019 | | | |

**Грамматические тесты:**

**Test I. Choose the correct versions.**

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

21. I believed … the most reliable person.

a. her to be

b. her be

c. in her to be

22. Mary hated her boyfriend …

a. laugh at

b. to be laughed at

c. laughed at

23. I’d like … with us for another week.

a. you to say

b. that you will say

c. you say

24. I could feel the earth … as the earthquake began.

a. that shook

b. to shake

c. shake

25. I expect … her test this time.

a. Anna pass

b. Anna to pass

c. Anna passing

**Test III. Choose the correct versions.**

1. He can play golf well, …?

a. …, doesn’t he?

b. …, can he?

c. …, can’t he?

2. You like black coffee, …?

a.…, aren’t you?

b.…, don’t you?

c.…, do you?

3. I met my (good) friend yesterday.

a. goodest

b. better

c. best

4. Dorothy is (young) in her family.

a. the youngest

b. the younger

c. young

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

a. little

b. less

c. the least

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

a. better

b. good

c. best

7. Diana can’t ski and she can’t skate ….

a. too

b. also

c. either

8. She’s … work from 9 a.m. to 6 p.m.

a. in

b. at

c. on

9. She sat down … him on the sofa.

a. alongside

b. next to

c. with

10. Last year he spent a lot of time traveling … London and Liverpool.

a. between

b. from

c. in

11. Everyone … that women are equal to men.

a. know

b. knows

c. is knowing

12. Too …people still smoke.

a. many

b. much

c. a lot of

13. She doesn’t speak…English.

a. many

b. much

c. a lot of

14. (3) were absent from the lecture.

a. Three

b. Third

c. thirty

15. The (2) lesson begins at eleven o’clock.

a. two

b. second

c. twenty

16. … of students were present at the meeting.

a. Hundreds

b. The hundred

c. A hundred

17. … of people greeted the Russian representatives.

a. The thousand

b. Thousand

c. Thousands

18. We aren’t rich. We aren’t poor … .

a. too

b. either

c. so

19. Mrs. Potts wants to live in the country. … does Mr. Potts.

a. either

b. so

c. neither

20. In most countries you … a special license to hunt wild animals.

a. have to need

b. can have

c. may have

21. My aunt leaves for work at (8.30).

a. half past eight

b. thirty to seven

c. quarter past eight

22. I usually get up at (7.10).

a. ten minutes to six

b. ten minutes to seven

c. ten minutes past seven

23. My father likes driving ….

a. really fast

b. very fastly

c. fastly

24. “What are you doing?” – “I … the fish to see if it’s all right.”

a. am smelling

b. smell

c. do the smelling

25. Someone … to speak to you on the phone.

a. is wanting

b. want

c. wants

**Test IV. Choose the correct versions.**

1. … strange began to happen.

a. Anything

b. Something

c. Nothing

2. I believed … the most reliable person.

a. her to be

b. her be

c. in her to be

3. Mary hated her boyfriend … .

a. laugh at

b. to be laughed at

c. laughed at

4. I’d like … with us for another week.

a. you to say

b. that you will say

c. you say

5. I tried to get her on the phone but she … .

a. already left

b. already had left

c. had already left

6. Please be quite! Don’t say … !

a. nothing

b. anything

c. something

7. He … his wallet on the train.

a. lost

b. had lost

c. has lost

8. The boy … his hand because he knew the right answer to the question.

a. rose

b. raised

c. has risen

9. No one of my classmates has … London.

a. been to

b. been in

c. gone to

10. Since I … university, I’ve been interested in sociology.

a. have been met

b. was at

c. has gone to

11. After leaving school, James … it very difficult to get a good job.

a. has found

b. found

c. had found

12. When … her new fur coat?

a. did she buy

b. has she bought

c. did she bought

13. When we finally got to the airport, the plane … yet.

a. hadn’t landed

b. didn’t land

c. wasn’t landing

14. Christina said that … week had been the longest one in his life.

a. that night

b. tonight

c. last night

15. My neighbour said that her nephew had been killed in a skiing accident a few days ….

a. ago

b. before

c. before long

16. Charles said that he hadn’t seen the office manager ….

a. last night

b. the night before

c. yesterday in the evening

17. I … give up algebra because it got difficult for me.

a. was able to

b. was allowed

c. had to

18. Nobody … Charlie Chaplin completely.

a. knew

b. has known

c. was know

19. When … from his business trip?

a. has he returned

b. did he return

c. was he returning

20. How long ago …?

a. did they marry

b. have they married

c. they married

21. Letters … sent to all our clients every week.

a. are

b. have been

c. are been

22. Nothing can … done about this.

a. be

b. be being

c. have been

23. Ann … taken to hospital only tomorrow.

a. will be

b. is

c. is being

24. When she was young, she … people. Nobody liked it.

a. had always criticized

b. was always criticizing

c. always criticizing

25. Everybody … the party when the police arrived.

a. were leaving

b. was leaving

c. had left

**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.* | 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.* | 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 эссе**

|  |  |  |
| --- | --- | --- |
| *4-балльная шкала* | *Показатели* | *Критерии* |
| *Отлично* | 1. наличие логической структуры построения текста (вступление с постановкой проблемы; основная часть, разделенная по основным идеям; заключение с выводами, полученными в результате рассуждения); 2. наличие четко определенной личной позиции по теме эссе; 3. адекватность аргументов при обосновании личной позиции 4. стиль изложения (использование профессиональных терминов, цитат, стилистическое построение фраз, и т.д.) 5. эстетическое оформление работы (аккуратность, форматирование текста, выделение и т.д.) | Логически и лексически грамотно изложенный, содержательный и аргументированный текст, подкрепленный знанием литературы и источников по рассматриваемому вопросу, ссылка на новейшие цивилистические исследование, проводившиеся по данному вопросу, использование современных статистических данных |
| *Хорошо* | Логически и лексически грамотно изложенный, содержательный и аргументированный текст, подкрепленный знанием литературы и источников по рассматриваемому вопросу, ссылка на цивилистические исследование, проводившиеся по данному вопросу, использование современных статистических данных |
| *Удовлетворительно* | Текст с незначительным нарушением логики изложения материала, допущены неточности (при ссылках на нормативно-правовые акты, статистику) без использования статистических данных либо с использованием явно устаревших материалов |
| *Неудовлетвори­тельно* | Не вполне логичное изложение материала при наличии неточностей, незнание литературы, источников по рассматриваемому вопросу |

**Оценивание ответа на зачете**

|  |  |  |
| --- | --- | --- |
| Шкала | Показатели | Критерии |
| *Зачтено* | 1. Полнота изложения теоретического материала;  2. Правильность и/или аргументированность изложения (последовательность действий);  3. Самостоятельность ответа;  4. Культура речи. | 1 Дан полный, в логической последовательности развернутый ответ на поставленный вопрос, где он продемонстрировал знания предмета в полном объеме учебной программы, достаточно глубоко осмысливает дисциплину, самостоятельно, и исчерпывающе отвечает на дополнительные вопросы, приводит собственные примеры по проблематике поставленного вопроса.  2 Дан развернутый ответ на поставленный вопрос, где студент демонстрирует знания, приобретенные на лекционных и семинарских занятиях, а также полученные посредством изучения обязательных учебных материалов по курсу, дает аргументированные ответы, приводит примеры, в ответе присутствует свободное владение монологической речью, логичность и последовательность ответа. Однако допускается неточность в ответе.  3 Дан ответ, свидетельствующий в основном о знании процессов изучаемой дисциплины, отличающийся недостаточной глубиной и полнотой раскрытия темы, знанием основных вопросов теории, слабо сформированными навыками анализа явлений, процессов, недостаточным умением давать аргументированные ответы и приводить примеры, недостаточно свободным владением монологической речью, логичностью и последовательностью ответа. |
| *Незачтено* | Дан ответ, который содержит ряд серьезных неточностей, обнаруживающий незнание процессов изучаемой предметной области, отличающийся неглубоким раскрытием темы, незнанием основных вопросов теории, несформированными навыками анализа явлений, процессов, неумением давать аргументированные ответы, слабым владением монологической речью, отсутствием логичности и последовательности. Выводы поверхностны. |

**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.* | 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.

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.

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.

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.

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.

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 |
| 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. |