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

*Информатика*

(код и наименование направления подготовки)

Тип образовательной программы

*Программа академического бакалавриата*

Квалификация

*Бакалавр*

Форма обучения

*Очная*

Год набора 2019

Фонд оценочных средств предназначен для контроля знаний обучающихся по направлению подготовки *Информатика*

по дисциплине «Иностранный язык»(английский)

Фонд оценочных средств обсужден на заседании кафедры педагогического образования

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

Первый заместитель директора по УР\_\_ Е.В. Фролова

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*подпись расшифровка подписи*

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*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* | *Типы контроля* | *Виды оценочных средств по уровню сложности/шифр раздела в данном документе* |
| --- | --- | --- | --- |
| ОК-4 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 немецком языке, особенности полного стиля произношения, характерные для сферы профессиональной коммуникации;  - лингвистический минимум в объеме 4000 учебных лексических единиц общего и терминологического характера, необходимого для возможности получения информации профессионального содержания из зарубежных источников;  - особенности дифференциации лексики по сферам применения (бытовая, терминологическая, общенаучная, официальная и др.);  - свободные и устойчивые словосочетания, фразеологические единицы;  - основные способы словообразования;  - основные грамматические явления, характерные для профессиональной речи и обеспечивающие коммуникацию общего характера без искажения смысла при устном и письменном общении;  - культуру и традиции стран изучаемого язык, правила речевого этикета. | Тестирование по лексико-грамматическому материалу.  Вопросы для опроса. | **Блок А** Задания репродуктивного уровня |
| **Уметь:**  - использовать транскрипцию;  - применять лексико-грамматические средства в коммуникативных ситуациях официального и неофициального, диалогического и монологического общения;  - вести диалогическую и монологическую речь в основных коммуникативных ситуациях неофициального и официального общения, основы публичной речи (устное сообщение, доклад);  - понимать устную речь в сфере бытовой и профессиональной коммуникации;  - извлекать необходимую информацию из различного вида текстов (текстов по профилю специальности). | Устное индивидуальное собеседование – сообщение по УРС (учебно-речевая ситуация). | **Блок B**  Задания реконструктивного уровня |
| **Владеть:**  - навыками оформления речевых высказываний обиходно-литературного стиля, официально-делового стиля, стиля художественной литературы, научного стиля;  - лексическим минимумом общего и терминологического характера;  - навыками получения необходимой информации, находящейся в открытом доступе (из специализированного журнала, сайта в интернете и т.д.);  - основами частной и деловой переписки и оформлением стандартных  речевых произведений (аннотация, реферат, тезисы, биография). | Выполнение творческого задания. | **Блок С**  Задания творческого уровня |
| ОК-5 способность работать в команде, толерантно воспринимать социальные, культурные и личностные различия | **Знать:** - базовые нормы употребления лексики и фонетики; - требования к речевому и языковому оформлению устных и письменных высказываний с учетом специфики иноязычной культуры; - основы делового общения, способствующие развитию общей культуры и социализации личности; Владеть: - компенсаторными умениями, помогающими преодолеть «сбои» в коммуникации, вызванные объективными и субъективными, социокультурными причинами. |  | **Блок А** |
| **Уметь:** - использовать знание иностранного языка в профессиональной деятельности, профессиональной коммуникации и межличностном общении; |  | **Блок Б** |
| **Владеть:** - компенсаторными умениями, помогающими преодолеть «сбои» в коммуникации, вызванные объективными и субъективными, социокультурными причинами. |  | **Блок С** |

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

**А0**

1.1. Mrs Jones had … .

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

1.2. Mrs Vine had had … the week before.

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

1.3. Twins often seem to … a generation.

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

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

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

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

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

1.6. I was … child, though.

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

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

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

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

bicycle.

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

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

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

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

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

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

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

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

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

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

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

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

perhaps it was a …-aunt.

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

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

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

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

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

parents.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

mortality.

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

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

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

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

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

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

culture from their parents.

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

… Teenagers.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

children; d) child`s buggy … children;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

disease and became an invalid.

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

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

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

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

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

part.

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

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

a) home; b) house.

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

a) home … house; b) house … home.

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

a) home; b) house.

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

a) home; b) house.

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

a) home; b) house.

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

a) home; b) house.

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

a) warehouse; b) warehome.

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

a) Home; b) House.

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

town of Windsor.

a) homes; b) houses.

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

a lot of English textbooks and dictionaries.

a) homes; b) houses.

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

the nicest place to live in.

a) home; b) house.

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

a) Home; b) House.

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

a) home; b) house.

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

a) Home; b) House.

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

a) home; b) house.

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

a) home; b) house.

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

a) home; b) house.

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

a) home; b) house.

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

a) home; b) house.

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

earthquake.

a) homed; b) housed.

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

a) homes; b) houses.

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

everywhere in her \_\_\_.

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

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

a) home; b) house.

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

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

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

a) home; b) house.

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

for rent. Just for you to feel comfortable.”

a) homes; b) houses.

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

a) home; b) house.

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

increasing.

a) home; b) houses.

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

a) home; b) house.

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

a) home; b) house.

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

a) home; b) house.

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

a) home; b) house.

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

a) home; b) house.

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

a) home; b) house.

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

a) home; b) house.

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

of Commons.

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

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

a) home; b) house.

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

been sold long in advance.

a) home; b) house.

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

a) home; b) house.

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

a) home; b) house.

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

a) home; b) house.

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

a) home; b) house.

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

vegetables.

a) home; b) house.

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

into their \_\_\_.

a) home; b) house.

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

a) home; b) house.

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

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

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

country.

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

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

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

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

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

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

alike.

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

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

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

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

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

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

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

1.129. I am staying in a youth … in the centre of the town.

a) hostel; b) inn; c) pub; d) stable.

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

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

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

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

1.131.Which part of the computer shows you information from the computer?

1. Mouse
2. Keyboard
3. Camera
4. Monitor
5. All of the above

1.132. Which part of the computer is the brains of the computer?

1. Monitor
2. Keyboard
3. Central Processing Unit
4. CPU
5. None of the above

1.133. Which computer part can you point and click with?

1. Monitor
2. Mouse
3. PDA
4. Keyboard
5. All of the above

1.134. Which computer parts gives you sound from the computer?

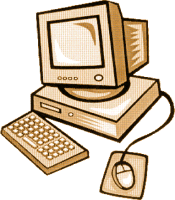
1. Speakers
2. Mouse
3. Laptop
4. Headphones
5. All of the above

1.135. What does PDA stand for?

1. Partial Designer Assistant
2. Personal Digital Assistance
3. Public Digital Assistance
4. Personal Dodge Adventure
5. All of the above

[](http://www.proprofs.com/quiz-school/story.php?title=basic-parts--computer)1.136. What is this?

1. PDA
2. Desktop
3. Laptop
4. Tablet
5. All of the above

[](http://www.proprofs.com/quiz-school/story.php?title=basic-parts--computer)1.137. What is this?

1. Laptop
2. Workstation
3. Desktop
4. Camera
5. Computer

1.138. Which part of the computer is used to type in information into the computer?

1. Monitor
2. Mouse
3. Laptop
4. Keyboard
5. All of the above

1.139. Выберите правильный вариант ответа: A computer is …

а) represented by combinations of bits

б) an electronic device that performs calculations and processes information

в) the program or set of programs

г) the central processing unit, or CPU

1.140 Выберите правильный вариант ответа: The brain of a computer is …

а) represented by combinations of bits

б) an electronic device that performs calculations and processes information

в) the program or set of programs

г) the central processing unit, or CPU

1.141. Выберите правильный вариант ответа: Shortly the American Standard Code for Information Interchange is called …

а) ASCIII б) ASC2 as

в) ASCII

1.142. Выберите правильный вариант ответа: “as key” represents each character …

а) by 7 bits б) by 12 bits

в) by 17 bits г) by 32 bits

1.143. Найдите перевод слова «присоединять»

а) edit б) share в) set

г) join д) delete

1.144. Найдите перевод слова «устанавливать»

а) mode б) share в) join

г) set д) open

1.145. Найдите перевод слова «дерево»

а) set б) tree в) path

г) promp д) fast

1.146. Найдите перевод слова «делить»

а) delete б) edit в) line

г) share д) join

1.147. Найдите перевод слова «открывать»

а) open б) set в) join

г) share д) edit

1.148. Определите, каковы последствия введения в компьютер следующей команды SHARE, выбрав один из следующих вариантов:

а) разделение файлов на группы

б) совместное использование файлов в компьютерных сетях

в) поиск файла

1.149. Определите, каковы последствия введения в компьютер следующей команды TREE, выбрав один из следующих вариантов:

а) печатает на принтере содержимое каталога (директории)

б) выводит на дисплей содержимое файла

в) выводит на дисплей дерево каталогов (директорий) с содержащимися файлами

1.150. Определите, каковы последствия введения в компьютер следующей команды DEL, выбрав один из следующих вариантов:

а) уничтожает указанный файл

б) выводит содержимое директории

в) разделяет файл между пользователями

1.151. Определите, каковы последствия введения в компьютер следующей команды JOIN, выбрав один из следующих вариантов:

а) присоединяет новую директорию

б) присоединяет имя дисковода к часто используемой директории

в) присоединяет принтер к компьютеру

1.152. Определите, каковы последствия введения в компьютер следующей команды SET, выбрав один из следующих вариантов:

а) устанавливает значения переменных величин MS DOS

б) устанавливает режим работы аппаратуры

в) сортирует файлы

1.153. When was the first PC put on the market?

а) in 1970 б) in 1975

в) in 1980 г) in 1985

1.154. A clock frequency of 10 megahertz means …

а) 1 million cycles per second

б) 5 million cycles per second

в) 10 million cycles per second

г) 100 million cycles per second

1.155. Найдите перевод слова «данные»

а) date б) data в) rate

г) fit д) letter

1.156. Files in target drive will be erased.

а) уничтожьте файлы на дискете, на которую ведётся запись

б) файлы на дискете, на которую ведётся запись, были уничтожены

в) файлы на дискете, на которую ведётся запись, будут уничтожены

1.157. Disk is write protected.

а) на диск ведётся запись

б) диск защищён от записи

в) защитите диск от записи

БЛОК А

*А.1 Вопросы для опроса:*

1. What is your name?
2. Where and when were you born?
3. How old are you?
4. Have you got a family?
5. How many people are there in your family?
6. Do you have brothers, sisters, grandparents in your family?
7. Where do you live?
8. Did you study well at school?
9. What school did you finish?
10. Did your teacher of English help you to choose your future profession?
11. What was your favorite subject?
12. What do you like to read?
13. What sport do you go in for?
14. What are you going to be?
15. Do you still live with your parents?
16. Where does your family live?
17. How many are you in the family?
18. How many children are in your family?
19. What type of car has your family got?
20. Where does your father work?
21. How many days a week does he spent at work?
22. How much money does he earn?
23. How much does it take him to get to his job?
24. Is he fond of his job?
25. Where does your mother work?
26. How many days a week does she spend at work?
27. How much money does she earn?
28. Is she fond of her job?
29. Where do you (your brother or sister or both) study?
30. What is the most popular entertainment in your family a) in the evening? b) at week-ends?
31. What is your family's hobby?
32. What is the most favorite kind of sport in your family?
33. How many people are there in your family? Who are they?
34. 1.35. How many grandparents have you got? How often do you see them?
35. 1.36. What does your family usually do on Sundays?
36. 1.37. How many cousins do you have? What do you do when you see them?
37. 1.38. Who does the housework in your family? (e.g. cooking, cleaning, washing…)
38. 1.39. Does your family eat meals together? What else do you do together?
39. 1.40. Are there any rules in your family? What are they? Do you think they are fair?
40. Who do you take after?
41. Do you get on well with you parents?
42. Who are you more like in character, your mother or your father?
43. Do you want to bring up your children in the same way you were brought up?
44. Would you like to live with your parents after getting married? Why or why not?
45. Which family member do you get on the best? Why?
46. Who do you argue with a lot?
47. Tell about the relative you like the most. Why do you like him or her?
48. Do you have any family member living or working abroad?
49. Do you ever hold family reunion? If so, what happens there?
50. How many children would you like to have?
51. What size is the perfect family?
52. Do you think that families you see on TV or in the movies are like families in your countries? Why or why not?
53. Do you get up early?
54. Is it easy for you to get up early?
55. Do you wake up yourself or does your alarm-clock wake you up?
56. Do you do your morning exercises?
57. What do you prefer: a hot or a cold shower in the morning
58. How long does it take you to get dressed?
59. What do you usually have for breakfast?
60. Some people look through newspapers or listen to the latest news on the radio while having breakfast. What about you?
61. When do you usually leave your house?
62. Do you work? If yes, where?
63. How long does it take you to get to your Academy (Institute)?
64. Do you go there by bus/trolley-bus or walk?
65. Where do you usually have lunch (dinner)?
66. What time do you come home?
67. How long does it take you to do your homework?
68. How do you usually spend your evenings?
69. Do you have a lot of free time?
70. Do you play any musical instrument?
71. Are you fond of listening to music?
72. What kind of music do you prefer?
73. Do you collect anything (stamps, records, post­cards, coins, matchboxes, etc.)?
74. What time do you usually go to bed?
75. When do you get up?
76. How long does it take you to prepare breakfast?
77. What do you usually eat for breakfast?
78. When do you leave home?
79. Do you walk to college (institute)?
80. How long do stay at college / institute?
81. Do you usually do any job about the house?
82. How do you spend your free time
83. When do you get up?
84. How long does it take you to prepare breakfast?
85. What do you usually eat for breakfast?
86. When do you leave home?
87. Do you walk to college (institute)?
88. How long do stay at college / institute?
89. Do you usually do any job about the house?
90. How do you spend your free time?
91. How does an Englishman's day begin?
92. What is his favourite breakfast?
93. When does he in fact get such a breakfast?
94. When does he leave home in the morning?
95. How does he get to his place of work?
96. How many breaks does he have during the working day? What are they for?
97. What does an Englishman usually have for his mid-day meal?
98. What food are the English fond of?
99. At what time does an Englishman finish work?
100. What does he like to do when he comes home from work?
101. What sort of meal does he get in the evening?
102. What does an Englishman usually do in the evening?
103. What is a "local"? Why do people like to go there?
104. How does an Englishman's day end?
105. . Is the school education in Russia compulsory?106.How many types of schools are there in Russia?107. What new types of schools appeared nowadays?108. Is the right to education guaranteed by the Constitution in our country?109. What kind of pre – schools do you know?110. Are they compulsory?111. When do children begin to go to school?  
     112. Is the tuition free of charge in our country?113. What choice does the 9th former have?114. What kind of document does the person who finishes the general secondary school receive?

115. How many years do students study to get a higher education?116. When was your University or Institute established?117. Who was the first Rector?118. Were there any famous a) scientists, engineers b) politicians c) artists among the graduates of your Institute?119. How many people are currently enrolled?120. What is the most popular faculty in your Academy?121. What’s the aim of British education?122. At what age do children go to nursery education?  
123. What age to they start primary school? 124. What stages does the primary education ?125. What subjects does the curriculum include?126. When do teachers measure children’s progress in each subject?127. At what school do children study at the age of 11?128. How long does their school year last?129. When is the main school GCSE- examination taken?130. What happens if children fail all the exams they take at the age of 16?131. What can they do if they pass all their exams for levels at the age of 18?132. What content do further education courses include?  
133. How can you enter university in England?134. How long do university courses last?135. When do students receive a degree?136. How many degrees are there?137. Why do 18 and 19 olds choose a college as far away from home as possible?138.Where do often freshers live?139.What do all the clubs and societies do to persuade the new students to join their society?140. How often do they have seminars and tutorials  
141. What do students do at seminars?   
142. How long does the school year last?  
143. What is the main purpose of the preschool education and of the elementary school?  
144. How long does the elementary school last?  
145. What subjects does the programme of studies in the secondary school include?  
146. What must students do to be graded from A(excellent) to F(failing) levels?  
147. What form of education do students choose after graduating from secondary schools?  
148. What are the factors determining an institution’s prestige?   
149. What are the admission requirements tо the colleges and universities?   
150. What are the three types of schools in higher education?   
151. What degrees are offered by schools of higher learning in the USA? What are the requirements for each of these degrees?   
152. What are the peculiarities of the curricula offered by a college or a university?   
153. What is a credit in the US system of higher education?   
154. How many credits must an undergraduate student earn to receive a bachelor's degree? How can then be earned?

155 Computer science: concept.

156. Properties of information.

157. Information systems: concept.

158. Information coding. Units of information.

159. The encoding of textual information.

160. Coding of graphic information

161. Encoding of audio information.

162. Coding of numerical information.

163. Explain the meaning of the blind printing method, name its advantages and disadvantages.

**Блок B**

**1. ABOUT MYSELF АND FAMILY**

**1.1Put the correct preposition.**

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

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

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

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

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

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

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

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

**beginning (0).**

TRIPLETS

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

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

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

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

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

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

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

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

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

not important!

0 NOISE

1 NATURE

2 WEALTH

3 AWE

4 SUPPORT

5 ADORE

6 ACT

7 NERVE

8 FUN

9 THANK

10 HEALTH

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

*a) a nuclear family,*

*b) an extended family,*

*c) a single-parent family,*

*e) a couple who adopted a child,*

*f) a couple with no children.*

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

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

five.

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

just yet.

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

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

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

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

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

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

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

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

*a) finished with,*

*b) never stop fighting,*

*c) split up,*

*d) had a huge row,*

*e) weren`t right for.*

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

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

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

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

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

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

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

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

**correct order:**

a) Their friends throw confetti at them.

b) They cut the cake and make speeches.

c) Her father walks down the aisle with her.

d) They leave for their honeymoon.

e) They spend ages taking photographs!

f) The bride arrives at the church late.

g) The couple make their wedding vows.

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

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

**2. MY WORKING DAY**

**2.1Complete the following sentences with the phrasal verbs below:**

*a) turn in,*

*b) a lie-in,*

*c) get up,*

*d) wake up.*

*e) sleeping in.*

*f) lie in.*

*g) wait up,*

*h) stay up.*

I’ve got a new job at the airport and have moved into a flat with a couple of

friends. During the week I have to \_(1)\_ early as I have to be at the airport by 6.30

a.m. I try to be very quiet in the mornings so I don’t \_(2)\_ my flatmates. At the

weekends I love \_(3)\_. On Saturdays I sometimes \_(4)\_ till 11. I can’t have a \_(5)\_ if

I’m playing football though, which I sometimes do on Saturday mornings. On

weekday evenings I \_(6)\_ quite early, about 10.30 p.m. usually, but I \_(7)\_ at

weekends, of course. If I get home on Saturday night before my flatmates, I \_(8)\_

until they arrive and we have a drink and a chat before going to bed.

**2.2 Fill in the gaps in the questionnaire.**

1. What time do you normally wake \_\_\_?

2. Do you feel sleepy if you \_\_\_ up after midnight?

3. Do you have a \_\_\_-in at weekends?

4. Would you wait \_\_\_ if a friend or relative you were putting \_\_\_ was

arriving very late?

5. Do you enjoy \_\_\_ in if you don’t have to get up?

6. What time do you usually turn \_\_\_?

7. How often do you sleep \_\_\_ at a friend’s house?

8. How often do you not hear your alarm and \_\_\_?

**2.3 Complete the sentences using phrasal verbs.**

1. I’ll be late back tonight so please don’t bother \_\_\_\_.

2. Kate can’t afford a hotel so she’s asked a friend to \_\_\_ her \_\_.

3. I need an alarm clock to stop me from \_\_\_\_.

4. The removal firm helped us to \_\_\_\_ of our old house.

5. I’m really tired. I think I’m going to \_\_\_\_ soon.

6. Gordon and Martin already knew each other well before they \_\_\_\_

together.

**2.4 Complete the following letter with the collocations below:**

*a) throw a party,*

*b) go clubbing,*

*c) sticking to,*

*d) flying visit,*

*e) went out for a meal,*

*f) night out,*

*g) social whirl,*

*h) spend quality time,*

*i) put in an appearance,*

*j) surprise party,*

*k) called for a celebration,*

*l) special occasion,*

*m) spring a surprise on,*

*n) whirlwind visit.*

Hi Nadia,

How was your weekend? My old school friend Emma came on a \_(1)\_,

which was fun. We had a girls` \_(2)\_ on Saturday with a couple of other friends. We

\_(3)\_ to a local restaurant. So much for me \_(4)\_ my diet!

Emma was there for a \_(5)\_ for her parents on Sunday. She and her brother

wanted to \_(6)\_ them for their 30th wedding anniversary – they thought 30 years

together definitely \_(7)\_ - so they decided to \_(8)\_ for them. They had it at a hotel

near their house and invited all their parents` friends. The vicar who`d married them

even \_(9)\_! They asked me along too and it was lovely, a really \_(10)\_ with a fun

atmosphere. I was just sorry I couldn`t \_(11 much )\_ with Emma, but she promised

the next time she comes it won`t be such a \_(12)\_. Anyway, what about you? Is life

its usual busy \_(13)\_? Do you still \_(14)\_ every weekend?

Claire

**2.5 Complete the conversation.**

Helen: How was Bill’s \_(1)\_ retirement party?

Dave: Great. You should have seen his face; he really had no idea about it and

he was so moved. It was a really nice gesture for the company to \_(2)\_ a party for

him like that. They really wined and \_(3)\_ us. And even the MD put in an \_(4)\_!

What happened to you? I was surprised not to see you there.

Helen: Oh, well! I was planning to come, but then my friends \_(5)\_ a surprise

on me too that same night.

Dave: Was it a \_(6)\_ occasion?

Helen: Yes, it was my birthday and my friends had arranged a girls` \_(7)\_ out

and invited lots of friends that I hadn’t seen for ages.

Dave: Sounds great. Happy Birthday, by the way.

**Read the short texts and then answer the questions.**

1 Childminding

When the children were very young, John worked full-time and Pam had a

part-time job, but when Pam was offered the opportunity of a responsible full-time

job, they didn’t want to hire child minders and so John decided it should be he who

reduced his working hours to look after the children. Although John does

occasionally resent getting so little financial reward for his work and misses the

responsibility he lost, he feels he is well suited to the arrangement he and Pam now

have.

1. When his wife was offered a full-time job, John decided to look after the

children because … .

A) he enjoyed being with them more than his wife did.

B) he didn’t want a stranger to care for them.

C) his wife would earn more money than he could.

D) he only had a part-time job.

E) his working hours were more than Pam’s.

2. We understand from passage that John … .

A) doesn’t have any responsibility.

B) had experience of helping in the house before.

C) takes pleasure in housework.

D) would rather have a full-time job

E) earns little money

3. One regret that John sometimes has is that he … .

A) feels satisfied with the situation.

B) sees so little of his wife.

C) has less responsibility at work than before.

D) has given up an extremely successful.

E) is suitable for the arrangement they have now.

2 Sleep

Some scientists have asserted that there is a correlation between your

intelligence and the amount of sleep you need. The higher your intelligence, the less

sleep you need. Intelligence reaches its peak in the early twenties and most great

scientific discoveries have been made by under thirties. It has been indicated that the

two best ways to maintain your intelligence at its youthful strength are to drink no

alcohol and to continue studying throughout your life.

1. It has been suggested in the passage that …

A) intelligent people need no sleep at all.

B) there is no connection between intelligence and sleep.

C) less intelligent people need less sleep.

D) although it is not certain intelligent people need less sleep.

E) it has been proved that intelligent people need more sleep.

2. Most scientific discoveries were made …

A) by a very small group of people.

B) by people who have drunk very little alcohol.

C) in the first part of the century.

D) by young people.

E) by older people.

3. You can stop your intelligence deteriorating if you …

A) rarely drink.

B) go to university.

C) always try to keep learning.

D) never drink when you are studying.

E) drink and study throughout your life.

**2.6 Put the missing prepositions in the idioms below and expand on the**

**sentences.**

1. I’m \_\_\_ to my ears in work.

2. It’s been one thing \_\_\_ another.

3. I’ve been \_\_\_ my feet all day.

4. Are you \_\_\_ a loose end this evening?

5. I’m tied \_\_\_ till after lunch.

6. I’ve been \_\_\_ the go all day.

7. We’ve been rushed \_\_\_ our feet.

8. I’ve already got enough \_\_\_ my plate.

9. I’ve been burning the candle \_\_\_ both ends.

10. I can fit you \_\_\_ on Monday.

**3. EDUCATION**

3.1 Suggest the Russian for:

educational establishments; comprehension school; the right of citizens; on the competitive basis; regardless of nationality; highly - skilled experts; according to; equal rights; it is carried out on the basis; the same school; special importance; for the interested persons; the student’s; exchange program; obligatory; to locate; higher educational institution; to be trained abroad; the limited number

3.2. Match the words having the same meaning:

1. to educate

2. obligatory

3. grant

4. establishment

5. elementary school

a) institution; b) stipend; c) primary school; d) to teach; e) compulsory

3.3. Match the following words and expressions from the list below.

Согласно; возможность; компьютерные навыки; развитие; общеобразовательная школа; посещать; обеспечивать; особенно; выполнять; умение,мастерство; учреждение; запрещать; бесплатный; за рубежом;

free of charge; computer skills; abroad; to provide; to carry out; to attend; comprehensive school; to prohibit; according to; establishment; development; especially; .opportunity; skill;

3.4. Fill in the gaps with a suitable word or phrase from the list below:

1. Secondary education is ….. in Kazakhstan.

2. Entry to higher institution is quite….

3. The second is sec­ondary school for middle grades from … through nine.

4. More opportunities appear for the interested persons to be trained abroad on the basis… …

scholarships and the student’s exchange programs.

5 Studying of foreign languages and development …. of pupils is of a special importance.

6.The second stage of education in Kazakhstan is …….

7.Having completed secondary education one can enter …….

*Competitive, of local and state grants, university, five, compulsory, secondary school, of computer skills.*

**4.** **Computers**

**4.1** Перепишите и письменно переведите текст «Computers as Tools for

Marketing». Выучите слова:

slide - логарифмическая линейка

modem - модем

software - программное обеспечение

questionnaire - опросный лист, анкета chart -

схема, таблица, чертеж

hardware - аппаратные средства compatible -

совместимый

maintenance service - техническое обслуживание install -

устанавливать, монтировать

application - применение, использование

available - доступный

data - данные, информация

predict - предсказывать

equipment - оборудование

Computers as tools for marketing

Since 1975 the personal computer (PC) has changed the world of business. In the slide

ruler, adding machine the telegraph, the telephone, the hand calculator and the airplane each

greatly affected the way business is done. Today the computer has begun to greatly affect the

marketing field.

Computer programmes are now available for collecting, assessing and analyzing

data even projecting or predicting the future based upon current trends. Some programmes

have been developed that can stimulate potential market conditions so that marketers can pretest

strategies. These are mostly experimental but within a very short time they will be as

commonly available as the PC's are today.

With the use of telephone modems, connected to PC's and computer printers and data

base marketers today can assess information about any market, segment of a market even a

specific buyer anywhere in the world right from their own office.

Computer software is now available to write data collecting questionnaires, job interview

forms, analyze advertising media effectiveness, sales and marketing management, create

graphs and charts for analysis of market trends.

Some US companies in specific marketing areas of consumer goods, forest products,

mining products and equipment plan for the future up to 50 years by forecasting trends in

possible and probable long-term marketing conditions.

**4.2** Перепишите и письменно переведите текст «The real success of Microsoft

Windows». Выучите слова:

to discover - открывать, делать открытие

environment - среда

inventory management - управление запасами demand -

спрос

to process - обрабатывать данные

robust - крепкий, мощный

feature - черта

preemptive - вытесняющий

advanced - продвинутый, развитый

ease - простота

range - спектр

to support - поддерживать

access - доступ

host - главная машина

benefit - выгода, преимущество

productive - продуктивный

complex - сложный

user -пользователь

to include - включать

proven - доказанный

solution - решение

The real success of Microsoft

The real success of Microsoft Windows is that millions of personal computer users

have discovered something important to every business. It makes them more productive than

ever before.

Today's business environment places more demands on computing technology,

however. Complex, line-of-business applications such as inventory management, financial

trading, and on-line transaction processing demand powerful hardware and reliable, responsive

and secure operating systems. Just as PC hardware is rapidly advancing to take on these

problems, now the Microsoft Windows NT operating system gives you personal productivity

and the power to handle complex business demands.

Microsoft Windows NT is a robust platform, with advanced features needed to build

sophisticated line-of-business solutions. It provides fully 32-bit operations, preemptive

multitasking, advanced security and reliability, built-in networking, and complete scalability

across hardware platforms for users of powerful PCs, workstations and network

servers.

Windows NT provides the ease of use and proven productivity of the Windows

intuitive, graphical interface. And it unlocks the potential of a wide range of advanced

PC hardware, including machines based on the Intel® 80 x 86 processor family and RISC

architectures such as the MIPS R3000 and R4000. It also supports symmetric multiprocessing

systems.

**4.3** The Internet

The Internet, a global computer network which embraces millions of users all over the world, began in the United States in 1969 as a military experiment. It was designed to survive a nuclear war. Information sent over the Internet takes the shortest path available from one computer to another. Because of this, any two computers on the Internet will be able to stay in touch with each other as long as there is a single route between them. This technology is called packet switching. Owing to this technology, if some computers on the network are knocked out (by a nuclear explosion, for example), information will just route around them. One such packetswitching network which has already survived a war is the Iraqi computer network which

was not knocked out during the Gulf War.

Most of the Internet host computers (more than 50 %) are in the United States, while the rest are located in more than 100 other countries. Although the number of host computers can be

counted fairly accurately, nobody knows exactly how many people use the Internet, there are

millions worldwide, and their number is growing by thousands each month.

The most popular Internet service is e-mail. Most of the people, who have access to the

Internet, use the network only for sending and receiving e-mail messages. However, other

popular services are available on the Internet: reading USENET News, using the World-

Wide Web, telnet, FTP, and Gopher.

In many developing countries the Internet may provide businessmen with a reliable

alternative to the expensive and unreliable telecommunications systems of these countries.

Commercial users can communicate cheaply over the Internet with the rest of the world.

When they send e-mail messages, they only have to pay for phone calls to their local

service providers, not for calls across their countries or around the world. But who actually

pays for sending e-mail messages over the Internet long distances, around the world? The

answer is very simple: users pay their service provider a monthly or hourly fee. Part of this

fee goes towards its costs to connect to a larger service provider, and part of the fee

received by the larger provider goes to cover its cost of running a worldwide network of

wires and wireless stations.

But saving money is only the first step. If people see that they can make money from the

Internet, commercial use of this network will drastically increase. For example, some

western architecture companies and garment centers already transmit their basic designs

and concepts over the Internet into China, where they are reworked and refined by skilled

— but inexpensive — Chinese computer-aided-design specialists.

However, some problems remain. The most important is security. When you send an e-mail message to somebody, this message can travel through many different networks and

computers. The data is constantly being directed towards its destination by special

computers called routers. However, because of this, it is possible to get into any of the

computers along the route, intercept and even change the data being sent over the

Internet. In spite of the fact that there are many good encoding programs available,

nearly all the information being sent over the Internet is transmitted without any form of

encoding, i.e. "in the clear". But when it becomes necessary to send important

information over the network, these encoding programs may be useful.

**B.2 Грамматический блок**

* 1. Раскройте скобки и употребите глагол-сказуемое в нужной форме (Present Simple,

Present Continuous, Present Perfect Active Voice). Предложения переведите.

1. The river …(to flow)very fast today - much faster than usual.

2. George says he is 80 years old but 1 …(not/ to believe) him.

3. She …(to stay) with her sister at the moment until she finds somewhere to live.

4. We …(to meet)recently a lot of interesting people .

5. ………..you ever….. (to be) to France?

**1.2.** а) Поставьте следующие существительные в форму их множественного числа.

А watch, a potato, a knife , a country, an ox, a plate, a way, a sheep

б) Образуйте форму множественного числа подчеркнутых существительных.

Сделайте соответствующие изменения в предложениях и перепишите их.

Предложения переведите.

1. The architecture of this building is quite modern.

2. Does your tooth still ache?

3. The withered leaf has fallen to the ground.

4. This story is very interesting.

5. There was a lady, a gentleman and a child in the dining-room.

Задание 2

2.1 Раскройте скобки и употребите глагол-сказуемое в нужной форме (Past Simple, Past

Continuous, Past Perfect Active Voice). Предложения переведите.

1. While I …(to drive) to work, I …(to hear) an old friend on the radio.

2. I …(to get) a letter from Phil yesterday morning.

3. We …(to live) in a very small town when I was a girl.

4. I was not hungry. I …just …(to have) lunch.

5. When I saw him I knew that we …(to meet).

Задание 3

Замените подчеркнутые существительные личными местоимениями (в

именительном или объектном падежах). Предложения переведите.

1.2. Can you meet my sister at the station tomorrow?

2.2. The letter was very long and boring.

2.3. The boy lives alone, without parents.

2.4. Are you in the room? Give my brother a copy-book, please.

2.5. Do you find the English language difficult for understanding?

Задание 4

3.1 Раскройте скобки и употребите глагол-сказуемое в нужной форме (Future Simple,Future Continuous, Future Perfect Active Voice).

Предложения переведите.

1. Good luck with the exam. We …(to think) about you.

2. The builder says he …(to finish) the roof by Saturday.

3. There …(to be) a world government before the year 2050.

4. Private cars …(to disappear) before the year 2100.

5. This time tomorrow I …(to ski).

Задание 5

Подчеркните глагол-сказуемое в пассивном залоге (Passive Voice) и определите его

временную форму. Предложения переведите.

1. My keys were stolen yesterday.

2. I am never invited to the parties.

3. When I was here a few years ago, a new airport was being built.

4. Look! The door has been painted.

5. Ann said that her car had been stolen.

Задание 6

Перепишите предложения, подчеркните модальные глаголы и их эквиваленты.

Переведите предложения на русский язык.

1. We must walk quicker to get to the station in time.

2. When he was young he could run a mile in less than five minutes.

3. You have to be more careful.

4. –May I give you a word of advice? –No, you needn’t.

5. You should cross the road when there is no traffic.

Задание 7

а) Перепишите следующие глаголы, переведите их. Образуйте от них Причастие I

(Participle I).

to make to write

to give to swim

to keep to fall

to show to buy

б) Перепишите следующие ПричастиеII (Participle II). Укажите инфинитив глаголов,

от которых они образованы. Переведите его.

grown brought

spoken closed

taught heard

had asked

Задание 8

Замените подчеркнутые существительные личными местоимениями (в

именительном или объектном падежах). Предложения переведите.

1. Can you meet my sister at the station tomorrow?

2. The letter was very long and boring.

3. The boy lives alone, without parents.

4. Are you in the room? Give my brother a copy-book, please.

5. Do you find the English language difficult for understanding?

Задание 9

а) Образуйте сравнительную и превосходную степени сравнения от следующих

прилагательных.

Big, heavy, bad, famous, late, important, flat, far

б) Переведите следующие предложения на русский язык. Подчеркните

прилагательные в сравнительной и превосходной формах.

1. The Neva is wider and deeper than the Moskva River.

2. London is the largest city in England.

3. It’s later than I thought.

4. The more she ignores him, the more he loves her.

5. He is not so successful as his father.

**Блок С**

Тема 1

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

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

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



*.*

3. Make up your family tree and speak about your family.

4. Work in pairs and talk. Imagine that:

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

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

Tема 2

**Tell about:** working-day

a) the working-day of your father or mother

b) the usual weekend at home

c) the best day of your life

d) a holiday spent with your friends or relatives (New Year's day, Christmas, 8th of March)

e) the working day of famous people (writers, artists, politicians etc.)

Exercise 3.1 Tell about:

a) your secondary school (college)

b) the faculty of your university

c) your favourite teacher at school.

**Тема3**

**Speak about**

1) Secondary education

2) Higher education. Using the following words and word combinations:

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

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

3)Make up dialogue on the themes about myself University using the following words:

Name, family, students, home town, father, mother, sister, brother, to study, to work, to enter, to be found of, to have, grandmother, grandfather, relatives, department, faculty, lecture hall, to equip, research, carry out experiment, scientific society, mark, to take an examination, to take a test, to pass an examination, to fail in an examination, to enter the University, to graduate from the University, to work hard.

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

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

**Блок Д.**

**Вопросы к зачету**

1. The Computer: its uses.
2. Hardware.
3. Software.
4. People and computer.
5. The computer: its advantages.
6. What kind of device is a computer?
7. What are the critical components of the hardware?
8. Is ROM of volatile or nonvolatile type?
9. What is the function of the memory?
10. What kind of units are input and output devices?
11. What is storage?
12. What is the task of the software?
13. What is the application software required for?
14. Are data and information similar meanings?

Образец экзаменационного билета:

**Билет № \_\_**  
Задание № 1  
Текст задания: Побеседуйте с собеседником в форме диалога об его семье.  
Задание № 2

Текст задания:  
1. Прочтите и переведите текст « Bob and Rose ».  
2.Ответьте на вопросы:  
-Are Bob and Rose English children?  
-How old is Bob?  
-How old is Rose?  
-Bob is a lazy boy, is not he?  
-Does Bob like to dance or to study at school?

1. **Оценивание выполнения практических заданий**

| 1. *4-балльная шкала* | 1. *Показатели* | 1. *Критерии* |
| --- | --- | --- |
| 1. *Отлично* | 1. *1. Полнота выполнения практического задания;* 2. *2. Своевременность выполнения задания;* 3. *3. Последовательность и рациональность выполнения задания;* 4. *4. Самостоятельность решения;* 5. *5. и т.д.* | 1. 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. |
| 1. *Хорошо* | 1. 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. |
| 1. *Удовлетворительно* | 1. 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 |
| 1. *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. |

1. **Оценивание выполнения тестов**

| 1. *4-балльная шкала* | 1. *Показатели* | 1. *Критерии* |
| --- | --- | --- |
| 1. *Отлично* | 1. *1. Полнота выполнения тестовых заданий;* 2. *2. Своевременность выполнения;* 3. *3. Правильность ответов на вопросы;* 4. *4. Самостоятельность тестирования;* 5. *5. и т.д.* | 1. Выполнено 85-100 % заданий предложенного теста, в заданиях открытого типа дан полный, развернутый ответ на поставленный вопрос. |
| 1. *Хорошо* | 1. 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. |
| 1. *Удовлетворительно* | 1. 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. |
| 1. *Неудовлетворительно* | 1. Выполнено 0-49 % заданий предложенного теста, на поставленные вопросы ответ отсутствует или неполный, допущены существенные ошибки в теоретическом материале. |

**Оценивание ответа на зачете**

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

1. **Оценивание ответа на экзамене**

| 1. *4-балльная шкала* | 1. *Показатели* | 1. *Критерии* |
| --- | --- | --- |
| 1. *Отлично* | 1. *1. Полнота изложения теоретического материала;* 2. *2. Полнота и правильность решения практического задания;* 3. *3. Правильность и/или аргументированность изложения (последовательность действий);* 4. *4. Самостоятельность ответа;* 5. *5. Культура речи;* 6. *6. и т.д.* | 1. 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. |
| 1. *Хорошо* | 1. 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. |
| 1. *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. |
| 1. *Неудовлетворительно* | Студент недостаточно полно освещает теоретические вопросы, не может справиться с практическим заданием, не может дать правильный ответ на дополнительный вопрос, отсутствие логичности и связанность высказывания. Допускает грубые лексико-грамматические и фонетические ошибки в устном сообщении, искажающие смысл высказывания. |

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

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

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

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

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

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

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

**Рекомендации к компонентному составу оценочных материалов**

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

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