Министерство науки и высшего образования Российской Федерации

Бузулукский гуманитарно-технологический институт (филиал)

федерального государственного бюджетного образовательного учреждения

высшего образования

**«Оренбургский государственный университет»**

Кафедра гуманитарных дисциплин

Фонд оценочных средств

по дисциплине

*«Б.1.Б.3 Иностранный язык»*

Уровень высшего образования

БАКАЛАВРИАТ

Направление подготовки

*44.03.01 Педагогическое образование*

*Дошкольное образование*

 (наименование направленности (профиля) образовательной программы)

Тип образовательной программы

*Программа академического бакалавриата*

Квалификация

*Бакалавр*

Форма обучения

*Заочная*

Год набора 2015

Рабочая программа рассмотрена и утверждена на заседании кафедры

 гуманитарных дисциплин

*наименование кафедры*

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

Первый заместитель директора по УР Хомякова Н.В..

 *подпись расшифровка подписи*

*Исполнители:*

Доцент кафедры педагогического образования, к.п.н. Чернышова Е.Н.

 *должность подпись расшифровка подписи*

 *должность подпись расшифровка подписи*

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| --- |
| СОГЛАСОВАНО:Председатель методической комиссии по направлению подготовки 44.03.01 Педагогическое образование Омельяненко Л.А.  *код наименование личная подпись расшифровка подписи*Заведующий научной библиотекой Лопатина Т.А.  *личная подпись расшифровка подписи* |

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

| Планируемые результаты обучения по дисциплине, характеризующие этапы формирования компетенций | Формируемые компетенции |
| --- | --- |
| **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.**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).**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 стандартныхречевых произведений (аннотация, реферат, тезисы, биография). | ОК-5 способностью к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия |

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

**Блок А0**

**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

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a. has not

b. have not

c. not have

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a. are

b. be

c. is

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a. was

b. were

c. is

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

a. is

b. was

c. are

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a. shall

b. must

c. can

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a. was

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

**1.192. You are busy now, …?**

a. aren’t you?

b. are you?

c. is you?

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

a. didn’t you?

b. did you ?

c. will you?

**1.194. He can read English ….**

a. a little

b. a few

c. several

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b. a few

c. any

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b. am working

c. worked

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a. specializes

b. is specializing

c. specialized

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b. are working

c. worked

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a. do…mean

b. are meaning

c. meant

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

a. don’t understand

b. am not understanding

c. didn’t understand

**1.201. 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

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

a. rush

b. is rushing

c. rushed

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a. always take

b. am always taking

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. Education**

**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. Еducation in Great Britain**

**Answer the following questions**

1. What are the basic features of public education in Great Britain?

2. How long does the compulsory schooling last?

3. Where do children between 2 and 5 receive education?

4. Where do children go on from the infant school?

5. Where do children go after the age of 11?

6. Where do most school-leavers gain entry at 18?

7. How many terms do the academic year is divided into?

8. How many universities are there in Britain?

9. What will be after three years of study at the university?

10. What is an important part of university work?

**Тема № 4.**

1. How is characterized mental retardation children?
2. What attention do psychologists pay to the retarded children?
3. What is autism?
4. What autism is often characterized by?
5. Deaf children are ones who are physically unable to hear anything or unable to

hear well, aren,t they?

1. Is the general information sometimes obtained by the deaf through finger language?

**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 Образование в Великобритании**

**Text**

**EDUCATION IN GREAT BRITAIN**

The system of education in Great Britain is determined by the National Education Acts. Schools in England are supported from public funds. There are several basic features of public education in Britain. Firstly, there are wide variations between one part of the country and another. Secondly, education in Britain mirrors the country’s social system: it is classdivided and selective. The first division is between those who pay and those who do not pay. Another important feature of schoolchildren. The English school syllabus is divided into Arts and Sciences, which determines the division of the secondary school pupils into study groups. The National Education Act of 1944 provided three stages of education. Compulsory schooling in England and Wales lasts 11 years, from the age of 5 to 16. After the age of 16 a growing number of school students are staying on at school, some until 18 or 19, the age of entry into higher educational universities. British university courses are rather short, generally lasting for 3 years. The cost of education depends on the college and specialty which one chooses.

In some areas of England there are nursery schools for children under 5 years of age. Some children between 2 and 5 receive education in nursery classes or in infant classes in primary schools. Most children start school at 5 in a primary school.

A primary school may be divided into two parts – infants and juniors. At 7 children go on from the infant schools to the junior schools. They study reading, composition, history, geography, Nature Study, Art and Music, Physical Education, Swimming are also on the timetable. The pupils are streamed according to their abilities to learn into A, B, C and streams.

After the age of 11, most children go to comprehensive school of which the majority are for both – boys and girls. About 90% of all state – financed secondary schools are of this type. Most other children receive secondary education in grammar and secondary modern schools. At 18 most public school – leavers gain entry to universities.

The academic year in Britain’s Universities, Polytechnics, Colleges of Education is divided into three terms, which usually run from the beginning of October to the middle of December, from the middle of January to the end of March, and from the middle of April to the end of June or the beginning of July.

There are 46 universities in Britain. English universities greatly differ from each other. They differ in date of foundation, size, history, tradition, general organization, methods of instruction, way of student life. After three years of study a university graduated will leave with the Degree of Bachelor of Arts, Science, Engineering, Medicine, etc. Later he may continue to take the Master’s Degree and then the Doctor’s Degree. Research is an important feature of university work.

**3.1. Give a short story about Education in Great Britain**

**3.2 Speak about Secondary Education in Great Britain using the following words and word combinations**

To be supported, public funds, basic features, variations, social system, classdivided, selective, pay, opportunities, syllabus, study groups, primary, secondary, further, compulsory, age, university courses, last, cost.

**3.3 . Speak about the students life in Great Britain using the following words and word combinations**

University, differ, date of foundation, size, history, tradition, organization, methods of instruction, student life, graduate, to leave, Degree of Bachelor of, continue, Master’s Degree, Doctor’s Degree, research.

**Тема № 4 Инклюзивное образование. Аутизм. Образование глухих детей. Образование детей с отклонениями в речи и задержкой психического развития.**

**4.1 THE EDUCATION OF MENTALLY RETARDED CHILDREN**

Mental retardation is characterized by subnormal intellectual functioning and impaired adaptive behaviour. Care and treatment of the retarded in the past was mainly custodial. Nowadays psychologists pay much attention to parent education, special schooling, vocational training, and sheltered workshops. Many retarded persons have proved capable of becoming nearly independent and productive members of society, although in most cases specialized training and continuing guidance services are necessary to aid adjustment. Residential care is often a necessity for those retarded children who need constant attention. Psychologists believe the best kind of residential care is that most closely resembling family life. For many school-agers, special education is one of the most important means to self-sufficiency. Psychologists believe the best treatment for subnormal intellectual functioning and impaired adaptive behaviour is the integration of children from the special-education classes with those in the normal-education classes.

**4.1.2 Answer the qwestions**

How is characterized mental retardation children?

What attention do psychologists pay to the retarded children?

**4.2 AUTISM**

Autism is a neurobiological disorder that affects physical, social, and language skills.

The term was first used by the psychiatrist Leo Kanner in the 1940s to describe children who appeared to be excessively withdrawn and self-preoccupied. Autism usually appears before 2 years of age. Autistic children appear indifferent or averse to affection and physical contact. They may suffer episodes of rage or panic.

Speech develops slowly and abnormally or not at all. It may be characterized by constant repetition of what is said by others. The replacement of speech by strange mechanical sounds also occurs Suffering severe learning difficulties, some autistic children may have an unusually high level of ability in a particular skill, for example inart or music.

Autism is often characterized by rhythmic body movements such as rocking or hand-clapping and by an obsessive desire to prevent change in daily routines.

Autistic individuals may be hypersensitive to, for example high-pitched sounds, and abnormally slow to react to, for example physical pain. The disorder is more common in males. Though postnatal factors such as lack of parental attention were once blamed, it is now known that autism is the result of abnormalities in the brain structure. There is no effective treatment for autism.

**4.2.1 Answer the qwestions**

What is autism?

What autism is often characterized by?

**4.3 THE EDUCATION OF DEAF CHILDREN**

The most specialized teaching techniques are required for deaf children. Deaf children are ones who are physically unable to hear anything or unable to hear well. Because of their hearing loss, deaf children are inhibited in the ability to speak and to learn to read. The inability to read well inhibits other educational efforts. Special techniques for deaf children to speak and to learn to read involve learning to speak by visual methods and learning to "hear" others through lip-reading. To lip-read means to understand what someone is saying by watching the way their lips move. General information is sometimes obtained by the deaf through finger language. A finger language is a language that uses finger movements instead of spoken words, used by people who cannot hear. The education of the hard of hearing is much easier than the education of the deaf. These children are generally educated in regular classes with ordinary children but receive special instruction from teachers in the use of hearing aids. A hearing aid is a small thing which fits into or behind one's ear to make sounds louder, worn by people who cannot hear well.

**4.3.1 Answer the qwestions**

Deaf children are ones who are physically unable to hear anything or unable to hear well, aren,t they?

Is the general information sometimes obtained by the deaf through finger language

**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:

**Тема № 4**

Write an essay:

**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- speaking countries

3.2. Learning more than two languages

3.3. Foreign languages in my life

**Тема № 4 Тематика дискуссий**

**4.1.** **Agree or disagree with the following statements.**

1) Mental retardation is manifested by abnormal development, learning difficulties, and problems in social adjustment.

2) Care of the retarded in the past was connected with the custody of the retarded.

3) Nowadays psychologists pay no attention to parent education.

4) Retarded persons are not capable of becoming fully independent members of society.

5) Specialized training will not help retarded children to adapt to the surroundings.

6) Residential care is a system of professional care for people who are too old or ill to look after themselves at home.

7) Psychologists believe the best kind of residential care is that most closely resembling day-to-day life.

8) For retarded children, special education is to provide all the things they need without help from outside.

9) The integration of children from the special-education classes with those in the normal-education classes is vitally important.

10) Mental retardation can be caused by Down's syndrome, meningitis, metabolic diseases, poisoning from radiation, and malnutrition.

11) Down's syndrome is a condition that someone is born with, that stops them from developing in a normal way, both mentally and physically.

**4.2. Agree or disagree with the following statements.**

1) Autism is a developmental disorder characterized variously by impaired social interaction, difficulties in communicating, problems with seeing and hearing, and repetitive behavior.

2) Autism is the scientific term for withdrawn and self-preoccupied children.

3) To be preoccupied means to be very shy and quiet, and concerned only about one's own thoughts.

4) To be withdrawn means to think about something a lot, with the result that one does not pay attention to other things.

5) To be indifferent means to be concerned only with yourself and the things that affect you.

 6) To be self-preoccupied means to be not caring about what is happening, especially about other people's problems or feelings.

7) To be averse to something means to be unwilling to do something or to dislike something.

8) Panic is a strong feeling of uncontrollable anger.

9) Rage is a sudden strong feeling of fear or nervousness that makes you unable to think clearly or behave sensibly.

10) To be hypersensitive means to be too easily hurt or upset by unimportant things.

**4.3. Agree or disagree with the following statements.**

1) The most primitive teaching techniques are required for the deaf and dumb.

2) Deaf children are ones who are permanently unable to speak.

3) Deaf children have the ability to learn to read.

4) Special techniques for deaf children include visual methods.

5) General information is got by the deaf through sign language.

6) A finger language is a language that uses hand movements instead of words.

7) The education of the deaf is more difficult than the education of the hard of hearing.

 8) The hard of hearing are educated in special classes.

**Блок D**

|  |  |
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| **МИНОБРНАУКИ РОССИИ****Бузулукский гуманитарно-технологический институт (филиал) федерального государственного бюджетного образовательного учреждения высшего образования****"Оренбургский государственный университет"** | Направление подготовки «Педагогическое образование» |
| Профиль подготовки «Дошкольное образование» |
| Кафедра «Педагогического образования» |
| Дисциплина «Иностранный язык (английский)» |
| **БИЛЕТ К ЭКЗАМЕНУ № 1** |
| 1. Read and translate the abstract from the text  |
| 2. Grammar test. |
| 3. Give a speech on the topic ” Learning foreign language” |
| Составитель |  | /Чернышова Е.Н./ |
| Заведующий кафедрой |  | /Омельяненко Л.А../ |
| «\_\_» \_\_\_\_\_\_\_ 201\_\_г |

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| Профиль подготовки «Дошкольное образование» |
| Кафедра «Педагогического образования» |
| Дисциплина «Иностранный язык (английский)» |
| **БИЛЕТ К ЭКЗАМЕНУ № 2** |
| 1. Read and translate the abstract from the text |
| 2. Grammar test.3. Give a speech on the topic ” My family” |
|  |
| Составитель |  | //Чернышова Е.Н./ |
| Заведующий кафедрой |  | /Омельяненко Л.А../ |
| «\_\_» \_\_\_\_\_\_\_ 201\_\_г |

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| Профиль подготовки «Дошкольное образование» |
| Кафедра «Педагогического образования» |
| Дисциплина «Иностранный язык (английский)» |
| **БИЛЕТ К ЭКЗАМЕНУ № 3** |
| 1. Read and translate the abstract from the text  |
| 2. Grammar test.3. Give a speech on the topic “About myself” |
|  |
| Составитель |  | /Чернышова Е.Н./ |
| Заведующий кафедрой |  | /Омельяненко Л.А../ |
| «\_\_» \_\_\_\_\_\_\_ 201\_\_г |

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| Профиль подготовки «Дошкольное образование» |
| Кафедра «Педагогического образования» |
| Дисциплина «Иностранный язык (английский)» |
| **БИЛЕТ К ЭКЗАМЕНУ № 4** |
| 1. Read and translate the abstract from the text. |
| 2. Grammar test. |
| 3. Give a speech on the topic ” My education” |
| Составитель |  | //Чернышова Е.Н././ |
| Заведующий кафедрой |  | /Омельяненко Л.А../ |
| «\_\_» \_\_\_\_\_\_\_ 201\_\_г |

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| Профиль подготовки «Дошкольное образование» |
| Кафедра «Педагогического образования» |
| Дисциплина «Иностранный язык (английский)» |
| **БИЛЕТ К ЭКЗАМЕНУ № 5** |
| 1. Read and translate the abstract from the text  |
| 2. Grammar test. |
| 3. Give a speech on the topic ”Autism” |
| Составитель |  | ./ /Чернышова Е.Н./ |
| Заведующий кафедрой |  | /Омельяненко Л.А../ |
| «\_\_» \_\_\_\_\_\_\_ 201\_\_г |

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| Профиль подготовки «Дошкольное образование» |
| Кафедра «Педагогического образования» |
| Дисциплина «Иностранный язык (английский)» |
| **БИЛЕТ К ЭКЗАМЕНУ № 6** |
| 1. Read and translate the abstract from the text. |
| 2. Grammar test.3. Give a speech on the topic ”Education” |
| Составитель |  | /Чернышова Е.Н./ |
| Заведующий кафедрой |  | /Омельяненко Л.А../ |
| «\_\_» \_\_\_\_\_\_\_ 201\_\_г |

**Оценивание выполнения практических заданий**

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

**Оценивание выполнения тестов**

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

**Оценивание ответа на экзамене**

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

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

Основными этапами формирования компетенций по дисциплине при изучении студентами дисциплины являются последовательное изучение содержательно связанных между собой разделов.

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 заданийИнструкция 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 |

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| --- | --- | --- | --- | --- |
| 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 ответеотдельные 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 навопросы 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. |