


МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РЕСПУБЛИКИ ДАГЕСТАН
ГБПОУ РД «Профессионально-педагогический колледж имени М.М.Меджидова»

Утверждаю
/Директор

Адзиева С.М.
«31» августа 2023 г.

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ УЧЕБНОЙ ДИСЦИПЛИНЫ
СПЦ.02 ИНОСТРАННЫЙ ЯЗЫК В ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ
по программе подготовки специалистов среднего звена

| | |
|---|---|
| Код и наименование специальности | 44.02.01 Дошкольное образование |
| Обучение: | по программе углубленной подготовки |
| Уровень образования, на базе которого осуществляется ППССЗ: | Основное общее образование Среднее общее образование |
| Квалификация: | Воспитатель детей дошкольного возраста |
| Форма обучения: | Очная, заочная |

Фонд оценочных средств учебной дисциплины СПЦ.02 Иностранный язык в профессиональной деятельности разработан на основе:

- Федерального государственного образовательного стандарта по специальности среднего профессионального образования 44.02.01 Дошкольное образование, утвержденного приказом Минпросвещения России от 17.08.2022 №743.

- Положения о формировании фонда оценочных средств для проведения текущего контроля успеваемости, промежуточной и итоговой аттестации в ГБПОУ РД «ПК им. М.М.Меджидова», утвержденного директором колледжа от 26 мая 2017 года.

Содержание ФОС включает

- Паспорт комплекта ФОС (перечень и критерии оценки)
- Контрольно-оценочные материалы текущего контроля
- Контрольно-оценочные материалы промежуточной аттестации

Разработчик:

Кадеева Т.А. – преподаватель ПК филологических дисциплин

Фонд оценочных средств дисциплины одобрен предметно-цикловой комиссией филологических дисциплин:

Протокол № 1 от 15.09 2023г.

Председатель предметно-цикловой комиссии:

 Телеева Х.Н.

ПАСПОРТ
Фонда оценочных средств по дисциплине
Иностранный язык

| № | Контролируемые разделы, темы, модули | Код контролируемые компетенции | Наименование оценочного средства |
|---|--|--------------------------------|---|
| 1 | Раздел I Множественное число сущ. Спряжение глагола to be в настоящем времени. Указательные местоимения this, that, these, those. | ОК-1, ОК-2, ОК-4, ОК-9. | Чтение и перевод текста и выполнение заданий по тексту; тестирование; контрольные работы; подготовка эссе. |
| 2 | Раздел II Вопросительные предложения. Общий вопрос. Альтернативный вопрос. Специальные вопросы | ОК-1, ОК-2, ОК-4, ОК-9. | Подготовка рефератов; тестирование; контрольные работы; составление диалога. |
| 3 | Раздел III The Present Continuous tense The Present Simple tense | ОК-1, ОК-2, ОК-4, ОК-9 | Чтение текста и выполнение заданий по тексту; тестирование; контрольные работы. |
| 4 | Раздел IV Much/little/many/few Глагол to be в прошедшем времени. The Past Simple tense | ОК-1, ОК-2, ОК-4, ОК-9. | Контрольные работы; составление диалогов; тестирование; чтение текста и выполнение заданий по тексту. |
| 5 | Раздел V Глагол to have и оборот have got | ОК-1, ОК-2, ОК-4, ОК-9. | Тестирование; контрольные работы; чтение и перевод текста и выполнение заданий по тексту; подготовка эссе. |
| 6 | Раздел VI Оборот there is/ there are в настоящем и прошедшем времени. Модальный глагол can и оборот to be able to. | ОК-1, ОК-2, ОК-4, ОК-9. | Аудирование; тестирование; контрольные работы; ; подготовка эссе; составление диалогов. |

Перечень оценочных средств

| № п/п | Наименование оценочного средства | Краткая характеристика оценочного средства | Представление оценочного средства в фонде |
|---------------------------------|--|---|---|
| 1 | 2 | 3 | 4 |
| Текущий контроль | | | |
| 1 | Тест | Система стандартизированных заданий, позволяющая автоматизировать процедуру измерения уровня знаний и умений обучающегося. | Фонд тестовых заданий |
| 2 | Составление ситуаций (диалогическая речь) | Общаться на иностранном языке (устно и письменно) на профессиональные и повседневные темы; | Темы диалогов |
| 3 | Эссе | Средство, позволяющее оценить умение обучающегося письменно излагать суть поставленной проблемы, самостоятельно проводить анализ этой проблемы с использованием концепций и аналитического инструментария соответствующей дисциплины. делать выводы, обобщающие авторскую позицию по поставленной проблеме. | Темы эссе |
| 4 | Контрольная работа | Средство проверки умений применять полученные знания для решения задач определенного типа по теме или разделу. | Комплект контрольных заданий по вариантам |
| 5 | Чтение и перевод текстов, выполнение заданий по текстам; | Переводить (со словарем) иностранные тексты профессиональной направленности; | Тексты |
| Промежуточная аттестация | | | |
| 6 | Вопросы к диф. зачету | Вопросы к диф. зачету позволяют студенту подготовиться к итоговому контролю, проводимому в форме экзамена | Вопросы |

Критерии оценки
по дисциплине
Иностранный язык

| № п/п | Наименование оценочного средства | Критерии оценивания на «неудовлетв-но» | Критерии оценивания «удовлетв-но» | Критерии оценивания «хорошо» | Критерии оценивания на «отлично» |
|-------|---|---|---|--|--|
| 1 | Тест | 0%-50% правильных ответов – оценка «неудовлетворительно» | 51%-64% правильных ответов – оценка «удовлетворительно» | 65%-84% правильных ответов – оценка «хорошо», | 85%-100% правильных ответов – оценка «отлично» |
| 2 | Составление ситуаций (диалогическая речь) | Не может <i>поддерживать</i> беседу, речь почти не воспринимается на слух из-за большого количества фонематических ошибок и | Демонстрирует неспособность логично и связно вести беседу, ограниченный словарный запас, делает многочисленные ошибки, затрудняющие понимание | речь понятна: в целом соблюдает правильный интонационный рисунок, не допускает фонематических ошибок, все звуки в потоке речи произносит правильно, может иметь лёгкий акцент. | Студент демонстрирует способности демонстрирует способность логично и связно вести беседу: начинает, при необходимости, и поддерживает её с соблюдением очередности при обмене репликами, проявляет инициативу при смене темы, восстанавливает беседу в случае сбоя. демонстрирует словарный запас, адекватный поставленной задаче |

| | | | | | |
|---|--|---|---|--|---|
| 3 | Эссе | <p>Тема эссе раскрыта; материал изложен без собственной оценки и выводов; отсутствуют ссылки на нормативные правовые источники. Имеются недостатки по оформлению работы. Текстуальное совпадение всего эссе с каким-либо источником, то есть – плагиат.</p> | <p>Тема раскрывается на основе использования нескольких основных и дополнительных источников; слабо отражена собственная позиция, выводы имеются, но они не обоснованы; материал изложен непоследовательно, несоответствующей аргументации анализа правовых норм. Имеются недостатки по оформлению.</p> | <p>В целом тема эссе раскрыта; выводы сформулированы, но недостаточно обоснованы; имеется анализ необходимых правовых норм, с ссылками на необходимые нормативные правовые акты; использована необходимая как основная, так и дополнительная литература; недостаточно четко проявляется авторская позиция. Грамотное оформление.</p> | <p>Работа отвечает всем предъявляемым требованиям. Тема эссе раскрыта полностью, четко выражена авторская позиция, имеются логичные и обоснованные выводы, написан с использованием большого количества нормативных правовых актов на основе рекомендованной основной и дополнительной литературы. На высоком уровне выполнено оформление работы.</p> |
| 4 | Контрольная работа | <p>материал раскрыт не по существу, допущены грубые ошибки в изложении и содержании</p> | <p>Тема письменной работы в целом раскрыта, но при этом допущена существенная ошибка или ответ неполный</p> | <p>Тема письменной работы раскрыта полностью и правильно, но на основании изученных теорий; материал изложен</p> | <p>Работа соответствует заявленной теме, целям и задачам; характерна: - полнота и конкретность ответа; - последовательность</p> |
| 5 | Чтение и перевод текстов, выполнение заданий по текстам; | <p>студент не понял текст или понял содержание текста неправильно, не ориентировался в тексте при поиске определенных фактов, абсолютно не сумел семантизировать незнакомую</p> | <p>студент неточно понял основное содержание прочитанного текста, сумел выделить в тексте только небольшое количество фактов. У него</p> | <p>студент понял основное содержание оригинального текста, выделил основную мысль, определил основные факты, сумел догадаться о значении незнакомых слов</p> | <p>студент понял основное содержание оригинального текста, выделил основную мысль, определил основные факты, догадался о значении незнакомых слов из контекста (либо по словообразовательным</p> |

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|--|--|-----------------|---|---|---|
| | | <p>лексику.</p> | <p>совсем не развита языковая догадка, он не сумел догадаться о значении незнакомых слов из контекста, крайне затруднялся в понимании многих незнакомых слов, был вынужден многократно обращаться к словарю, а темп чтения был слишком замедлен по сравнению с родным языком.</p> | <p>из контекста (либо по словообразовательным элементам, либо по сходству с родным языком), Однако у него недостаточно развита языковая догадка, и он затрудняется в понимании некоторых незнакомых слов, он вынужден чаще обращаться к словарю, а темп чтения заметно замедлен по сравнению с родным языком.</p> | <p>ым элементам, либо по сходству с родным языком), оценил важность, новизну, достоверность информации. У него развита языковая догадка, он не затрудняется в понимании незнакомых слов, он не испытывает необходимости обращаться к словарю и делает это 1-2 раза. Скорость чтения иноязычного текста может быть незначительно замедленной по сравнению с той, с которой студент читает на родном языке.</p> |
|--|--|-----------------|---|---|---|

| | | | | | |
|---|----------------------|---|---|---|---|
| 6 | Вопросы к диф зачету | студент не знает значительной части программного материала, допускает существенные ошибки, с большими затруднениями выполняет практические задания. | студент усвоил только основной материал, но не знает отдельных деталей, допускает неточности, недостаточно правильно формулировки, нарушает последовательность в изложении программного материала и испытывает затруднения в выполнении практических заданий. | твёрдо знает программный материал, грамотно по существу излагает его, не допускает существенных неточностей в ответе на вопрос, может правильно применять теоретические положения и владеет необходимыми умениями и навыками при выполнении практических заданий. | студент глубоко и прочно усвоил весь программный материал, исчерпывающе, последовательно, грамотно и логически стройно его излагает, не затрудняется с ответом при видоизменении задания, свободно справляется с задачами и практическими заданиями, правильно обосновывает приняты решения, умеет самостоятельно обобщать и излагать материал, не допуская ошибок. |
|---|----------------------|---|---|---|---|

1. СПЕЦИФИКАЦИЯ ОЦЕНОЧНЫХ СРЕДСТВ

1.1. Назначение

Спецификацией устанавливаются требования к содержанию и оформлению вариантов оценочного средства как *тест*.

Тип оценочного средства в виде теста предназначен для текущей аттестации, зачета и оценки знаний и умений студентов по программе учебной дисциплины «Иностранный язык».

1.2. Контингент аттестуемых: (Студенты- 2-4 курсов).

1.3. Форма и условия аттестации: (Раздел 1, Тема: Научно-технический прогресс.)

1.4. Время выполнения:

подготовка _____ 10 _____ мин;
выполнение _____ час _____ 30 _____ мин;
оформление и сдача _____ 5 _____ мин;
всего _____ час _____ 45 _____ мин.

1.5. Рекомендуемая литература для разработки оценочных средств и подготовке обучающихся к аттестации.

Английский язык авторы: А. С. Восковская, Т. А. Карпова. Большой справочник по английскому языку. Авторы: Е.М. Базанова, И.Ю. Баканова, О.Ю. Болтнева, Н.Г. Брюсова, Т.Ю. Журина, М.В. Лапова, Н.А. Лебедева, Ю. Л. Минаев, И.М. Ошуркова, Т.С. Путиловская, М.Г. Рубцова, Т.К. Сигал, С.В. Фурсенко

1.6. Перечень материалов, оборудования и информационных источников.

2. Интерактивная доска.

Интернет – сеть.

3. ВАРИАНТЫ ОЦЕНОЧНЫХ СРЕДСТВ

В этом разделе необходимо представить комплект заданий, разработанный по соответствующей учебной дисциплине. При разработке оценочного средства рекомендуется воспользоваться представленными ниже макетами оценочных средств. (стр 11)

4. КРИТЕРИИ ФОРМИРОВАНИЯ ОЦЕНКИ ПО КАЖДОМУ ОЦЕНОЧНОМУ СРЕДСТВУ

5. Пример 1.

Критерии оценки:

- оценка «отлично» выставляется студенту, 45 до 55 заданий
- оценка «хорошо» 35 до 44
- оценка «удовлетворительно» 25 до 34
- оценка «неудовлетворительно» 10 до 24

Здесь в критериях подробно описываются основные показатели оценки знаний и умений.

Контрольная работа.

2 курс

№1 Use the Present Perfect.

1. The woman (just/ buy) the flowers.
2. The children (already/ go) to the museum.
3. The policeman (not/ find) the robber yet.
4. My father (never/ be) to Spain.
5. They (know) each other since their childhood.

№2. Make sentences from these words. Translate them into Russian.

1. has / Misha / in the sea / swum /.
2. you / met / famous / have / people / ?
3. built / never / has / he / a house /.
4. just / they / have / in the park / walked /.

№3. Use the Present Perfect.

1. They (already/ learn) the poem.
2. It is the most delicious cake I (ever/ taste).
3. He (not/ come) back yet.
4. My uncle (spend) all money, and now he is without them.
5. The postman (just/ bring) the newspapers.

№4. Make sentences from these words. Translate them into Russian.

1. never / has / Misha / football / played /.
2. you / have / money / ever / found / ?
3. Spain / hasn't / he / been to /.
4. we / just / bought / this book / have /.

№1 Use the Present Perfect.

1. The woman (just/ buy) the flowers.
2. The children (already/ go) to the museum.
3. The policeman (not/ find) the robber yet.
4. My father (never/ be) to Spain.
5. They (know) each other since their childhood.

№2. Make sentences from these words. Translate them into Russian.

1. has / Misha / in the sea / swum /.
2. you / met / famous / have / people / ?
3. built / never / has / he / a house /.

4. just / they / have / in the park / walked /.

№3. Use the Present Perfect.

1. They (already/ learn) the poem.
2. It is the most delicious cake I (ever/ taste).
3. He (not/ come) back yet.
4. My uncle (spend) all money, and now he is without them.
5. The postman (just/ bring) the newspapers.

№4. Make sentences from these words. Translate them into Russian.

1. never / has / Misha / football / played /.
2. you / have / money / ever / found / ?
3. Spain / hasn't / he / been to /.
4. we / just / bought / this book / have /.

1) Put in have or has

1. She ... already been to Moscow.
2. I ... watched the film twice.
3. My sister ... cleaned our room.
4. We ... not drunk juice yet.
5. My parents ... just bought a new car.
6. The students ... just written an essay.
7. His granny ... recently read the book.

2) Put the verbs into Present Perfect

1. He (just/feed) his cat.
2. My mother (not/water) the flowers yet.
3. Kate (already/write) a letter for her parents.
4. I (recently/go) shopping.
5. They (never/be) to London.

Make these sentences negative. Ask questions.

3) Answer the questions about you, your classmates and your family.

1. Have you done your homework?
2. Have you listened to music?
3. Have you swum in the lake?
4. Have your classmates already written an English test?
5. Has your father cooked breakfast?
6. Has your friend been to New York

Выберите правильный ответ:

1. You _____ be late for the lessons.
shouldn't
must
should
2. I'm sorry, I _____ talk right now.
can't
could
couldn't
3. You _____ feed the animals, it's not allowed.
can't
shouldn't
mustn't
4. There isn't much time. We _____ hurry.
mustn't
must
can't
5. Last night Lisa _____ sleep because of the noise.
can't
mustn't
couldn't
6. Elephants _____ jump.
can't
should
mustn't
7. If you feel bad, you _____ see a doctor.
shouldn't
should
could
8. You _____ wear a seatbelt when you are in a car. That's the rule.
shouldn't
must
could
9. I _____ tell you this, it's a secret.
could
must

can't

10. Lily _____ dance very well. She goes to a dancing school.

can

must

should

11. She _____ speak Italian because she lived in Italy 2 years ago.

must

can

should

12. If you studied well, you _____ worry at the exam.

should

shouldn't

can't

13. It's cold outside. You _____ wear a coat.

mustn't

should

couldn't

14. When I was young, I _____ swim very fast.

could

can

must

15. I _____ carry this bag, it's too heavy.

couldn't

should

can't

1. Fill in the correct form of the word:

1. July is the ____ (hot) month of the year.
2. My bike is the ____ (cheap).
3. This is the ____ (high) tree in the park.
4. Peter is the ____ (good) runner at school.
5. Mona is the ____ (clever) student in our class.
6. This task is the ____ (difficult) in the test.
7. The traffic on this road is the ____ (dangerous).
8. It is the ____ (heavy) box here.

9. My granny is the ____ (old) in our family.
10. This car is the ____ (expensive) here.
11. Liz is the ____ (fat) girl in our street.
12. It is the ____ (popular) film now.

№ 2. Comparative or superlative?

1. April is ____ (warm) than January.
2. August is the ____ (hot) month of the year.
3. November is ____ (cold) than September.
4. My mobile is ____ (expensive) than yours.
5. This text is the ____ (easy) text in the book.
6. It is the ____ (boring) film this week.
7. Pam's hair is ____ (long) than Kate's hair.
8. I think it's the ____ (long) day.
9. The ____ (beautiful) place is Paris.
10. These cakes are the ____ (good) in this shop.
11. Tom is two years ____ (young) than Paul.
12. Your car is ____ (cheap) than mine.

Напишите глагол в правильной форме, -ing или to

1. I don't enjoy ____ very much. (to drive)
2. Has it stopped ____ yet?
3. Why do you keep ____ me questions? Can't you leave me alone? (to ask)
4. I refuse ____ any more questions. (to answer)
5. Mark needed our help, and we promised ____ what we could. (to do)
6. The wall was quite high, but I managed ____ over it. (to climb)
7. I've enjoyed ____ to you. (to talk)
8. I was very tired. I tried ____ my eyes open, but I couldn't. (to keep)
9. We tried ____ the fire out but without success. We had to call the fire brigade. (to put)
10. I tried ____ the shelf, but I wasn't tall enough. (to reach)
11. I need a change. I need ____ away for a while. (to go)
12. The windows are dirty. They need _____. (to clean)

13. You don't need _____ that shirt. It doesn't need _____. (to iron, to iron)

14. He looks so funny. Whenever I see him, I can't help _____. (to smile)

Healthy Food

Eating is fun, especially when you are hungry. Most people have a favourite food. Some people enjoy eating sweet things like cakes, chocolates and ice cream. Other people enjoy savoury foods like cheese and meat. Enjoying eating is our body's way of making sure that it gets the things it needs to work properly.

Food helps us to keep warm, talk, run and do all the other things we do. It helps us to grow and stay healthy.

Vitamins also help us to be healthy. Scientists name vitamins after the alphabet. All of them are very important, for example: vitamin C keeps our skin and gums healthy. It is found in fresh fruit and green vegetables, such as oranges, blackcurrants, lettuce. Brussels sprouts and spinach also contain a lot of vitamin C.

Vitamin D helps our bones to grow strong and hard, and we are able to make it for ourselves if our skin gets enough sunlight. But we can also get vitamin D if we eat fish, milk, butter, cheese and margarine. Some people buy pills and tablets containing vitamins. But most of us get more than enough of them from our food.

1. Read the text and match the headings with the paragraphs.
 - a) The vitamin to make your hard.
 - b) Tastes differ.
 - c) You can't live without food.
 - d) Vitamins and the ABC.
2. Are the sentences true (T) or false (F)?
 - a) When we enjoy eating our body gets everything to work well. _____
 - b) To get vitamins you need to buy pills. _____
 - c) Vitamin C is important for our skin. _____
 - d) You can get vitamin D only when eating special food. _____

1. One of his friends advised him..... (to put a big stone in the hole and look at it, to buy another piece of gold and put it in another place, to cry all day, to ask other people for help)

Read the text «How We Kept Mother's Day». Some sentences are incomplete. Choose A,B,C to complete the text.

How We Kept Mother's Day

I think celebrating «Mother's Day» once a year is a very good idea. So we decided to have a special celebration of(1). We thought it a fine idea. We knew how much Mother did for us and so we decided that we should do everything we could to make Mother happy. We decided(2). We asked Mother to arrange the decoration because she always does it on holidays. My sisters got new hats for such an important day. We wanted to buy(3) for Mother too, but she said that she liked her old hat better and didn't want a new one.

Well, after breakfast we decided to take Mother for a beautiful drive away into the country. Mother is never able to go to the country because she.....(4).

But then we changed the plan a little. Father decided to take Mother fishing. When everything was ready for the trip we asked Mother to prepare(5). Well, when the car came to the door, we saw that there was not enough room in it for us all. Father said that he could stay at home and work in the garden. Then the two girls, Anne and Mary, said that they could stay at home, but as they had new hats, it would be a pity if no one looked at them.

In the end it was decided that Mother could stay at home and make dinner. Mother doesn't like fishing.

So we all drove away, and Mother stood and watched us from the verandah as long as she could see us.

Well, we had a very nice day(6). Father caught(7). The girls met some friends and they talked about hats. It was quite late when we got back.

At last everything was ready and we sat down to a wonderful dinner. Mother got up and down many times during dinner; she brought things from the kitchen and.....(8). When the dinner was over all of us wanted to help Mother to wash the dishes. But(9) that she could do it herself, and so we let her because we wanted to make her happy.

Read the text and do the exercises.

The Rich Man and the Gold

There was once a very rich man. He had three cars and two houses and many other things.

One day he said, «I am getting old. I'm going to sell everything and buy a big piece of gold. »

He sold his houses and his cars and everything and he bought a very big piece of gold. He dug a hole near a tree, and he put the piece of gold into the hole. «No one will find my gold here», he said.

Every day he went back and dug up the gold. He looked at it and said, «Good! My gold is there». Then he put the gold back into the hole and put the earth back on top of it.

But one day there was a man behind the tree. He was a thief and he was asleep. The rich man didn't see the thief. He dug up the gold and looked at it. «Good! » he said, «My gold is there». The thief woke up and looked round the tree. «What is the man putting into the hole? » he thought. «I'm going to find out». The rich man put the gold back into the hole and went away. Then the thief went to the hole and

dug up the gold. «A big piece of gold! » he said. «It's my gold now. I am a rich man. » He ran off with the gold and never came back. The next day the first man came back and began to dig. He dug and he dug but he did not find the gold. «My gold is not here», he said. «I am not a rich man now. I have no gold! » and he began to cry. Then he went home and told one of his friends. His friend said, «Don't cry. Here is a big stone. Take it and put it in the hole. Then every day you can go and dig it up and look at it». A piece of gold in a hole is no better than a stone.

In a Small Town

Text 1

Toscanini was a great musician. He lived in America. One day he came to a very little town. He was walking along the street when he saw a piece of paper in one of the windows. He read:

MRS.SMITH.MUSIC LESSONS.

TWO DOLLARS A LESSON.

Then Toscanini heard the music. Somebody was playing Tchaikovsky.

“Mrs. Smith is playing,” he thought, “she isn't a very good musician. She doesn't play Tchaikovsky well. I must show her how to play it.”

He went up to the door of the house and rang. The music stopped and soon a woman opened the door.

“Are you Mrs. Smith?” asked Toscanini. “My name is Toscanini and I want to show you how to play Tchaikovsky.”

Mrs. Smith was very glad to meet the great musician. She asked him to come in. Toscanini played Tchaikovsky for her and went away.

A year later Toscanini visited the same town again. When he went up to the house where he had played Tchaikovsky the year before he again saw a piece of paper. Now it read.

MRS.SMITH. (TOSCANINI'S PUPIL)

MUSIC LESSONS.

FOUR DOLLARS A LESSON.

1. Put “+” if the sentence is right and “-” if it is wrong.

1. Toscanini came to a very little town.
2. He liked how Mrs. Smith was playing.
3. He wanted to play the piano for her.
4. Tchaikovsky visited Mrs. Smith one day.
5. Mrs. Smith was a teacher of music.

2. Write the sentences in the right order.

1. Mrs. Smith was very glad to meet the great musician.
2. He lived in America.
3. The music stopped and soon a woman opened the door.
4. The music stopped and soon a woman opened the door.
5. “Mrs. Smith is playing,” he thought, “she isn’t a very good musician.

3. Answer the questions.

1. Where did Toscanini live?
2. Toscanini was a great musician, wasn’t he?
3. Did he want to show Mrs. Smith how to play?
4. What did he see in one of the window?
5. Did he think that Mrs. Smith was playing well?

4. Write down the ending of the sentence.

1. One day he came...
2. I must show her...
3. The music stopped and soon...
4. Toscanini played Tchaikovsky for ...
5. Four dollars...

5. Make up 5 questions to the text.

Shmily Text 2

My grandparents were married for over half a century, and played their own special game from the time they had met each other. The goal of their game was to write the word “Shmily” in a surprise place for the other to find. They took turns leaving “Smily” around the house, and as soon as one of them discovered it, it was their turn to hide it once more.

They dragged “Smily” with their fingers through the sugar and flour containers to wait whoever was preparing the next meal. They smeared it in the dew on the windows overlooking the patio where my grandma always fed us warm, homemade pudding with blue food coloring. “Shmily” was written in the steam left on the mirror after a hot shower, where it would reappear bath after bath. At one point, my grandmother even unrolled an entire roll of toilet paper to leave Shmily on the very last sheet.

There was no end to the places “Shmily” would pop up. Little notes with “Shmily” scribbled hurriedly were found on dashboards and car seats, or taped to steering wheels. The notes were stuffed inside shoes and left under pillows. “Shmily” was written in the dust upon the mantel and traced in the ashes of the fireplace. This mysterious word was as much a part of my grandparents’ house as the furniture.

It took me a long time before I was able to fully appreciate my grandparents' game. Skepticism has kept me from believing in true love- one that is pure and enduring. However, I never doubted my grandparents' relationship. They had love down pat. It was more than their flirtatious little games; it was way of life. Their relationship was based on a devotion and passionate affection which not everyone is lucky enough to experience.

Grandma and grandpa held hands ever chance they could. They stole kisses as they bumped into each other in their tiny kitchen. They finished each other's sentences and shared the daily crossword puzzle and word jumble. My grandma whispered to me about how cute my grandpa was, how handsome an old man he had grown to be. She claimed that she really knew "how to pick 'em". Before every meal they bowed heads and gave thanks, marveling at their blessing: a wonderful family, good fortune, and each other.

But there was a dark cloud in my grandparents' life: my grandmother had breast cancer. The disease had first appeared ten years earlier. As always, Grandpa was with her every step of the way. He comforted her in their yellow room, painted that color so she could always be surrounded by sunshine, even when she was too sick to go outside.

Now the cancer was once again attacking her body. With the help of a cane and my grandfather's steady hand, they still went to church every morning. But my grandmother grew steadily weaker until, finally, she could not leave the house anymore. For a while, Grandpa would go to church alone, praying to God to watch over his wife. Then one day, what we all dreaded finally happened. Grandma was gone. "Shmily. It was scrawled in yellow on the pink ribbons of my grandmother's funeral bouquet. As the crowd thinned and the last mourners turned to leave, my aunts, uncles, cousins, and other family members came forward and gathered around Grandma one last time. Grandpa stepped up to my grandmother's casket and, taking a shaky breath, he began to sing to her. Though his tears and grief, the song came, a deep and throaty lullaby.

Shaking with my own sorrow, I will never forget that moment. For I knew then that, although I couldn't begin to fathom the depth of their love, I had been privileged to witness its unmatched beauty. S-H-M-I-L-Y: See How Much I Love You

Thank you , Grandpa and Grandma, for letting me see.

Laura Jeanne Alien

1. Answer the questions.

1. What was the goal of the game have been played by the grandparents?
2. Where could this mysterious word be found?
3. What disease had grandmother?
4. What song did grandfather sing to grandma when she had died?
5. What color did grandpa paint their room when grandma was sick and why?

2 . Find sentences which prove that grandparents had true love.

3. Write the sentences in the right order.

1. The grandpa sang a lullaby to grandma on her grave when she died.
2. The author of this story was proud to witness the beauty of true love.
3. The grandparents were married about fifty years.
4. As usually grandpa helped her every step of the way.
5. I never doubted my grandparents relations.

4. Find in the text:

1. С помощью трости и твердой руки моего дедушки, они все еще каждое утро ходили в церковь.
2. Это мистическое слово являлось такой же частью дома бабушки и дедушки, экак и мебель.
3. они любили друг друга до гробовой доски.
4. Затем день, которого мы все боялись, наступил.
5. Они обменивались поцелуями, если сталкивались друг с другом на своей крошечной кухне.

5. Make up 5 questions to the text.

Text 3

In 1608 an Englishman whose name was Thomas Coryate visited Italy. He liked the country and noted down every interesting thing he found. But there was one thing which he found more interesting than the others. In his diary Thomas wrote, "When the Italians eat meat, they use small forks. They don't eat with hands because, as they say , do not always have clean hands".

Before leaving for England, Thomas Coryate bought a few forks.

At home Thomas gave a dinner party to show the invention to his friends. When the servant brought the steak, he took out a fork and began to eat like they did in Italy.

Everybody looked at him in surprise. When he told his friends what it was, they all wanted to take a good look at the strange thing. All his friends said that the Italians were very strange people because the fork was very inconvenient.

Thomas Coryate tried to prove the opposite. He said it was not nice to eat with one's fingers because they were not always clean.

Everybody got angry at that . Did Mr. Coryate think that people inEngland always had dirty hands? And weren't the ten fingers they had enough for them?

Thomas Coryate wanted to show that it was very easy to use the fork. But the first piece of meat he took with the fork fell to the floor. His friends began to laugh and he had to take the fork away.

Only fifty years later people in England began to use forks.

1. Translate the following sentences into Russian:

1. In 1608 an Englishman whose name was Thomas Coryate visited Italy.
2. But there was one thing which he found more interesting than the others.
3. He said it was not nice to eat with one's fingers because they were not always clean.
4. But the first piece of meat he took with the fork fell to the floor.

2. Answer the questions:

1. Why did the Italians eat with the forks?
2. What did he give at home to show the invention of the Italians?
3. Why did his friends begin to laugh?
4. When did people in England begin to use forks?

3. Correct according to the contents of the text :

1. They eat with the hands because, as they say, do not always have clean hands.
2. Everybody got happy at that.
3. Only seventy years later people in England began to use forks.
4. When the servant brought the steak, he took out a knife and began to eat like they did in Italy.

4. Put 5 questions to the text.

London Text 4

London is the capital of Great Britain. London is a very old town. London is two thousand years old. Many years ago London was a small town on the Thames. There were a lot of villages round it. After many years London and three hundred villages grew into a very large city. Some of the names of those villages are the names of the streets in modern London-Kensington, Westminster.

Now London is a beautiful city with large squares and parks. The city of London is the business centre. East End includes the poor districts. West of London is the West End where rich people live.

Trafalgar Square is in the centre of the West End of London. In the centre of Trafalgar Square there is the column made of granite. On the top of the column there is a 17-foot-tall statue of Admiral Nelson who defeated the French at the Battle of Trafalgar in 1809. The total high of the monument is 184 feet (44 meters). On the pedestal is a bronze relief cast from a captured French cannon, representing Nelson's victory.

On the North side of Trafalgar Square is the National Gallery.

The National Gallery has one of the finest collections of pictures in the world.

Trafalgar Square is one of the busiest place in London, where people go to and from the work, it is hard to cross the street.

1. Ответьте на вопросы по тексту.

1. What is the capital of Great Britain ?
2. How many years is London?
3. What includes the poor districts?
4. Where do rich people live?
5. Where is the Admiral Nelson column?

2. Продолжите предложение.

1. On the top of the column ...
2. London is two...
3. On the north side...
4. The total high...
5. There were...

3. Какие предложения соответствуют содержанию текста “+”, а какие не соответствуют “-”

1. London is a new town.
2. London is on the Thames.
3. The West End of London is a place where rich people live.
4. In London there aren't a lot of squares and parks.

4. Найдите в тексте

1. Национальная галерея имеет одну из прекраснейших коллекций в мире.
2. Трефальгарская площадь находится в центре Вест Енда в Лондоне.
3. Сейчас Лондон –один из красивейших городов с большими площадями и парками .
4. Спустя много лет Лондон и три сотни деревень превратились в один большой город.
5. Некоторые из этих деревень стали названиями в современном Лондоне.

The Christmas Tree Text 5

No one _1_ for sure who decorated the first Christmas tree . The_2_ of bringing an evergreen tree indoors and _3_ it at Christmas started in Germany. One _4_ says that Martin Luther started the practice. Luther was an important Christian_5_ . According to the story, he noticed the starlit sky as he walked home one Christmas Eve about the year 1513.He thought the stars looked as if they were shining on the branches. When he arrived home, Martin Luther placed a small fir tree _6_ his house. He decorated it with lighted candles.

Decorating Christmas trees became _7_ in Germany. Prince Albert of Sachsen-Coburg-Gotha, the German husband of Queen Victoria, took the tradition to England. Both German and English people brought it to America. And now nearly every family in Great Britain and the USA has a _8_ tree.

The biggest Christmas tree in Britain is put up in Trafalgar Square in _9_ .

The people of Norway still give this tree every year to the _10_ to thank them for helping Norway against Hitler in the second World War.

1. Chose the right answer:

- | | | | |
|------------------|-------------------|-----------------|-------------------|
| a) knows | b) begins | c) decides | d) is |
| a) tree | b) legend | c) story | d) custom |
| a) showing | b) giving | c) putting | d) decorating |
| a) story | b) legend | c) fairy | d) novel |
| a) man | b) saint | c) leader | d) woman |
| a) inside | b) outside | c) upside | d) offside |
| a) comfortable | b) beautiful | c) public | d) popular |
| a) Christmas | b) fir | c) pine | d) birch |
| a) London | b) Paris | c) Moscow | d) Madrid |
| a) French people | b) British people | c) Irish people | d) Russian people |

2. Answer the questions:

1. Where was started the tradition of decorating Christmas tree?
2. Who started this tradition?
3. Who brought it to Britain?
4. Why do people of Norway still present a tree to Britain?

3. Ask 5 questions .

Text 6

THE STORY OF MY TROUBLES

From my childhood I was an easily taught and obedient boy. My kindness was so noticeable that my friends made fun of me. I was especially fond of animals and had a great number of pets. With these I spent most of my time, and never was so happy as when feeding and playing with them. My character did not change much when I grew up.

I married early, and was happy to find in my wife a character very much like my own. Seeing my love for pets she never lost a chance of getting the most pleasant animals. We had birds, gold-fish, a fine dog, rabbits, a small monkey, and a cat.

This cat was a remarkably large and beautiful animal, quite black and surprisingly clever. In speaking of his cleverness, my wife, who was a superstitious woman,

often mentioned the old popular belief, which considered all black cats to be in disguise.

Pluto- this was the cat's name-was my favourite pet and playmate. I alone fed him, and he followed me everywhere about the house. It was even with difficulty that I could prevent him following me through the streets.

Our friendship lasted for several years, during which my character (I blush to confess it) had changed for the worse. I became day by day more moody and irritable. It often happened that I hurt the feelings of others; I suffered myself as I was rude to my wife. At last I even hit her.

My pets, of course, could feel the change in my character. In fact, I began to treat them cruelly. As for Pluto, I held back from cruelty as I did treat cruelly the rabbits, the monkey, or even the dog when they came in my way. But my illness took hold of me- for what other illness is like alcohol!- and at last even Pluto ,who was now becoming old, even Pluto began to feel the effects of my temper.

1. Answer the questions:

1. What kind of pets do they have?
2. What was the cat's name?
3. What illness had the author?
4. Was he a kind man?
5. How long did their friendship last?

2. Ask questions.

1. Yes/No
2. Who
3. Where
4. or
5. "tag" question

3. Translate:

1. I married early, and was happy to find in my wife a character very much like my own.
2. Our friendship lasted for several years, during which my character (I blush to confess it) had changed for the worse.
3. In speaking of his cleverness, my wife, who was a superstitious woman, often mentioned the old popular belief, which considered all black cats to be in disguise.

4. Name antonyms:

Happy, beautiful, kind, black, begin.

5. Find in the text:

I got day by day more changeable.

Exercise 1. Choose the correct answer.

1. At the beginning of the story the rich man had.....(two cars, a bicycle, a horse, two houses, three cars, a boat , a cow)
2. The rich man decided to sell.....(nothing, everything, only a cow, only a horse)
3. The man bought a big piece of gold and put it into.....(his desk, his pocket, the hole in the ground , his suitcase)
4. One day the rich man became poor because.....(he lost his gold, the thief took his gold, his friends took his gold and sold it)

3 курс

1. Раскройте скобки, употребляя все английские времена.

1. His brother (live) in the centre. 2. They (write) this text at the lesson yesterday.
3. Our friends
(buy) a new flat next year. 4. I (watch) an interesting film now. 5. Children (play),
when mother (come). 6. We (take) part in competition at 6 p.m. tomorrow. 7. They
already (come) back today. 8. We (discuss) all the questions before you came. 9.
Mike (finish) his work by 4 o'clock tomorrow. 10. We (study) at college since
2014 year. 11. We (travel) to Europe for two weeks last year. 12. I (stay) in the
hotel for three days.

2. Translate the expressions:

1. As I consider-
2. As far I as I understand-
3. Anyway, at any rate-
4. Apart from-
5. According to-
6. At all costs-
7. At random-
8. All in all-
9. At least-
10. As a result-

3. Fill three columns of professions in a right order.

Mining

main constructor
engineer constructor
builder
technologist
construction superintendent
roofer

Engineering

Geologist
Miner
Mason
Markshader
Geoecologist

Building-up

main engineer
carpenter
engineer
chemist engineer
engineer

4. Match the inventors and their inventions.

1. Charles Babbage-
2. John Logie Baird-
3. Michael Faraday-
4. Thomas Edison-
5. Carl Benz-

- a) Produced the first petrol-driven car in 1885
- b) Design the form of computer in the mid-1830
- c) Invented the electricity in the 19th century
- d) Produced the first working telephone
- e) Pioneered the television in the 1920-s

5. Find and match russian variants;

1. After finishing university and receiving a law degree, I decided to start a job searching.
2. Visiting one manufacturing company, I liked not only the staff and location of the company, but also wages level and growth prospects.
3. First, it was necessary to work for a month for free and three months as an apprentice.
4. The sum of money was not big but at the same time it was sufficient so that I might pay for food, utilities and simple entertainment.
5. For this, I filled out the job application, took the test and got acquainted with the new condition of work.

- a) Это сумма была не велика, но в то же время мне хватало этих денег на еду, оплату коммунальных услуг и на простые развлечения.
- b) Сначала нужно было поработать один месяц бесплатно, а потом целых три месяца стажером.
- c) Для этого я заполнил анкету, прошел тест и ознакомился с новыми условиями работы.
- d) Закончив университет и получив диплом юриста, я решил начать искать подходящую по специальности работу.
- e) Посетив одну фирму в обрабатывающей промышленности, мне очень понравился не только коллектив и месторасположение компании, но и уровень заработной платы и перспектива роста

6.Fill the words: industrial process, ore extraction, natural occurrence, wells, hydrocarbons, extract mineral, mining, extraction.

Mining is Broadly speaking, mining is the of removing a mineral-bearing substance from the place of itsin the Earth's crust. The term "mining" includes the recovery of oil and gas from: metal, non- metallic minerals, coal, peat, oil shale and other from the earth. In other words, the work done to, or to prepare for its is called

Ключи:

1.Раскройте скобки, употребляя все английские времена.

1. lives
- 2.wrote.
- 3.will buy
- 4.am watching
5. were playing), came.
6. shall be taking.
7. have come
8. had discussed.
9. will have finished
10. have been studying.
- 11.had been travelling
12. I shall have been staying.

1. Как я считаю
2. Насколько я понимаю
3. Во всяком случае
4. Кроме того
5. Согласно
6. Любой ценой
7. Наугад
8. В конце концов
9. По крайней мере
- 10.В результате

3.Fill three columns of professions in a right order.

| Mining | Engineering | Building-up |
|---------------|-----------------------|-----------------------------|
| Geologist | main engineer | main constructor |
| Miner | engineer constructor | carpenter |
| Mason | engineer technologist | builder |
| Markshader | chemist engineer | construction superintendent |
| Geocologist | engineer | roofer |

4.

1-b

2-e

3-c

4-d

5-a

5.

1-d

2-e

3-b

4-a

5-c

6.

1-ore extraction

2-industrial process

3-natural occurrence

4-wells

5-hydrocarbon

6-extract mineral

7-extraction

8-mining

Государственное устройство

Соединённого королевства Великобритании и Северной Ирландии.

The United Kingdom of Great Britain and Northern Ireland is a parliamentary monarchy. Officially the head of the state is the Queen, but her power is not absolute. She acts only on the advice of the ministers and parliament. The state power is realized with three branches – the legislative branch, the executive branch and the judicial branch.

The legislative branch is realized by the parliament. The British Parliament exists since 1256 and is the eldest parliament in the world it consist of two Houses – the House of Lords and the House of Commons. The House of Lords has no fixed number of members (currently 753 members). It consists of Lords Spiritual (26) and Lords Temporal (727). Lords Spiritual are Archbishops, most senior bishops of the Church. They serve as long as they occupy their positions in the Church. Lords Temporal are Life Peers, Hereditary Peers, Law Peers. They serve for life. The House of Lords is not elected by the people. The House of Commons consists of 659 members. It is a nation-wide representative body which is elected by the people at a general election not less frequently that once in 5 years.

The executive branch is realized by the Government, the Prime Minister, the Cabinet and the Government Departments. After the general election the Queen appoints the head of the government – the Prime Minister. As a rule the Prime minister is a leader of the political party that has won the election and has a majority in the House of Commons. The Prime Minister appoints the ministers to compose the Government. Government is answerable to Parliament. The Cabinet consists of 20 Secretaries of State. They are heads of the Government Departments. These Secretaries are appointed be the Prime Minister for no set term. There are 20 Government Departments in UK: foreign and Commonwealth Office, Department for Educational and Skills, Department for Health, etc.

The Supreme Court, the Court of Appeal, the Subordinate Courts compose *the judicial branch*. Subordinate Courts (Magistrate's Courts and County Courts) are local Courts of Justice. There are the High Court of Justice and the Crown Court. The High Court of Justice deals with civil cases. The Crown Court deals with criminal cases. The Court of Appeals considers appeals from the High Court of Justice and the Crown Court. The House of Lords is present in the Supreme by 3 Low Lords. They are operating as a committee of the House of Lords.

Найдите в правой колонке русские эквиваленты английских слов и словосочетаний:

- | | |
|-----------------------|---------------------------|
| 1. Parliament | a) судебная власть |
| 2. TheHouseofLords | b) исполнительная власть |
| 3. Headofstate | c) законодательная власть |
| 4. PrimeMinister | d) избирать, выбирать |
| 5. Power | e) парламент |
| 6. Government | f) победить, выиграть |
| 7. General election | g) назначать |
| 8. To elect | h) ПалатаОбщин |
| 9. To consist of | i) ПалатаЛордов |
| 10. Toappoint | j) правительство |
| 11. To win | k) состоять из |
| 12. Legislation | l) избиратель |
| 13. Executive | m) власть, полномочия |
| 14. TheHouseofCommons | n) Премьер-министр |

15. Voter

о) глава государства

16. Judiciary

р) всеобщие выборы

Заполните таблицу

Органы государственного управления Российской Федерации и
Соединенного Королевства Великобритании и Северной Ирландии

| | |
|--|--|
| Государственный строй (Political system) | |
| | |
| Глава государства (Headofstate) | |
| | |
| Законодательная власть (Legislation) | |
| | |
| | |
| | |
| Исполнительная власть (Executive) | |
| | |
| | |
| | |
| | |
| Судебная власть (Judiciary) | |
| | |
| | |
| | |

Ключи:

- | | |
|--------------------------|---------------------------|
| 1. Parliament | e) парламент |
| 2. The House of Lords | i) Палата Лордов |
| 3. Head of state | o) глава государства |
| 4. Prime Minister | n) Премьер-министр |
| 5. Power | m) власть, полномочия |
| 6. Government | j) правительство |
| 7. General election | p) всеобщие выборы |
| 8. To elect | d) избирать, выбирать |
| 9. To consist of | k) состоять из |
| 10. To appoint | g) назначать |
| 11. To win | f) победить, выиграть |
| 12. Legislation | c) законодательная власть |
| 13. Executive | b) исполнительная власть |
| 14. The House of Commons | h) Палата Общин |
| 15. Voter | l) избиратель |
| 16. Judiciary | a) судебная власть |

| | |
|--|------------------------------------|
| Государственный строй (Political system) | |
| Государственный аппарат | The State Power |
| Глава государства (Headofstate) | |
| Президент | Prime-minister |
| Законодательная власть (Legislation) | |
| Федеральное собрание | Parliament |
| Совет федерации | The House of Lords |
| Госдума | The House of Commons |
| Исполнительная власть (Executive) | |
| Правительство | Government |
| Председатель | Prime-minister |
| Зам.председателя | The Cabinet |
| Министры | Government Departments |
| Судебная власть (Judiciary) | |
| Конституционный суд | The Supreme Court of Judicature |
| Верховный суд | The Court of Appeal |
| Арбитражный суд | Magistrates Court County Courts |

1.1. Проект «*International Relations*»

Цель: Ознакомление и преподнесение истории возникновения поселка и района с помощью интерактивной доски и слайдов

Задачи:

- изучение историю международных отношений и организации
- развитие коммуникативных умений в процессе защиты проекта;

Описание проекта:

1. Сделать презентацию и рассказать тексты о международных организациях на слайдах с фотографиями.
2. Оформить проект с помощью интерактивной доски.
3. Выступить с проектом.

4. КРИТЕРИИ ФОРМИРОВАНИЯ ОЦЕНКИ

| Оценка | Критерии оценки |
|----------------------------|--|
| 5 (отлично) | Проявление познавательной активности, интереса к проекту, грамотное изложение своих мыслей, четкая аргументация своей позиции, живое изложение, поддерживает визуальный контакт при выступлении, ведет себя спокойно и уверенно, свободно оперирует фактами и сведениями, отсутствует напряжение с другими выступающими |
| 4 (хорошо) | Проявление познавательной активности, интерес к проекту неустойчив, грамотное изложение своих мыслей, допускает незначительные ошибки, поддерживает визуальный контакт при выступлении, напряжение умеренное |
| 3 (удовлетворительно) | Пассивность, интерес к проекту слабый, плохо выражает свои мысли, путается в доказательстве своей позиции, скучное, сухое изложение, избегает визуального контакта, допустил много ошибок, много признаков неуверенности, затруднения в изложении знаний, формулировке выводов, очень возбужден или пассивен, замкнут в себе |
| 2 (неудовлетворительно) | Не выполнил проект |

Checking work Applying for a job”

1) Переведите слова.

- | | | |
|--------------------------|----------------------|-------------------|
| 1. a nurse | 6. a veterinarian | 11. a bodyguard |
| 2. a computer programmer | 7. a librarian | 12. a taxi-driver |
| 3. a lawyer | 8. an engineer | |
| 4. a sportsman | 9. a businessman | |
| 5. a driver | 10. an office worker | |

2) Напиши по 3 названия профессий с данными суффиксами:

-cian: physician, ...,

-ist: physicist, ...,

-er: photographer, ...,

-or conductor, ...,

3) Ответьте на вопросы

1. Where can people look for a job?
2. What prospects can jobs offer?
3. What can your choice of job be influenced by?
4. Different jobs require different things. What does a job of a doctor (a teacher, a model, a computer operator) require?
5. What are the most popular and important jobs at the turn of the century?

4) Прочитай диалог «Собеседование». Затем составьте свой диалог на данную тему.

– Please have a seat, Mr. Saunders.

– Thank you.

– What is your age, Mr. Saunders?

– I’m 20.

– And what position are you applying for?

– I’m applying for a position of an interior designer.

– Tell about yourself.

– I’m in my final year at the College of Art and Design. And I have two years’ experience working with Artic Advertising Company. I have prepared portfolio with some photos of my works.

– Well done. And why do you want to work with our company?

– I’m impressed with your company reputation in the field. And I believe it is the right place where my skills can develop.

– What personal qualities do you have that would be useful in this job?

– My colleagues say that I’m reliable, highly organized, hardworking and creative.

– Great! Are there any questions you would like me to answer?

– I’d like to know who will be part of my team.

– There are five interior designers working for our company. All of them are experienced and talented. They will be helpful.

– Great! When can I start?

– We’ll let you know in a couple of weeks. Thank you for coming.

– Thank you.

5) Заполните резюме

Resume

Surname _____

First name _____

Address _____

Telephone number _____

Age _____ Sex _____

Date of birth _____

Nationality _____ Marital status _____

Occupation _____

Interests _____

Signature _____ Date _____

Ключи:

1. Переведите слова:

1. медсестра
2. программист
3. юрист
4. спортсмен
5. водитель
6. ветеринар
7. библиотекарь
8. инженер
9. бизнесмен
10. офисный работник
11. телохранитель
12. таксист

2. Напишите по 3 названия профессий с данными суффиксами:

-**cian** musician, electrician, physician

- **ist** dentist, chemist, geologist

- **er** designer, teacher, singer

- **or** constructor, doctor, actor

3. Ответьте на вопросы:

1. People look for a work in different kind of mass media, internet, center of employments etc

2. Jobs can offer such prospects as good practice, education, work experience, characteristic.

3. The choice of work is influenced by education, skills colleagues and stable and high salary.

4.

- Job of the doctor require responsibility of people's lives
- Teacher must be patient.
- A model must be beautiful
- Computer operater must know how to use computer program and languages

5. At the turn of century the most popular and important job will link with nanotechnologies

4) Прочитай диалог «Собеседование». Затем составьте свой диалог на данную тему.

Студенты составляют свой диалог с работодателем используя личные данные.

5) Заполните резюме

Студенты составляют резюме, используя личные данные.

Resume

Surname _____

First name _____

Address _____

Telephone number _____

Age _____ Sex _____

Date of birth _____

Nationality _____ Marital status _____

Occupation _____

Interests _____

Signature _____ Date _____

(4 курс)

Комплект контрольно-оценочных средств для текущего контроля и промежуточной аттестации по учебной дисциплине «Иностранный язык»

Самостоятельная работа № 1 «Использование модальных глаголов»

Вариант 1

Chose the correct answer.

1. Jack ___ play football since childhood.
1) must 2) should
3) need
4) can
2. ___ I ask you?
1) Must
2) Should
3) Have
4) May
3. Steven ___ read and write until he was seven years old.
1) must
2) can
3) could not
4) could
4. ___ you speak any foreign languages?
1) May
2) Can
3) Have
4) Might
5. I ___ to work tomorrow.
1) must
2) should
3) could
4) have
6. ___ you speak slowly, please?
1) Must
2) Could
3) May
4) Should
7. I ___ leave the party early last night. I wasn't very well.
1) have to
2) was to
3) had to
4) must
8. ___ you help me carry this downstairs?

- 1) May
- 2) Should
- 3) Must
- 4) Could

9. My grandfather ____ speak six languages many years ago.

- 1) should
- 2) shall
- 3) could
- 4) need

10. ____ you like a cup of coffee?

- 1) Will
- 2) Could
- 3) Would
- 4) Should

Вариант 2

Chose the correct answer.

1. ____ you speak any foreign languages?

- 1) May
- 2) Can
- 3) Have
- 4) Must

2. Take an umbrella. It ____ rain later.

- 1) has to
- 2) need
- 3) might
- 4) have to

3. Jack ____ go to hospital yesterday.

- 1) must
- 2) had to
- 3) need
- 4) would

4. You look tired. You ____ go to bed.

- 1) should
- 2) ought
- 3) are to
- 4) may

5. ____ we stay or leave?

- 1) Will
- 2) Would
- 3) Shall
- 4) Can

6. Can you find your way to the hotel? Yes I ____ .

- 1) could
- 2) am able
- 3) can

4) may
7. Can you fix my car today? Yes, I ____ .

- 1) may
- 2) could
- 3) can
- 4) must

8. You haven't eaten all day. You ____ be hungry.

- 1) must
- 2) could
- 3) can
- 4) may

9. I'm sorry, I _____ join you on Wednesday.

- 1) can't
- 2) can
- 3) mustn't
- 4) may

10 . ____ you play the piano before?

- can
- could
- must
- may

Критерии оценивания

| Процент результативности (правильных ответов) | Оценка уровня подготовки | |
|---|--------------------------|---------------------|
| | балл (отметка) | вербальный аналог |
| 90 ÷ 100 | 5 | отлично |
| 75 ÷ 89 | 4 | хорошо |
| 50 ÷ 74 | 3 | удовлетворительно |
| менее 50 | 2 | неудовлетворительно |

Самостоятельная работа № 2 «Simple Tenses»

Chose the correct answer.

Вариант 1.

1. He ... all the questions at the last lesson.

- a) answers
- b) answered
- c) will answer

2. My sister ... English in a year.
 - a) learned
 - b) learns
 - c) will learn
3. I... my homework every day.
 - a) do
 - b) did
 - c) will do
4. I... a funny cat yesterday.
 - a) draw
 - b) drew
 - c) will draw
5. Last year I... this interesting film.
 - a) see
 - b) saw
 - c) will see
6. The weather ... sunny tomorrow.
 - a) will be
 - b) is
 - c) does
7. There ... no TV in our classroom.
 - a) is
 - b) are
 - c) —
8. Did he ... a letter yesterday?
 - a) writes
 - b) wrote
 - c) write
9. They ... next year.
 - a) meet
 - b) met
 - c) will meet
10. ... there much snow last year?
 - a) Is
 - b) Was
 - c) Were

Вариант 2.

1. ... you ... to me tomorrow?
 - a) Do ..come
 - b) Will ...come
 - c) Does ... come
2. It ... rainy today.
 - a) is

- b) be
c) will be
3. They ... to Britain next year.
a) go
b) goes
c) will go
4. The forest ... green in spring.
a) will
b) is
c) are
5. The children ... and ski in winter.
a) will
b) skate
c) skates
6. They ... last year.
a) meet
b) met
c) will meet
7. What season ... your father like?
a) will
b) is
c) does
8. ... you play the piano tomorrow?
a) Do
b) Will
c) Does
9. ... it rainy yesterday?
a) Is
b) Will be
c) Was
10. What... your brother usually ... for breakfast?
a) will ... have
b) does ... have
c) do ... have

Критерии оценивания

| Процент результативности (правильных ответов) | Оценка уровня подготовки | |
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Контрольная работа № 1.

Упражнение 1. Выберите правильный вариант.

1. I hope you know him well — (better, more well) than anybody else.
2. He spoke English badly — (worse, more badly) than I thought.
3. I can't understand what you're saying. Could you speak a bit (slowlier, more slowly) ?
4. A snail is (slower, more slow) than a tortoise.
5. I am very fat and I know I must eat (less, least).
6. This is (shortest, the shortest) way to the center.
7. I'd like to change mobile phones (oftener, more often).
8. Yesterday I came home (early, earlier) than usual.
9. If you want to find your way (easilier, more easily), you should buy a map.
10. It is (easy, easier) to learn poems when you are younger.
11. Next time I'll do it (good, better).
12. It is (more boring, the most boring) book of all I've ever read.
13. You study (worst, the worst) in your group.
14. You should practice (more, most).
15. The monkey is (funnier, more funny) than the kitten.

Упражнение 2. Выберите правильный вариант использования степени сравнения наречий.

1. Alisa smiles even (most brightly / more brightly) than the sun.
2. The new teacher explains the rules (more completely / completely) than our book.
3. Jack arrived (latest / most late) at the airport.
4. Jillian usually climbs (highest / higher) of all the other climbers in her group.
5. Andrew is speaking even (more louder / louder) than usual.
6. Melody dances (most gracefully / more gracefully) of all the girls.
7. Of all three, Mike runs (fastest / faster).
8. Of all two, Mike runs (fastest / faster).
9. Harry swims (slower / slowest) of all the boys in the swimming team.
10. Yesterday the President spoke (more calmly / calmly) to Congress than usual.

Упражнение 3. Вставьте наречие в нужной степени сравнения.

1. Unfortunately, it's becoming _____ (hard) and _____ (hard) to find a well-paid job.
2. This phrase is _____ (widely) used in spoken Russian than in written.
3. Your test isn't good. You can do _____ (well) than you did.

4. We walk _____ (fast) than usual to catch the train.
5. I know Daniel _____ (well) than you do.
6. I used to play tennis _____ (often) than now.
7. Could you move a bit _____ (far) away for me to sit here too?
8. Mary is driving _____ (slowly) than usual, as the road is wet.
9. Of all the group Jimmy did _____ (badly) in the examination.
10. Could you speak _____ (distinctly), please?

Упражнение 4. Скажите, какие из следующих предложений составлены верно, исправьте ошибки.

1 I hope that next time you'll speak to your uncle more politely. 2. Peter usually comes to his classes most late of his classmates. 3. Who can solve this problem most quickly? 4. This time he listened to his little sister patienter than usual. 5. Could you speak a little slower, please? 6. When I was a very young child I thought that to sing best meant to sing loudest. 7. I think that now I see the whole problem much more clearly. 8. Who lives more near to the school — you or your friend? 9. Alice goes to the theatre frequentest of us all. 10. Will you raise your hands a bit higher, please? I can't see them. 11. In December it snows oftener than in November. 12. He knows three languages but he speaks English easiest. 13. Last night I slept peacefullier than before. 14, Could you come to school more early and water the plants tomorrow? 15. This new computer works most fast and can solve problems in no time.

Упражнение 5. Translate.

1. Ты не мог бы вести машину быстрее?
2. Поезд прибыл раньше, чем обычно.
3. Моя сестра помогает маме чаще других членов нашей семьи.
4. Из пяти спортсменов Вася прыгнул выше всех.
5. Миссис Финч разговаривает с медсестрами терпеливее всех других врачей.
6. Наша собака лает громче соседской.
7. Мой брат пишет бабушке чаще, чем я.
8. Анна говорит по-английски лучше Васи.

Критерии оценивания

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