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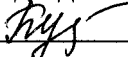
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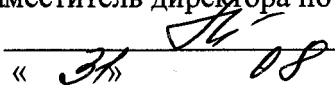
**МИНИСТЕРСТВО ТРАНСПОРТА РОССИЙСКОЙ ФЕДЕРАЦИИ
ФЕДЕРАЛЬНОЕ АГЕНТСТВО ЖЕЛЕЗНОДОРОЖНОГО ТРАНСПОРТА
ФИЛИАЛ ФЕДЕРАЛЬНОГО ГОСУДАРСТВЕННОГО БЮДЖЕТНОГО
ОБРАЗОВАТЕЛЬНОГО УЧРЕЖДЕНИЯ ВЫСШЕГО ОБРАЗОВАНИЯ
«САМАРСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ПУТЕЙ
СООБЩЕНИЯ» В Г. РТИЩЕВО
(ФИЛИАЛ СамГУПС В Г. РТИЩЕВО)**

**Комплект
контрольно-оценочных средств
по учебной дисциплине
ОГСЭ.03 ИНОСТРАННЫЙ ЯЗЫК
В ПРОФЕССИОНАЛЬНО ДЕЯТЕЛЬНОСТИ
для специальности
38.02.01 Экономика и бухгалтерский учет**

**Ртищево
2021 г.**

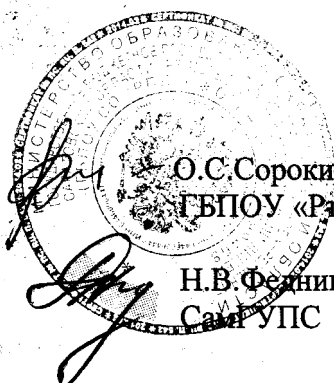
Комплект контрольно-оценочных средств разработан в соответствии с соответствием с требованиями ФГОС по специальности СПО 38.02.011 Экономика и бухгалтерский учет (по отраслям)(приказ Министерства Образования и науки РФ №69 ОТ 05.02.2018г.) и на основе Примерной программы учебной дисциплины ОГСЭ 03.Иностранный язык в профессиональной деятельности.

Одобрено
цикловой комиссией
общеобразовательных
и социально-экономических дисциплин
протокол №1 от «31» августа 2021г.
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« 31 » _____ 2021г.

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1. Паспорт комплекта контрольно-оценочных средств

В результате освоения учебной дисциплины « Иностранный язык в профессиональной деятельности» обучающийся должен обладать предусмотренными ФГОС по специальности 38.02.01 Экономика и бухгалтерский учет (по отраслям)

В результате освоения дисциплины обучающийся должен **уметь:**

У 1: общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы;

У 2: переводить (со словарём) иностранные тексты профессиональной направленности;

У 3: самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас.

В результате изучения учебной дисциплины «Английский язык в профессиональной деятельности» обучающийся должен **знать:**

З 1: лексический (1200-1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарём) иностранных текстов профессиональной направленности.

В результате освоения учебной дисциплины обучающийся должен сформировать следующие компетенции:

- общие:

ОК 1. Выбирать способы решения задач профессиональной деятельности применительно к различным контекстам.

ОК 2. Осуществлять поиск, анализ и интерпретацию информации, необходимой для выполнения задач профессиональной деятельности.

ОК 3. Планировать и организовывать собственное профессиональное и личностное развитие.

ОК 4. Работать в коллективе и в команде, эффективно общаться с коллегами, руководством, потребителями.

ОК 5. Осуществлять устную и письменную коммуникацию на государственном языке РФ с учетом особенностей социального и культурного контекста.

ОК 6. Проявлять гражданско - патриотическую позицию, демонстрировать осознанное поведение на основе традиционных общечеловеческих ценностей, применять стандарты антикоррупционного поведения .

ОК 9. Использовать Информационные технологии в профессиональной деятельности.

ОК 10. Пользоваться профессиональной документацией на государственном и иностранном языках.

Формой итоговой аттестации по учебной дисциплине является **дифференцированный зачет**

1. Освоения учебной дисциплины, подлежащие проверке.

1.1. В результате аттестации по учебной дисциплине осуществляется комплексная проверка следующих результатов:

Результаты обучения: умения, знания и общие компетенции	Показатели оценки результата	Форма контроля и оценивания
У.1: Уметь общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы	-осуществлять запрос и обобщение информации на английском языке; -формулировать свое отношение к высказыванию собеседника; -обращаться за разъяснениями; - соблюдать правила общения;	Устный опрос, письменный опрос, защита индивидуальных и групповых проектов.
У.2: Уметь переводить (со словарём) иностранные тексты профессиональной направленности;	- устанавливать связи устного высказывания с изученной тематикой; - описывать события; - излагать факты;	Самостоятельная работа, зачет.
У.3: Уметь самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас.	- узнавать речевые обороты; - формулировать значение слов на родном языке; - соблюдать порядок слов в предложении;	Устный опрос, письменный опрос, защита индивидуальных и групповых проектов.
З1: Знать лексический (1200-1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарём) иностранных текстов профессиональной направленности.	- определять значение иностранных слов на родном языке; - описывать существенные черты объекта, обозначаемого лексической единицей;	Устный опрос, письменный опрос, тестирование, самостоятельная работа, зачет.

3. Оценка освоения учебной дисциплины:

3.1. Формы и методы контроля.

Предметом оценки служат умения и знания, предусмотренные ФГОС по дисциплине *Иностранный язык в профессиональной деятельности*, направленные на формирование общих и профессиональных компетенций.

**Контроль и оценка освоения учебной дисциплины по темам (разделам)
для специальности**

Элемент УД	Формы и методы контроля					
	Текущий контроль		Рубежный контроль		Промежуточная аттестация	
	Формы контроля	Проверяемые результаты, ОК	Формы контроля	Проверяемые результаты, ОК	Форма контроля	Проверяемые результаты, ОК
Раздел 1. Вводно-коррективный курс	УО, У №4	У1, У2, У3, 31, ОК 3, ОК6			КР№1	У1, 31, ОК1, ОК2, ОК6.
Тема 1.1. Учеба в техникуме	УО, У №7	У1, У3, 31, ОК6, ОК4		У1, У3, 31, ОК4, ОК6	КР№1	У1, У2, 32, ОК6, ОК4
Тема 1.2. Образование в России и за рубежом.	УО, У №1	У1, У2, У3, 31, ОК 3, ОК6			КР№1	У1, У2, 31, ОК4, ОК6, ОК9
Тема 1.3. Англоязычные страны	УО, У № 3	У1, У2, У3, 31, ОК 3, ОК6			КР№1	У1, У2, 31, ОК4, ОК5, О9
Раздел 2.	УО	У1, У3, 31, ОК6, ОК4		У1, У3, 31, ОК2, ОК3, ОК6, ОК4	ДЗ	У1, У3, 31, ОК2, ОК3, ОК6, ОК4
Тем 2.1. Речевой этикет при написании писем и почтовых сообщений.	УО, У № 9	У1, У2, 31, ОК 3, ОК6		У1, У3, 31, ОК2, ОК3, ОК4, ОК6, ОК9	ДЗ	У1, У2, 31, ОК 3, ОК6
Тема 2.2. Запросы и предложения (гарантийный период, вопросы тестирования и упаковки оборудования)	УО, У № 11	У1, У3, 31, 33, ОК4, ОК6		У1, У3, 31, ОК2, ОК3, ОК9, ОК4, ОК6	ДЗ	У1, У3, 31, ОК2, ОК3, ОК4, ОК6
Тема 2.3. Рекламация.	УО, У № 13	У2, У3, 31, ОК2, ОК6, ОК4		У1, У3, 31, ОК2, ОК3, ОК4, ОК6	ДЗ	У2, У3, 31, ОК2, ОК6, ОК4

Раздел 3.	УО,У № 5	У1, У2, У3, 31, ОК2, ОК4, ОК5		У1, У2, У3, 31, ОК2, ОК4, ОК5, ОК6, ОК9,ОК10	КР№3	У2, У3, 31, ОК2, ОК6, ОК4
Тема 3.1 Организация компании.	УО,У № 6	У1, У2, 31, ОК21, ОК4, ОК5		У1, У2, У3, 31, ОК2, ОК4, ОК5, ОК6, ОК10	КР№3	У1, У2, У3, 31, ОК2, ОК4, ОК5, ОК6, ОК10
Тема 3.2. Рынок труда. Трудоустройство (резюме, интервью с работодателем)	УО,У № 8	У2, 31, ОК3, ОК4		У2, У1, У3, , 31, ОК1- ОК6,ОК9,О К10	КР№3	У2, У1, У3, , 31, ОК1-ОК6
Тема 3.3. Деньги. Виды расчетов. Ценные бумаги.	УО, У№ 13	У2, У4, У5, У3, 31, 33, 35, ОК3, ОК4		У2, У3, У4, У5, У1, 31, 32, 33, 34, 35, ОК1, ОК2, ОК3, ОК4, ОК5, ОК6	КР№3	У2, У3, У4, У5, У1, 31, 32, 33, 34, 35, ОК1, ОК2, ОК3, ОК4, ОК5, ОК6, ОК9, ОК10
Тема 3.4. Биржи	УО,Т	У2, У3, У1, 31, ОК2, ОК4, ОК5, ОК6		У2, У3, У1, 31, ОК1, ОК2, ОК3, ОК4, ОК5, ОК6	ДЗ	У2, У3,31, 34, 35, ОК1, ОК2, ОК3, ОК4, ОК5, ОК6
Тема 3.5. Банковская система. Кредитно-финансовые институты.	УО,У № 8	У2, 31, ОК3, ОК4		У2, У1, У3, , 31, ОК1- ОК6	КР№3	У2, У1, У3, , 31, ОК1-ОК6
Тема 3.6 Виды предпринимательской деятельности в Великобритании	УО, У№ 13	У2, У4, У5, У3, 31, 33, 35, ОК3, ОК4		У2, У3, У4, У5, У1, 31, 32, 33, 34, 35, ОК1, ОК2, ОК3, ОК4, ОК5, ОК6	КР№3	У2, У3, У4, У5, У1, 31, 32, 33, 34, 35, ОК1, ОК2, ОК3, ОК4, ОК5, ОК6
Тема 3.7. Маркетинг.	УО,Т	У2, У3, У1, 31, ОК2, ОК4,		У2, У3, У1, 31, ОК1, ОК2, ОК3,	ДЗ	У2, У3,31, 34, 35, ОК1, ОК2,

Реклама.		OK5, OK6		OK4, OK5, OK6		OK3, OK4, OK5, OK6
Тема 3.8 Рыночная экономика.	УО, У № 8	У2, 31, OK3, OK4		У2, У1, У3, , 31, OK1- OK6, OK9, O K10	ДЗ	У2, У1, У3, , 31, OK1- OK6, OK10
Тема 3.9 Страхование в Великобритании.	УО, У № 13	У2, У4, У5, У3, 31, 33, 35, OK3, OK4		У2, У3, У4, У5, У1, 31, 32, 33, 34, 35, OK1, OK2, OK3, OK4, OK5, OK6	ДЗ	У2, У3, У4, У5, У1, 31, 32, 33, 34, 35, OK1, OK2, OK3, OK4, OK5, OK6, OK9
Тема 3.10 Евросоюз	УО, Т	У2, У3, У1, 31, OK2, OK4, OK5, OK6		У2, У3, У1, 31, OK1, OK2, OK3, OK4, OK5, OK6	ДЗ	У2, У3, 31, 34, 35, OK1, OK2, OK3, OK4, OK5, OK6
Тема 3.11 Контрольно- обобщающее повторение	УО, Т	У2, У3, У1, 31, OK2, OK4, OK5, OK6		У2, У3, У1, 31, OK1, OK2, OK3, OK4, OK5, OK6	ДЗ	У2, У3, 31, 34, 35, OK1, OK2, OK3, OK4, OK5, OK6

Кодификатор оценочных средств

Функциональный признак оценочного средства (тип контрольного задания)	Код оценочного средства
Устный опрос	УО
Тестирование	Т
Контрольная работа № n	КР № n
Упражнение	У №
Дифференцированный зачет	ДЗ

2 курс
Контрольная работа №1.
Вариант 1

Прочитайте и переведите текст :

ECONOMIST

I'm a student of Arzamas Instrument Making College. In the near future I'll graduate from the college and become a professional economist. I'm sure that the profession of an economist is one of the most important nowadays in our country.

What makes a good economist? Whatever he does, an economist should have a through training in economic theory, mathematics and statistics and our college offers such training. At the college we are taught various general and special subjects, such as Macroeconomics, Microeconomics, Management, Accounting, Money and Banking, Economic Theory, Statistics, Computer Science, Business Ethics, English.

The profession of an economist is quite diversified. The graduates of this specialty work at the educational institutions, various research centers and laboratories, in industry, business, banks. Being employed in industry and business, our graduates work as managers, as executive managers, sales managers, financial managers. Some of us work as accountants. An accountant is one of the prestigious and widely required professions of an economist in a society. You shouldn't mix an accountant with a book-keeper. While a book-keeper is mostly involved in calculations, like balance sheets, income statements, invoices, an accountant is responsible for designing the financial policy of a company.

Some of us work at the banks, at the Stock Exchange, others work for the government or are employed by various agencies and by military services.

Economists can solve many problems facing our country.

I. Переведите с русского языка на английский:

В ближайшем будущем; в настоящее время; основательное обучение; предлагать; знание; вовлекать; разносторонний; исследовательские центры; менеджер по продажам; престижный; расчет; быть ответственным за что-либо; финансовая политика.

II. Закончите предложения:

1. An economist needs some knowledge of the world outside his own country because...
2. Being employed in industry and business, our graduates work...
3. One of the most prestigious and widely required professions of an economist is...
4. An accountant is responsible for...

III. Ответьте на вопросы.

1. What should an economist have to be a good economist?
2. What subjects does an economist need for his future profession?
3. Where can graduates work?
4. What is the difference between an accountant and a book-keeper?

IV. Перепишите и переведите предложения на русский язык, определяя, чем является окончание -s: а) показателем множественного числа существительного; б) показателем притяжательного падежа; с) окончанием глагола в 3 л. ед. ч. в Present Simple.

1. At the University we are taught various general and special subjects.
2. An accountant designs the financial policy of a company.
3. A book-keeper's duty is in calculations.
4. What makes a good economist?

Вариант 2.

Прочитайте и переведите текст.

WHAT IS ECONOMICS.

Unlike history, mathematics, English and chemistry, economics is a subject that most students encounter only briefly before they begin college. Economics is a basic discipline, not an applied subject like accounting or drafting in which specific skills are taught.

Economics has some similarities to mathematics because logical reasoning and mathematical tools are used in it extensively. It also has some similarities to history because economics studies people as they interact in social groups.

Like chemistry, economics employs the scientific method, although some of economics has a descriptive rather than an analytical flavor. Finally, like English grammar, economics has a few simple rules and principles, but from these principles economics can derive many conclusions. Economics is the science of making choices. Individuals must decide whether to study another hour or to go for a walk, whether to buy a six-pack of Pepsi or a 0,5 gallon of milk at the grocery, whether to choose fire fighting or teaching as an occupation and whether to play golf or to watch television for an afternoon of recreation. As a group, people must also choose through their governments whether to build a dam or to repair highways with their taxes, whether to invest money to business or to expand national parks.

The common element in all these decisions is that every choice involves a cost.

In fact, economics is the study of the choice that people make and the actions that they take in order to make the best use of scarce resources in meeting their wants.

I. Переведите с русского языка на английский:

Знакомиться; бухгалтерский учет; особые навыки; широко использоваться; взаимодействовать в социальных группах; несколько простых принципов; налоги; расширять; стоимость; потребности.

II. Закончите предложения.

1. Economics is not an applied subject like...
2. Like chemistry, economics...
3. As a group, people must also choose whether to invest money to business or to expand national parks through ...
4. The common element of all decisions is ...

III. Верны или неверны следующие утверждения:

1. Economics is a subject that most students encounter only briefly.
2. Economics is not a basic discipline like history, mathematics, English and chemistry.
3. Some of economics has a descriptive rather than an analytical flavor.
4. Economics is like English grammar, because it has difficult rules and principles.

IV. Перепишите и переведите предложения на русский язык, обращая внимание на перевод конструкций **there are (there is/ there was/ there were).**

1. There are some black markets in which people buy things at prices much higher than they should be.
2. There were some periods in our recent economic history when the price level rose despite low demand.
3. Today there is a surplus of unskilled and manual laborers in the north of England, whereas firms in the London area have vacancies unfilled.
4. There was a firm owned by a group of people called corporation.

КРИТЕРИИ ОЦЕНКИ ДЛЯ КОНТРОЛЬНОЙ РАБОТЫ № 1

КРИТЕРИИ ОЦЕНКИ ЗАДАНИЙ 1 и 2 (к профессионально-ориентированному тексту)

Оценка	Процент правильных ответов
«5»	95-100%
	Студент полностью понял содержание текста, может выделить все основные факты и почти все второстепенные, находит всю заданную информацию, свободно ориентируется в тексте. Языковая догадка развита хорошо, умеет догадываться о значении незнакомых слов из контекста.
«4»	80%
	Студент понял основное содержание текста, может выделить основную мысль, определить отдельные факты, находит примерно 2/3 заданной информации, хорошо ориентируется в тексте. Языковая догадка развита не достаточно, затрудняется в понимании некоторых незнакомых слов.
«3»	65%
	Студент неточно понял содержание прочитанного, умеет выделить в тексте только небольшое количество фактов, находит примерно 1/3 заданной информации, плохо ориентируется в тексте. Языковая догадка не развита.

Задания для дифференцированного зачета 2курс

Вариант 1

Прочтите, переведите Текст № 1 и выполните задания после текста.

PROFIT

It is essential to distinguish a few different concepts of "profit".

"Profit" in everyday life means advantage or good obtained from something. Besides, it can mean money gained in business.

"Profit" for an accountant means simply the difference between total receipts and total costs. For the economist "profit" has a much wider meaning. It is the revenue derived from the use of resources minus the opportunity cost of using those resources.

The economist attaches a cost to the use of retained earnings, since they could have yielded revenues if used outside the business. Besides, the economist would value the time of owner managers in accordance with what they could have earned outside the business.

The pursuit and realization of profit is an essential characteristic of capitalism. Profit is derived by selling a product for more than the cost required to produce or acquire it. Some consider the pursuit of profit to be the essence of capitalism.

Opponents of capitalism often protest that private owners of capital do not remunerate laborers the full value of their production but keep a portion as profit, claiming this to be exploitative. However, defenders of capitalism argue that when a worker is paid the wage for which he agreed to work, there is no exploitation, especially in a free market where no one else is making an offer more desirable to the worker; that "the full value of a worker's production" is based on his work, not on how much profit is created.

Задание 1. Ответьте на вопросы по тексту:

1. What is profit?
2. What is profit for an accountant?
3. What does an economist take into account to calculate profit?
4. What is essential characteristic of capitalism?
5. What do opponents of capitalism protest about?

Задание 2. Найдите в тексте эквиваленты слов и выражений профессионально-ориентированной лексики:

Прибыль, различные понятия прибыли, получение прибыли, реализация прибыли, продажа продукта, частные собственники, полная стоимость, заработная плата.

Задание 3. Расскажите, используя профессионально-ориентированную лексику, что говорится в тексте о:

"Profit" in everyday life, "profit" for an accountant, "profit" for an economist, how profit is derived, paying the worker.

Вариант 2.

Прочтите, переведите Текст № 2 и выполните задания после текста.

BANKS

Bank generally, a corporation formed for the purpose of maintaining savings accounts and checking accounts, issuing loans and credit, and dealing in negotiable securities issued by governmental entities and corporations.

By law, banks are usually permitted to engage in activities and offer numerous services incidental to and beyond those listed above, e.g., buying and selling gold and silver. Banks earn money by investing their customers' deposits. Banks protect the customers against loss and are strictly regulated.

Commercial bank by far, the most common and most unrestricted type of bank. It is allowed the widest range of services it offers and the investment it makes. Its major limitation is that it must keep on reserve a larger percentage of its deposit. This reserve is used to cover the bank's daily needs, to guard against a money shortage at the bank and a resulting panic, and to shield the customers against the bank's failure and the consequent loss of deposits.

Savings bank's major service was the "time" savings account, or deposit, from which money, once deposited, could be withdrawn only after a set period elapsed or 30 days' notice was given. By law a savings bank's investments are usually limited to certain corporate and government bonds and securities. Its advantages are that it can pay higher interest rates than commercial bank, has certain tax benefits, and can keep a smaller percentage of its deposits on reserve. Usually, the bank is owned by its depositors as creditors whose dividends are paid in form of interest on their accounts.

Задание 1. Ответьте на вопросы по тексту:

1. What is bank in general?
2. What are bank's objectives?
3. How do banks earn money?
4. What is the "time" savings account?
5. What are advantages of savings banks?

Задание 2. Найдите в тексте эквиваленты слов и выражений профессионально-ориентированной лексики:

Хранить сберегательные счета, выдавать ссуды и кредиты, оборотные ценные бумаги, заниматься деятельностью, предлагать услуги, зарабатывать деньги, вклады клиентов, защищать клиентов от банкротства банка, сберегательный банк, процентная ставка.

Задание 3. Расскажите, используя профессионально-ориентированную лексику, что говорится в тексте о:

Banks' services, commercial bank, savings bank.

Вариант 3.

Прочтите, переведите текст и выполните задания после текста.

PRICES AND TERMS OF DELIVERY

When sellers quote prices in their offers they usually state on what terms, at this price, they will deliver the goods. The price will certainly depend on the terms of delivery. Terms of delivery are included in internationally recognized standard that is used worldwide in international and domestic contracts for the sale of goods, e.g. Incoterms 2010. "Incoterms" mean International Commerce Terms. The most popular terms of delivery in foreign business transactions are:

- FOB (free on board);
- CIF (cost, insurance and freight);
- C & F (cost and freight);
- FOR (free on rail).

If the goods are offered on FOB terms the price will practically include the cost of the goods and transportation expenses to the port of shipment.

If the goods are offered on CIF terms the price will cover the cost of the goods, insurance expenses and freight expenses or transportation expenses, to the port of destination.

If the goods are offered on C & F terms the price will cover the cost of the goods and freight to the port of destination.

If the goods are offered on FOR terms the price will include the cost of the goods and transportation expenses to the railway station only. These terms are similar to FOB terms. The only difference is the mode of transportation. In case of FOB terms the goods are shipped on board ships. In case of FOR terms the goods are transported by railway.

Here are a few examples of how terms of delivery can be mentioned in offers:

- The price is USD 2,000.00 per ton FOB New York.
- The quoted price is GBP 1,200.00 each CIF Murmansk.
- We can offer the goods at the price of GBP 78.00 per metre C & F Liverpool.
- The goods are offered on a FOR basis.

Задание 1. Ответьте на вопросы по тексту:

1. Is delivery of goods considered by sellers when they quote prices?
2. What is Incoterms?
3. What does the price include if the goods are offered on FOB terms?
4. What does the price include if the goods are offered on CIF terms?
5. What does the price include if the goods are offered on C & F terms?
6. What does the price include if the goods are offered on FOR terms?

Задание 2. Найдите в тексте эквиваленты слов и выражений профессионально-ориентированной лексики:

Выставить цену, доставить товар, условия поставки, продажа товаров, стоимость товаров и транспортировки, порт отгрузки, страховые расходы, грузовые расходы, порт назначения, способ транспортировки, перевозятся на борту корабля, перевозятся по железной дороге, за тонну, за метр.

Задание 3. Расскажите, используя профессионально-ориентированную лексику, что говорится в тексте о:

Price, terms of delivery, Incoterms, the most popular terms of delivery.

КРИТЕРИИ ОЦЕНКИ ДЛЯ ДИФФИРИНЦИРОВАННОГО ЗАЧЕТА
КРИТЕРИИ ОЦЕНКИ ЗАДАНИЙ 1 и 2 (к профессионально-ориентированному тексту)

Оценка	Процент правильных ответов
«5»	95-100%
	Студент полностью понял содержание текста, может выделить все основные факты и почти все второстепенные, находит всю заданную информацию, свободно ориентируется в тексте. Языковая догадка развита хорошо, умеет догадываться о значении незнакомых слов из контекста.
«4»	80%
	Студент понял основное содержание текста, может выделить основную мысль, определить отдельные факты, находит примерно 2/3 заданной информации, хорошо ориентируется в тексте. Языковая догадка развита не достаточно, затрудняется в понимании некоторых незнакомых слов.
«3»	65%
	Студент неточно понял содержание прочитанного, умеет выделить в тексте только небольшое количество фактов, находит примерно 1/3 заданной информации, плохо ориентируется в тексте. Языковая догадка не развита.

КРИТЕРИИ ОЦЕНКИ ЗАДАНИЯ 3 (к профессионально-ориентированному тексту)

Оценка	Критерии
«5»	<p>Способность к коммуникативному партнёрству Студент выражает свои мысли достаточно легко и свободно. Использует широкий диапазон изученной лексики, демонстрируя умения преодолевать лексические трудности при выражении своих мыслей. Речевое поведение полностью коммуникативно.</p> <p>Лексико-грамматическая грамотность Студент сам исправляет допущенную им ошибку. Он умеет правильно выбрать необходимые глагольные формы и времена, использует в речи сложные грамматические структуры. 75% высказываний дано без ошибок. Использует правильное интонационное оформление вопросов/ответов. Речь достаточно вариативна с точки зрения программных требований.</p> <p>Фонетическое оформление речи Произношение студента полностью соответствует программным требованиям, хотя иногда могут встречаться незначительные ошибки, которые, однако, не мешают общению на иностранном языке.</p>
«4»	<p>Способность к коммуникативному партнёрству Студент показывает хороший уровень понимания заданий. Наблюдается некоторая беглость иноязычной речи на изученные темы, объём высказываний достаточно большой. Используется разнообразная лексика из изученного объёма по темам, что создаёт впечатление естественности ситуации.</p> <p>Лексико-грамматическая грамотность Студент делает грамматические ошибки, но это не препятствует общению. Он умеет использовать правильные глагольные формы и времена. 50% высказываний должно быть без ошибок. Простые высказывания грамматически правильные.</p> <p>Фонетическое оформление речи Произношение студента в целом соответствует программным требованиям, но встречаются случаи отклонения от произносительных норм.</p>

«3»	<p>Способность к коммуникативному партнёрству Студент может выразить своё мнение, используя простейшие языковые формы. Ему необходимы пояснения и объяснения вопросов. Его ответы и реплики просты и нерешительны. Он часто делает неоправданные паузы, легко сбивается. Плохо владеет достаточным количеством устойчивых фраз и выражений для ведения беседы, часто повторяется.</p> <p>Лексико-грамматическая грамотность Ошибки студента затрудняют беседу, но не разрушают её. Он достаточно правильно использует разные формы глаголов и времена, соотносимые с темой и форматом беседы, но только по заученной теме. 25% высказываний дано без ошибок.</p> <p>Фонетическое оформление речи У студента наблюдаются попытки правильно произносить и интонировать речь, но заметна интерференция родного языка.</p>
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Зкурс
Контрольная работа № 2.
Вариант 1

Упражнение 1. Прочитайте и переведите данный текст.

Importers and exporters do not use the same currency. When they buy and sell goods they change money from one currency to another. There are two ways of doing this. First, the importer can pay in his currency and the exporter changes it on the international currency market. Secondly, the importer sells his own currency and purchases the exporter's. Then the importer pays. Usually the banks buy and sell currency for their clients.

The international currency market consists of a net of a net of international banks. Exchange brokers and dealers deal in foreign exchange (Forex) transactions. The exchange rates fluctuate from day to day. For example, one day the exchange rate is 0.526 pound sterling to a dollar, another day it is 0.520 pound sterling to a dollar. Dealers and banks choose the best rates and profit by forex dealing.

Упражнение 2. Ответьте на вопросы к тексту.

1. Do the importers and exporters use the same currency?
2. How do the importer get the currency they need?
3. What is the first way the importers use?
4. Where does the importer change money?
5. Who buys and sells currency for their clients?
6. What does the international currency market consist of?
7. Who deals in forex transactions?
8. Do the exchange rate fluctuate?
9. What rates do the dealer choose to profit by foreign currency transactions?

Упражнение 3. Раскройте скобки и употребите глагол в нужном времени, лице и числе.

1. The swimming bath (to open) at 9.00 and (to close) at 18.30 every day
2. Tom usually wakes up early. Yesterday morning he (to wake up) late.
3. Perhaps in the future men (to live) on the sea, away from the crowded and noisy cities on land.
4. What time banks (to close) in Britain?
5. I (not/ to go) to work yesterday because I (not/to be) very well.
6. I (to have) a car but I (not/to use) it very often .

Упражнение 4. Заполните пропуски артиклями, где это необходимо.

1. I have two children, ... girl and ... boy, ... girl is six and ... boy is four.
2. She goes to .. work in ... City by ... train every day. Her office is in ... Parker Street.
3. I never read newspapers during the week, but I buy ... OBSERVER every Sunday and I read it in ... bed.
4. Prime Minister is .. , most important person in ... British government.
5. What do you usually have for ... breakfast?
6. We have .. dinner at eight o' clock in ... evening.
7. Which city is ... capital of your country?

Упражнение 5. Заполните пропуски предлогами, где это необходимо.

1. I work... a' department store..
2. I walk .. work
3. I don't Work! ... Saturday.
4. I come Germany. .

Вариант 2

Упражнение 1. Прочитайте и пере ведите данный текст.

JOINT VENTURE

To go intemational a large firm can set up join venture with a company in another country. In this case two companies paol their resources to design, manufacture and sell the product. Both firms profit by the results of this arrangement. They also shareresponsibility. One of the firms provides the necessary funds and know-how for producing goods; In retum it gets a foothold in the foreign market. The other firm obtains financial and technical assistance. And it takes responsibi lity for handling red tape and organizing sales in the local market. In the late 1980-8, for example, a Connecticut engineering company set up a joint venture with Russian oi l refinerries and petrochemical plants. The venture gives the Russians the necessary technology and the Connecticut company has gained a foothold in the world's largest oil industry in return.

Упражнение 2. Ответьте на вопросы к тексту.

1. What can a fill set up if it wants to go intemational?
2. Wh.at do the two companies do when they arrange a joint venture?
3. What do they need joint resources for?
4. What des each firm provide and get, when the two of them set up a joint venture?
5. Why was the Connecticut engineerig firm interested in this joint venture?
6. What did the Russians get in return?

Упражнение 3. Раскройте скобки и употребите глагол в нужном времени, лице и числе.

1. Please be quiet. I (to try)to concentrate.
2. Excuse me, I (to look) for a phone box. Is there one near here?
3. W e (to go) to the ladder while he (to paint) the ceiling yesterday.
4. What (you/to do) at this time yesterday? 5.
You can tum offthe TV. I (not/to watch) it.
6. What (you/to go) at this time yesterday?
7. You can tum offthe TV. I (not/to watch) it.

Упражнение 4. Заполните пропуски артиклями, где это необходимо.

1. Is there ... bank near here? Yes, at ... end of this street.
2. I can ride ... horse. --с
3. ... sky is very clear tonight.
4. Do you live here or are you ... tourist?
5. Who was ... first president of the United States?
6. What time is it? - I don't know. I haven't got ... watch.
7. Everest is ... highest mountain in ... world.

Упражнение 5. Заполните пропуски предлогами, где это необходимо.

1. Helen is studying law ... university.
2. Whats is the longest river ... Europe.
3. Is there ahything. .. TV tonight?
4. We arrived ... the hotel after tmidnight.

КРИТЕРИИ ОЦЕНКИ ДЛЯ КОНТРОЛЬНОЙ РАБОТЫ № 2

Оценка	Процент правильных ответов
«5»	95-100%
	Студент полностью понял содержание текста, может выделить все основные факты и почти все второстепенные, находит всю заданную информацию, свободно ориентируется в тексте. Языковая догадка развита хорошо, умеет догадываться о значении незнакомых слов из контекста.
«4»	80%
	Студент понял основное содержание текста, может выделить основную мысль, определить отдельные факты, находит примерно 2/3 заданной информации, хорошо ориентируется в тексте. Языковая догадка развита не достаточно, затрудняется в понимании некоторых незнакомых слов.
«3»	65%
	Студент неточно понял содержание прочитанного, умеет выделить в тексте только небольшое количество фактов, находит примерно 1/3 заданной информации, плохо ориентируется в тексте. Языковая догадка не развита.

Задания для дифференцированного зачета

Зкурс

Вариант 1.

Прочтите, переведите текст и выполните задания после текста.

THE EUROPEAN ECONOMIC COMMUNITY

The European Economic Community, or the Common Market, or the EEC was established in 1957. The original six member countries of the Community were France, West Germany, Belgium, Italy, Luxembourg and the Netherlands. Then a few other countries joined the Community. Britain, together with the Irish Republic and Denmark, joined the E.E.C. on 1st January, 1973.

Now the Community forms an enormous trading area of almost 250 million people, and accounts for two fifths of the world's trade. Today's Community (it's usually called the EC now, not the EEC) works hard to promote European business, industry and free trade. It's not just an economic organization. These days, EC decisions and laws affect almost every aspect of life in the member countries, including education, employment, energy, environment, foreign aid, human rights, the law, medical and scientific research, transport.

The membership allows imports to enter member countries either free of duty or at lower customs duties.

All member countries contribute to a common budget for certain purposes, based on relative total output of goods and services, or gross national product.

Under the Community regulations, people of member countries may freely enter another member state to travel or to work there.

The Community has the following institutions:

- The European Parliament members of the European Parliament (MEPs) are directly elected every five years by voters in their own countries. There are 518 of them. France, Britain, Germany and Italy have 81 each, Spain has 60
- The Council of Ministers consists of government ministers from all member countries who meet regularly to talk about Community business.
- The Court of Justice

The headquarters of the European Economic Community are located in Brussels, Belgium.

Задание 1. Ответьте на вопросы по тексту:

1. When was the E.E.C. established?
2. What countries established the E.E.C.?
3. How many people live in the E.E.C.?
4. What privileges do E.E.C. citizens have, coming to those countries?
5. Where are the E.E.C. headquarters?

Задание 2. Найдите в тексте эквиваленты слов и выражений профессионально-ориентированной лексики:

Европейское экономическое сообщество, "Общий рынок", страны-члены, вступить в ЕЕС, продвигать Европейский бизнес, затрагивать почти каждый аспект жизни, образование, энергетика, окружающая среда, права человека, научные исследования, без пошлины, по более низким таможенным пошлинам, суммарный выпуск товаров и услуг, валовой национальный продукт.

Задание 3. Расскажите, используя профессионально-ориентированную лексику, что говорится в тексте о:

- Member countries of the Community;
- Trading area of the Community;
- EC decisions;
- EC institutions.

Вариант 2

Прочтите, переведите текст и выполните задания после текста.

ENGLISH BANKNOTES AND COINS

The official currency of the United Kingdom is the pound sterling which is equal to one hundred pence.

English banknotes are issued by the Bank of England. As to coins they are minted also by this state bank. There are banknotes of the following denominations: £ 1, £ 5, £ 10, £ 20, £ 50 and £ 100.

The following coins are in circulation: halfpenny, one penny, two pence, five pence, ten pence, fifty pence.

On the face of English banknotes one can read the denomination given both in figures and in words.

Then the inscription on the face of the banknote reads: I promise to pay the bearer on demand the sum of... And then there are two signatures. The first signature is that of the person authorized by the Government and the Bank of England.

The second signature is that of the Chief Cashier.

The back of English banknotes, like many other banknotes, feature portraits of different famous people.

The one pound banknote, for example, features Isaac Newton (1642 - 1727) a well-known English scientist who made a few very important discoveries including gravitation law.

The back of the five pound note portrays the Duke of Wellington (1769 - 1852), a famous Irish general who defeated Napoleon at Waterloo, Belgium in 1815.

On the back of the ten pound note one can see Florence Nightingale (1820 - 1910), founder of the nursing profession. She volunteered as a nurse to Turkey to take care of the wounded soldiers from Crimean War, war of England and France versus Russia.

And the back of the twenty pound banknote features William Shakespeare (1564 - 1616), the greatest playwright of all time.

Задание 1. Ответьте на вопросы по тексту:

1. What is the official currency of the U.K.?
2. What is the smallest unit?
3. How many pence are there in one pound?
4. What banknotes and coins are in circulation in the U.K. now?
5. What famous people are featured on the back of various English banknotes?

Задание 2. Найдите в тексте эквиваленты слов и выражений профессионально-ориентированной лексики:

Европейское экономическое сообщество, "Общий рынок", страны-члены, вступить в ЕЕС, продвигать Европейский бизнес, затрагивать почти каждый аспект жизни, образование, энергетика, окружающая среда, права человека, научные исследования, без пошлины, по более низким таможенным пошлинам, суммарный выпуск товаров и услуг, валовой национальный продукт.

Задание 3. Расскажите, используя профессионально-ориентированную лексику, что говорится в тексте о:

English banknotes, English coins

Вариант 3

Прочтите, переведите текст и выполните задания после текста.

GLIMPSES OF HISTORY OF MONEY

There are numerous myths about the origins of money. The concept of money is often confused with coinage. Coins are a relatively modern form of money. Their first appearance was probably in Asia in the 7th century BC.

At different periods of time and in different parts of the world many different commodities have served as money. These commodities were: cattle, sheep, furs, leather, fish, tobacco, tea, salt, shells etc. The experts underline that to serve effectively as money, a commodity should be fairly durable, easily divisible, and portable.

Early Stone Age man began the use of precious metals as money. Until the invention of coins, metals were weighed to determine their value. First they were superseded by silver and later by gold ingots.

When a payment was made the metal was first weighed out. The next stage was the cutting of the metal into pieces of definite weight and so coins came into use.

The first printed money appeared in China, around 800 AD. Paper money first came into use in the form of receipts given by goldsmiths in exchange for deposits of silver and gold coins. After goldsmiths became bankers their receipts became banknotes. That's how the first banknotes came into existence. At first coins were worth their face value as metal. But later token coins of limited value as legal tender were issued. Now smaller denomination coins are made from bronze and are often referred to as coppers. Bigger denomination coins are made from cupronickel and are usually called silver.

The first severe inflation was in the 11th century AD. The Mongols adapted the bank note system in the 13th century.

Задание 1. Ответьте на вопросы по тексту:

1. What commodities served as money in the past?
2. What are the requirements of a commodity to serve as money?
3. What precious metal was used first to serve as money?
4. How did coins come into existence?
5. How did paper banknotes come into existence?

Задание 2. Найдите в тексте эквиваленты слов и выражений профессионально-ориентированной лексики:

Происхождение денег, монеты, различные товары, скот, меха, кожа, износостойкий, драгоценные металлы, заменить серебром, золотые слитки, отвесить металл, раздробить металл на части, печатные деньги, златокузнец (ювелир), номинальная стоимость, деноминация, медяки, сильная инфляция.

Задание 3. Расскажите, используя профессионально-ориентированную лексику, что говорится в тексте о:

- the money in the past
- the way banknotes appeared
- the metals of which coins were and are made
- the silver coins and coppers

Упражнения №1 по теме "Времена группы Simple"

1. Раскрой скобки, употребив глагол в Present Simple, Past Simple или Future Simple.

1. We ... (go) roller-skating last Saturday.
2. Our granny ... (bake) meat-pies every weekend.
3. We ... (write) an essay tomorrow.
4. I really ... (enjoy) the opera yesterday.
5. Where your husband ... (work) five years ago?
6. British people ... (prefer) tea to coffee.
7. Tom, you ... (meet) me at the railway station next Sunday?
8. Where she usually ... (celebrate) her birthdays?
9. ... you (have) a big family?
10. Newton ... (invent) the telescope in 1668.
11. When ... this accident (happen)?
12. I always ... (send) Christmas cards to my grandparents.
13. Nina and Nick ... (get married) in two weeks.
14. How many books they ... (bring) tomorrow?
15. Stanley ... (have) two sons and a daughter.

2. Выпишите из текста глаголы в форме Present Simple, Past Simple и Future Simple. Переведите текст.

Clara had a car accident when she was ten years old. When she grew up she was afraid of cars. Then she met Brad who was a professional racing driver. He wanted to help her and drove her in his car every day. So in five years Clara became a racing driver too. Now she drives 200 km per hour and takes part in sports championships. She really enjoys driving and has a lot of future plans. Next year she will open a driving school. And Clara and Brad will get married quite soon.

3. Превратите утвердительные предложения в отрицательные, обращая внимание на форму глагола-сказуемого.

1. This coat belongs to Jane.
2. I drive to Moscow once a month.
3. Your boss is very impudent.
4. The car stopped near the bank.
5. The soup was delicious.
6. The concert will start at 7 p.m.
7. Her shoes are dirty.
8. I bought the curtains for my bedroom.
9. I am a football fan.
10. Their wedding will be in spring.

4. Составить вопросы в соответствии со временем:

1. There are twenty children in our class. (How many children?)
2. She will start her homework tomorrow. (When?)
3. I am a pupil of the fifth form. (Who?)
4. They opened the window two hours ago. (What?)
5. My friends are from Great Britain. (Where?)
6. We are going to travel to Moscow. (Where?)
7. I usually have breakfast with my father. (With whom?)
8. My brother will read this book next month. (When?)
9. There are five pens on the desk. (How many?)
10. They didn't visit their granny yesterday. (Why?)
11. Kate can play chess very well. (What?)
12. He will travel to London with his friends. (With whom?)
13. They go to school at 7 o'clock every day. (When?)
14. Kate is from Russia. (Where?)
15. We bought two pencils yesterday. (What?)

5. Раскрой скобки:

1. Last week I (to visit) my grandparents.
2. We (not to be) at school yesterday.
3. My sister often (to read) books in the evening.
4. They (not to do) exercises every morning.
5. Helen (to play) chess with her brother tomorrow.
6. I (not to have) breakfast yesterday.
7. We usually (to invite) our friends to the party.
8. I (to be) in London last week.

6. Вставьте глагол в правильной форме.

Maslenitsa (to be) _____ a very popular holiday in our country. It (to last) _____ for a week. Russian people (to celebrate) _____ it at the end of February or at the beginning of March. During Maslenitsa week we always (to cook) _____ pancakes. I (to like) _____ this old Russian tradition.

Упражнение 7. Раскрой скобки, употребляя глаголы в Present, Past или Future Simple.

1. He (to turn) on the television to watch cartoons every morning.
2. He (to turn) on the television to watch cartoons yesterday morning.
3. He (to turn) on the television to watch cartoons tomorrow morning.
4. I always (to go) to the village to visit my granny there.
5. I (to be) very busy last summer and I (not to go) there.
6. I (not to go) there next year.
7. Who (to take) care of the child in the future?
8. How often you (to go) to the dentist's?
9. He even (not to know) how to use the washing machine.

Упражнения 2 по теме « Множественное число имен существительных. »

1. Образуйте множественное число имен существительных.

A dog, a ball, a desk, a horse, a fact, a nose, a lip, a mother, a father, a brother, a pen, a pencil, a flower, a kid, a pupil, a lion, an elephant, an apple.

2.

+s	+es	+ies	+ves
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Ruler, dog, lady, bliss, mother, bus, chimp, mummy, day, boss, wolf, school, window, daddy, computer, cherry, wish, rubber, diary, pen, school bag, banana, cat, pencil, book, pencil case, pizza, lion, wife, calf, teddy, marker, card, half, city, pinch.

3. Прочитайте рассказ. Выпишите имена существительные во множественном числе.

I am a little bunny. My name is Tim. I live in a wood. My house is in the hollow tree.

In spring, I like to pick roses. These flowers are very nice, sweet and tasty. In summer I listen to the birds and insects. In autumn I watch bright leaves on the trees. In winter I dream about spring.

4. Раскройте скобки, употребляя имена существительные во множественном числе.

1. I have two little (a sister). They are (a twin). They have a lot of (a pencil) and (an album). They like to draw (a house, a tree, a puppy, a kitten, a duck, a chicken and a doll). My sisters cannot draw (a car, a bus, a ship and an elephant). I help them.
2. My (a grandmother, a grandfather, an aunt, an uncle and a cousin) live in a village. They have a nice farm. There are a lot of (a cow, a calf, a horse, a pig and a piglet) there. I like to play with (a rabbit). They are very funny.
3. My best friend has three elder (a brother). They are (a student). They have a lot of (an interest). They like to play computer (a game), to see horror (a film), and to collect (a stamp) and toy (a car). I think their (a hobby) are very interesting.

5. Напишите имена существительные в единственном числе.

Shelves, desks, classes, buses, pencils, babies, tomatoes, potatoes, dresses, puppies, foxes, rabbits, boxes, bosses, animals.

Упражнение № 3 по теме «Порядок слов в английском языке.»

1. На основе приведенных слов постройте предложения, соблюдая порядок слов:

1. like, he, his homework, in the evening, doesn't, he, to do
2. usually, we, on weekends, meet, friends, our
3. is, table, sitting, he, the, at
4. didn't, to, Peter, party, the, go
5. in, we, New Year, celebrate, December
6. used, children, computer, play, to, games
7. school, on, weekends, we, don't, to, go
8. can, help, cake, to, the, I, you, cook
9. are, they, to, next, going, visit, Paris, summer
10. Mike, the, is, Internet, now, surfing.

2. Найти ошибки в предложениях и записать правильные ответы.

1. My mother me walk after 9 o'clock told not to in the evening.
2. Michael promised with homework to help me.
3. were reading a book for two hours they.
4. We at 7 o'clock in the morning get up.
5. I usually don't go on weekdays to the shop.

3. Отметьте предложения, в которых нарушен порядок слов, и перестройте их в соответствии с правилами:

Образец: Tom walks every morning to work. - Tom walks to work every morning.

1. Jim doesn't like very much baseball. 2. Ann drives every day her car to work. 3. When I heard the news, I immedi-ately called Tom. (immedi-ately – сразу)
4. Maria speaks very well English. 5. After eating quickly my dinner, I went out. 6. You watch all the time television. 7. Liz smokes about 20 cigarettes every day. 8. I think I'll go early to bed tonight. 9. You should go to the den-tist every six months. (should – следует)
10. We went last night to the movies. 11. We go every summer to the sea in August.

4. На основе приведенных слов и словосочетаний постройте предложения, соблюдая правильный порядок слов:

1. always, at nine o'clock, out of the garage, in the morning, gets, his car, he
2. he, into town, after breakfast, often, Mrs Hodges, takes
3. a parking place, near the shops, they, find, rarely
4. sometimes, in a garage, Mr Hodges, his car, parks
5. fly, with my parents, to Florida, sometimes, I, in winter
6. late, came, last year, she, often, to school, in spring
7. often, have, at about three

o'clock, a cup of tea, they, at the hotel, in the afternoon 8. meet, at the bar, they, after dinner, always, their friends 9. enjoys, very much, swimming, in our pool, always, in the morning, she

5. Переведите.

1. Телевизор я смотрю редко.
2. На улице темно, и я скоро пойду спать.
3. Они что-то очень шумно обсуждают в спальне.
4. Он медленно шел вдоль реки.
5. На уроках мы часто поем песни.
6. Я тихо закрыла дверь и сразу же пошла в ванну.
7. Мой дядя очень любит рыбалку.
8. Анна умеет хорошо играть в теннис.
9. Она все время кричит на детей.
10. Твои книги я положу на стол.
11. Я недостаточно хорошо его знаю.

Упражнение №4 по теме «Модальные глаголы»

Упражнение 1. Вставьте модальные глаголы *may* или *can*.

1. ... you see anything in this inky darkness? 2. You ... go when you have finished your essays. 3. What shall we do if the train is late? It ... be late, you know, after the terrible snowstorms we've had. 4. When ... you come and see me? — Let me see: I ... not come tomorrow, for I must be at the meeting, but on Sunday I'll find time. Yes, you ... expect me on Sunday about two o'clock. Will that be all right? 5. You ... come in when you have taken off your boots. 6. Be careful: you ... spill the milk if you carry it like that. 7. Most children ... slide on the ice very well. 8. I don't think I ... be here by eleven o'clock tomorrow, but I ... be. 9. ... you say what will happen in an hour?

Упражнение 2. Переведите на английский язык, употребляя модальный глагол *must*. 1. Я должна упорно работать над своим английским. 2. Вы должны внимательно слушать учителя на уроке. 3. Ты должен делать уроки каждый день. 4. Вы не должны забывать о своих обязанностях. 5. Вы должны быть осторожны на улице. 6. Она должна быть дома сейчас. 7. Мои друзья, должно быть, в парке. 8. Вы, должно быть, очень голодны. 9. Должно быть, очень трудно решать такие задачи.

Упражнение 3. Заполните пропуски модальными глаголами *can*, *may* или *must*. 1. What ... we see on this map? 2. ... you speak Spanish? — No, unfortunately I 3. At what time ... you come to school? 4. ... I have it? 5. You ... not smoke here. 6. ... I take your book? — I am afraid not: I need it. 7. He ... not speak English yet. 8. I have very little time: I ... go. 9. They ... not go to the park today because they are busy. 10. You ... read this text: it is easy enough. 11. She ... still live in Paris.

Упражнение 4. Вставьте модальные глаголы *to have to* или *to be to*. 1. Where ... the meeting to take place? — I suppose in the lecture hall. 2. So, our plan is as follows: I ... to go to the college library and get the books. You ... to look through all the material here. Later we ... to work together. 3. “You ... to do it alone, without anybody's help”, she said sternly. 4. I ... to help my friends with this work now, so I cannot go with you. 5. It was raining hard and we ... to wait until it, stopped raining. 6. I ... to ask him about it tomorrow, as today he has already gone. 7. Why didn't you tell me that I ... to buy the books?

Упражнение 5. Переведите на английский язык, употребляя модальные глаголы *must*, *to have to* или *to be to*. 1. Должно быть, он очень умен. 2. Должно быть, он вас узнал. 3. Ему предстояло пойти к директору и объяснить свое поведение. 4. Вам придется поговорить с ней. 5. Им пришлось очень долго идти пешком. 6. Ему не придется переписывать сочинение. 7. Должно быть, он пишет ее портрет. 8. Вероятно, они уже ушли. 9. Ему предстояло совершить удивительное открытие. 10. Мне предстоит сделать много работы сегодня. 11. Мне пришлось идти туда самому.

Упражнение № 5 по теме «Артикли в английском языке».

Упражнение 1. **Вставьте артикль, где необходимо:**

1. This is ... clock. 2. This is ... Kiev. 3. ... Kiev is ... big city. 4. Mary is ... girl. 5. She is ... my sister. 6. This is ... room. 7. Is ... newspaper in ... bag? 8. She is in ... room. 9. Is ... teacher in ... classroom? 10. Is ... your room large? 11. Is ... pen in ... bag? 12. Are you ... students? 13. My friend has ... children. 14. ... sportsmen are always in good form. 15. ... children we saw in ... street are schoolboys. 16. She lives in ... 1st street.

Упражнение 2. Прочтите следующие выражения и переведите на русский язык:

A man's bag, a girl's doll, the women's right, the actress's voice, James' room, fox's tricks, boy's games, students' songs, Engels' works, Marx' letters

Упражнение 3. Переведите на английский:

1. Я знаю брата вашего преподавателя. 2. Это часы моей сестры. 3. Книги отца в его комнате. 4. Я часто прохожу мимо дома нашего тренера. 5. Я часто вижу друзей своего тренера. 6. Откройте окно. 7. Подойдите к окну. 8. Принесите мел, пожалуйста. 9. Прочтите это. 10. Напишите письмо, пожалуйста. 11. Переведите этот текст, пожалуйста. 12. Принесите мне мяч.

Упражнение 4. Вставьте артикль, где необходимо.

1. This is ... book. It is my ... book. 2. Is this your ... pencil? — No, it isn't my ... pencil, it is my sister's ... pencil. 3. I have ... sister. My ... sister is ... engineer. My sister's ... husband is ... doctor. 4. I have no ... handbag. 5. Is this ... watch? — No, it isn't ... watch, it's ... pen. 6. This ... pen is good, and that ... pen is bad. 7. I can see ... pencil on your ... table, but I can see no ... paper. 8. Give me ... chair, please. 9. They have ... dog and two ... cats. 10. I have ... spoon in my ... plate, but I have no ... soup in it.

Упражнение 5. Вставьте артикль, где необходимо.

1. This is ... tree. ... tree is green. 2. I can see three ... boys. ... boys are playing. 3. I have ... bicycle. ... bicycle is black. My ... friend has no ... bicycle. 4. Our ... room is large. 5. We wrote ... dictation yesterday. ... dictation was long. 6. She has two ... daughters and one ... son. Her ... son is ... pupil. 7. My ... brother's ... friend has no ... dog. 8. This ... pencil is broken. Give me that ... pencil, please. 9. She has ... ball. ... ball is ... big. 10. I got ... letter from my ... friend yesterday. ... letter was interesting.

Упражнение 6. Вставьте артикль, где необходимо.

1. This is ... pen. ... pen is red. 2. These are pencils. ... pencils are black. 3. This is ... soup. ... soup is tasty. 4. In the morning I eat ... sandwich and drink ... tea. 5. She gave me ... coffee and ... cake. ... coffee was hot. ... cake was tasty. 6. Do you like ... ice-cream? 7. I see ... book in your ... hand. Is ... book interesting? 8. She bought ... meat, ... butter and ... potatoes yesterday. She also bought ... cake. ... cake was very ... tasty. We ate ... cake with ... tea. 9. This is my ... table. On ... table I have ... book, two ... pencils, ... pen and ... paper. 10. This is ... bag. ... bag is brown. It is my sister's ... bag. And this is my ... bag. It is ... yellow.

Упражнение 7. Вставьте артикль, где необходимо.

1. I have two ... sisters. My ... sisters are ... students. 2. We are at ... home. 3. My ... brother is not at ... home, he is at ... school. 4. My ... mother is at ... work. She is ... doctor. 5. I am not ... doctor. 6. I have no' ... sister. 7. He is not ... pilot. 8. I have thirty-two ... teeth. 9. He has ... child. 10. She has two ... children. Her children are at ... school. 11. Is your father at ... home? — No, he is at ... work. 12. Where is your ... brother? — He is at ... home.

Упражнения №8 по теме «Согласования времён».

Упражнение 1. Перепишите следующие предложения в прошедшем времени.

1. I am afraid I shall be late. 2. Do you think we shall pick all the apples in three days? 3. He hopes you will often visit him. 4. They expect he will be at home in a few days. 5. Are you afraid we shan't be in time? 6. She promises that she will finish the work in a week. 7. I think Henry will help us. 8. I hope we'll enjoy the show. 9. She expects he'll win the race.

Упражнение 2. Раскройте скобки, употребляя глаголы в Future Simple или Future-in-the-Past Simple.

1. I know we (**not to be**) late. 2. I knew we (**not to be**) late. 3. I want to know whether he (**to be**) at home. 4. I wanted to know whether he (**to be**) at home. 5. «When you (**to be**) ready?» he asked. 6. He asked when I (**to be**) ready. 7. I can't say whether Bob (**to do**) the work perfectly, but he (**to do**) his best. 8. He asked me whether he (**to see**) Olga there. 9. Are you sure that we (**to have**) time to do that? 10. I was afraid he (**to say**), «I don't think I (**to be**) able to come.»

Упражнение 3. Употребите следующие предложения как придаточные дополнительные.

1. He will solve the problem in no time. 2.The new film will be on in many cinemas. 3.The teacher will have corrected our papers by the beginning of the lesson. 4.She will not like this TV programme. 5. The train will arrive on time.6. The children will be playing in the yard. 7.All the newspapers will publish this information. 8.They will win the game. 9. I shall go to the south. 10. My sister will not forget to ring me up. 11.I shall have done my homework by nine o'clock. 12.The tourists will not return by sunset. 13. My friends will be waiting for me.

4. Переведите на английский язык, обращая внимание на время глагола в главном предложении.

1. Я знаю, что он скоро придет. 2.Она думает, что сделает всю работу к пяти часам. 3.Она думала, что сделает всю работу к пяти часам. 4.Я был уверен, что к десяти часам он уже выучит стихотворение. 5.Я знал, что к девяти часам мама уже приготовит ужин и в девять часов вся семья будет сидеть за столом. Я боялся, что приду слишком поздно. 6.Она боялась, что ее друг не придет. 7.Они написали, что скоро приедут.8. Я был уверен, что встречу его на станции. 9.Я думаю, что папа скоро напишет нам письмо.

Упражнения №7 по теме «Безличные предложения»

Упражнение 1. Распределите следующие безличные предложения на три группы: «Погода и явления природы», «Время и расстояние» и «Оценка действия, отношение к факту». Переведите предложения.

1. It always rains in autumn. 2.It was impossible to reach her by phone. 3.It snowed heavily last December. 4.It was six o'clock already. 5.It is much cheaper to get here by train. 6.It was getting cold. 7.It is early morning. 8.It's 10 degrees above zero. 9.It's quite expensive to buy a brand new car. 10.It's quite far from the post-office. 11.It will be 5 kilometres to the village. 12.It was quiet and mysterious up in the mountains.13.It wasn't cloudy this afternoon. 14.It's noon. 15.It won't be easy to find an experienced baby-sitter.

Упражнение 2. Ответьте на вопросы, используя подсказки в скобках. Обратите внимание на время глагола в вопросах.

1. How long will it take him to become a doctor? (six years) 2.How long does it take you to get to the restaurant? (40 minutes) 3.How long did it take her to prepare this salad? (2 hours) 4.How long does it take your son to cook an omelette? (10 minutes) 5.How long did it take Bob to master English? (about 5 years)

Упражнение 3. Задайте общие вопросы к безличным предложениям.

1. It's time to get up. 2.It was getting dark. 3.It takes him 3 minutes to get dressed. 4.It will be late to apologize. 5.It rained heavily last night.

Упражнение 4. Преобразуйте предложения в прошедшее время.

1. It's a pity to find him ill. 2It seems to me that Anna is 17. 3.It will be foggy. 4.It won't take much time to mend your shoes. 5.It isn't far from here to the city centre.

Упражнение 5.Перепишите следующие безличные предложения в отрицательной форме

1. It was a good holiday. 2.It was a very cold day yesterday.3.It is necessary to send it urgently. 4.It is a convenient train. 5.It was difficult to recognize him at once. 6.It was interesting to read this article .7.It is exciting to climb in the mountains.

Упражнения №8 по теме «Времена группы Past»

Упражнение 1. Преобразуйте следующие утвердительные предложения в отрицательные.

1. By 6 o'clock the rain had stopped. 2.We were having tea at 5 o'clock. 3.They had been staying at the hotel since May. 4.I was flying to London that morning. 5.I had known

Mark all my life. 6.The waiter entered the dark kitchen. 7.We arrived yesterday evening.
8.He was constantly missing the first class. 9.I lived in the country last summer.

Упражнение 2. Выберите верный вариант глагола и переведите предложения.

- 1 She looked tired. She ... (planted/was planting/had been planting) flowers all morning.
- 2.I ... (was playing/played/had played) volleyball when the ball hit my head.
- 3.His clothes were smudgy because he ... (finished/had finished/was finished) painting the walls.
- 4.When I was five my parents ... (were buying/bought/had been buying) a piano for me.
- 5.Kim ... (was dancing/danced/had danced) when her husband opened the door.
- 6.He ... (cut/was cutting/had been cutting) the grass for an hour when suddenly the lawn-mower broke down.
- 7.First I ... (had taken off/took off/was taking off) my coat, then I went to the bathroom.

Упражнение 3. Поставьте глагол в форму Past Simple, Past Continuous, Past Perfect или Past Perfect Continuous.

totake

- Greg didn't answer the phone because he ... a shower.
- I couldn't find my umbrella, but then I remembered that my sister ... it to school.
- Frank ... the candle and walked downstairs.
- We ... the exam for 2 hours when a policeman entered the room.

towash

- I saw Sam in the kitchen. He ... his hands.
- They ... their windows last spring.
- By the time I came home Jane ... already the dishes.
- His wife ... the mushrooms since the early morning, so he decided to help her.

todo

- By midnight he ... all the work.
- I ... my homework when you phoned.
- Dad ... that crossword since morning.
- She ... her hair and left for work.

Упражнение 4. Видоизмените глагол в предложении, заменив выделенное выражение предложенными обстоятельствами времени. Напишите новые предложения в прошедшем времени и переведите их на русский язык.

- I painted his portrait **on Monday**. (by 9 o'clock, for 2 years, last year, at 6 o'clock yesterday)
- 2.We were watering the plants **when the teacher came in**. (last Friday, by the time the teacher came in, at that time, for a long time)

Упражнения № 9 по теме «Условные предложения I, II, III типов»

Упражнение 1. Поставьте глаголы из скобок в необходимую форму.

- If he ... (be) my friend, I ... (invite) him to the party.
- 2.If I ... (be) taller, I ... (become) a basketball player.
- 3.If an asteroid ... (hit) our planet, it ... (cause) an ice age.
- 4.John ... (travel) around the world if he ... (win) a lottery prize.
- 5.We ... (go) to Spain this winter if we ... (have) enough money.
- 6.She ... (not mind) if you ... (borrow) her car.
- 7.If you ... (move) to another city, I ... (phone) you every day.
- 8.They ... (laugh) at me if I ... (sing) this song.
- 9.If we ... (have) free time, we ... (start) a new hobby.

Упражнение 2. Составьте условные предложения II типа, используя данные слова в необходимой форме. Переведите.

- he be slim/ he be more attractive. 2. I pick the children up/ I am not busy.
- 3.you drink much wine/ you feel sleepy.
- 4.I am married/ I have lunch at home.
- 5.Peter live in a house/ he have a dog.

Упражнение 3. Замените условные предложения I типа (реальное условие) на условные предложения II типа (нереальное условие).

- If you leave the child alone, he will hurt himself.
- 2.We'll make nice pictures if Paola brings a camera.
- 3.If it snows, the kids will make a snowman.
- 4.I'll buy this laptop if I

have enough money. 5. If our granny puts on her glasses, she will see the flowers. 6. If you are too busy, we'll leave you alone. 7. I will plant the tomatoes tomorrow if it rains.

Упражнение 4. Используйте глаголы, данные в скобках, так, чтобы предложения выражали реальное условие.

1. He (be) very pleased if it (be) really true. 2. If you (go) to town on Monday, you (meet) my brother Tom. 3. If you (need) help, my father (help) you. 4. We (have) a picnic lunch if the day (be) fine. 5. If you (ask) a policeman, he (tell) you the way. 6. I (finish) the job tomorrow if I (can). 7. I (not/take) an umbrella if (not/rain). 8. If they (catch) the bus now, they (arrive) at half past nine. 9. He (find) the answers if he (look) in the keys. 10. If he (write) to her, she (answer) at once. 11. He (lose) weight if he (stop) eating too much.

Упражнение 5. Выберите наиболее подходящие типы условных предложений и раскройте скобки.

1. If it (rain), I won't go out. 2. You would learn more if you (study) sometimes. 3. If he (ask) me, I would have told him the answer. 4. You would have done well if you (take) my advice. 5. I wouldn't phone you here unless it (be) urgent. 6. She'll catch cold, if her feet (get) wet in this weather. 7. Unless you apologize at once, I never (speak) to you again.

Упражнения №10 по теме «Группа Past»

Упражнение 1. Раскройте скобки, употребляя глаголы в Past Simple или Past Perfect.

1. By two o'clock the teacher (to examine) all the students. 2. On my way to school I (to remember) that I (to leave) my report at home. 3. All my friends (to be) glad to hear that I (to pass) all the exams successfully. 4. Poor boy (to open) his eyes, (to look) around and (to try) to remember what (to happen) to him. 5. All the passengers (to see) at once that the old man (to travel) a lot in his life. 6. By the time we (to come) to see him, he (to leave) home. 7. During the holidays my friend (to visit) the village where he (to live) in his childhood. 8. When they (to enter) the hall, the performance already (to begin). 9. When I (to come) home, my mother (to go) shopping.

Упражнение 2. Раскройте скобки, употребляя глаголы в Past Simple или Past Perfect.

1. I (to think) he already (to go) home. 2. I (not to see) him after we (to meet) at the concert. 3. He (to leave) the house before I (to have) time to ask him anything. 4. After he (to spend) some days in Paris he (to feel) lonely and (to want) to return home. 5. He (to speak) a language we never (to hear) before. 6. When the rain (to stop), I (to look) out of the window. 7. The telegram (to come) some minutes after he (to leave). 8. She (to think) that Tom and Lanny (to quarrel). 9. The girl (to be) glad that she (to find) a seat near the window. 10. He (to remember) that he (not to ring) her up in the morning. 11. By the time the train (to reach) the city, he (to make) friends with many passengers.

Упражнение 3. Раскройте скобки, употребляя глаголы в Past Simple, Past Continuous и Past Perfect.

1. By eight o'clock yesterday I (to finish) my work and at eight I (to play) the piano. 2. By six o'clock father (to come) home and at six he (to have) dinner. 3. By nine o'clock yesterday grandmother (to wash) the dishes and at nine she (to watch) TV. 4. When I (to meet) Tom, he (to eat) an ice-cream which he (to buy) at the corner of the street. 5. When father (to come) home, we (to cook) the mushrooms which we (to gather) in the wood. 6. When I (to see) Ann, she (to look) at the flowers which she (to pick) in the field. 7. When I (to come) home yesterday, I (to see) that my little brother (to break) my pen and (to play) with its pieces. 8. When I (to open) the door of the classroom, I (to see) that the teacher already (to come) and a student (to write) a test. 9. When I (to come) home my sister (to read) a book which she (to bring) from the library.

Упражнение 4. Раскройте скобки, употребляя глаголы в Past Simple, Past Continuous и Past Perfect.

Last night we (to go) to a football match. We (to take) a bus. The bus (to be) overcrowded as many people (to want) to see the match. We (to get) off the bus and (to go) in the direction of the stadium. While we (to cross) the road, I (to see) Victor. He (to stand) at the corner. He said he (to wait) for his friend who (to come) to St. Petersburg the day before and (to wish) to see the new stadium. A man (to come) up to me and asked if I (to have) a spare ticket for the match. Victor told us that two boys just (to ask) him whether he (to have) a spare ticket. We (to enter) the stadium just as the football players (to come) out on to the field. At the entrance to the stadium we (to meet) Sergei. He (to show) us to our seats and (to ask) me if I (to play) football in my childhood. We (to agree) to meet in the snack bar during the interval.

Упражнения №1 по теме «Пассивный залог».

Упражнение 1. Раскройте скобки, употребляя глаголы в *Present, Past* или *Future Simple Passive*.

1. Bread (to eat) every day. 2. The letter (to receive) yesterday. 3. Nick (to send) to Moscow next week. 4. I (to ask) at the lesson yesterday. 5. I (to give) a very interesting book at the library last Friday. 6. Many houses (to build) in our town every year. 7. This work (to do) tomorrow. 8. This text (to translate) at the last lesson. 9. These trees (to plant) last autumn. 10. Many interesting games always (to play) at our PT lessons. 11. This bone (to give) to my dog tomorrow. 12. We (to invite) to a concert last Saturday. 13. My question (to answer) yesterday. 14. Hockey (to play) in winter. 15. Mushrooms (to gather) in autumn. 16. Many houses (to burn) during the Great Fire of London. 17. His new book (to finish) next year. 18. Flowers (to sell) in shops and in the streets. 19. St. Petersburg (to found) in 1703.

Упражнение 2. Передайте следующие предложения в *Passive Voice*, обращая внимание на место предлога.

E.g. We often speak *about* her. — She is often spoken *about*.

1. We thought about our friend all the time. 2. The doctor will operate on him in a week. 3. The teacher sent for the pupil's parents. 4. They looked for the newspaper everywhere. 5. Nobody slept in the bed. 6. The neighbour asked for the telegram. 7. Everybody listened to the lecturer with great attention. 8. The senior students laughed at the freshman. 9. The group spoke to the headmistress yesterday. 10. The young mothers looked after their babies with great care. 11. Nobody lived in that old house. 12. They sent for Jim and told him to prepare a report on that subject.

Упражнение 3. Передайте следующие предложения в *Passive Voice*.

E.g. Mother *waters* the flowers in the evening.

The flowers *are watered in the evening (by Mother)*

1. A marble pavillion protects the house. 2. The boys will paint the roof of the house. 3. Tom Sawyer whitewashed the fence. 4. Her daughters gave her three beautiful dishes as a birthday present. 5. Tom gave Nick a book for his birthday. 6. Our mother tells us stories every evening. 7. Lydia will show you a new book of pictures. 8. A boy showed her the way. 9. They will send us a box of fruit. 10. Five or six small children followed them. 11. In summer the boys often drive the horses to the fields. 12. Ivan Susanin led the Poles into the thickest part of the forest. 13. The waves carried the boat away. 14. We shall do the translation in the evening. 15. They water the flowers regularly. 16. You promised me these books long ago. 17. Bessie's father gave her a complete set of Walter Scott's works. 18. Irene's husband brought her some beautiful shells from the south. 19. The explorers gave the newspaper reporters a long interview. 20. Mr. Wilson will teach you English. 21. The doctor ordered me a month's rest from studying.

Упражнение 4. Раскройте скобки, употребляя глаголы в *Active* или *Passive Voice*.

1. Nobody (to see) him yesterday. 2. The telegram (to receive) tomorrow. 3. He (to give) me this book next week. 4. The answer to this question can (to find) in the encyclopedia. 5. We (to show) the historical monuments of the capital to the delegation. 6. You can (to find) interesting information about the life in the USA in this book. 7. Budapest (to divide) by the Danube into two parts: Buda and Pest.

8. Yuri Dolgoruki (to found) Moscow in 1147. 9. Moscow University (to found) by Lomonosov. 10. We (to call) Zhukovski the father of Russian aviation.

Упражнения №12 по теме «Complex Object»

Упражнение 1. Translate into Russian.

1. Do you want me to help you?
2. I'd like my mother to rest, but she won't listen.
3. Would you like them to stay here another two days?
4. They didn't expect us to be back soon.
5. I'd like you to watch this film.
6. He would like us to begin learning English.
7. We never expected you to do so much work for us.
8. I'd like you to be frank with me.
9. Did you allow them to look through your diary?

Упражнение 2. Translate into English.

1. Мы не хотели, чтобы вы оставались там так долго.
2. Я не ожидал, что они передумают.
3. Врачи не ожидали, что больной так скоро поправится.
4. Мне бы хотелось, чтобы вы тоже прочитали эту книгу.
5. Я хотел, чтобы он сказал правду.
6. Мы рассчитывали (ожидали), что вы сдержите свое обещание.
7. Я не хочу, чтобы вы защищали Петра. Разве вы не видите, что он неправ?
8. Я не хочу, чтобы этот вопрос обсуждали без меня.
9. Она не хочет, чтобы над ним смеялись.

Упражнение 3. Put the words in the logical order.

1. Kitty, they, at, to, a hotel, stay, expect.
2. A pilot, father, to, want, doesn't, me, become.
3. To wash up, like, your, me, sister, would?
4. Us, polite, to be, wants, the teacher.
5. Expects, in the garden, him, my aunt, to work.

Упражнение 4. Translate into Russian.

1. I want my son to go in for sport.
2. I don't want you to take so much trouble.
3. I would like you to practice your English every day.
4. I don't think he wanted Bob to lose his temper, he simply wanted him to play according to the rules.
5. We want our contacts to increase in the near future.
6. The manager doesn't want his assistants to do so much routine paper work any longer.
7. We are friends, and I want him to be frank with me.
8. Mr. Johnson wants us to compare all those projects and say what we think of them.
9. I didn't expect the discussion to be so tiring.
10. Frankly, we had expected them to find a better place for the exhibition.
11. Nobody expected them to arrive at such an early hour.

Упражнения №13 по теме "Инфинитивы с частицей to и без нее"

Упражнение 1. Поставьте глагол из скобок с частицей to или без нее:

- I've decided ... (start) a new project.
- 2. She is trying ... (learn) Italian.
- 3. Can you ... (lend) me your dictionary, please?
- 4. Mother forgot ... (book) the tickets.
- 5. You shouldn't ... (argue) with your father.
- 6. Henry promised ... (help) her.
- 7. This old photograph made me ... (cry).
- 8. I really hope ... (get) an interesting job soon.
- 9. You must ... (pay) for the service.

Упражнение 2. Составьте из данных слов предложения, расставив их по порядку. Переведите:

1. pianist - my - to - wants - a - great - son - become.
2. let - car - doesn't - drive - his - Robin - me.
3. to - early - I - up - need - wake - tomorrow.
4. the - turn - iron - Sam - forgot - off - to.
5. that - sleep - me - boring - made - film

Упражнение 3. Найдите в предложениях ошибки, если они имеются.

1. The teacher made John to apologize.
2. What are you planning to eat for lunch?
3. That old car may not to cost much.
4. I don't want wait any longer.
5. My father promised buy new shoes for me.
6. I would like to try this shirt on.
7. We must to hurry up.
8. Mark was unable to do anything else.
9. They couldn't to fall asleep till midnight.

Упражнение 4. Выберите в скобках подходящий глагол, обращая внимание на следующий за ним инфинитив. Переведите предложения:

1.You ... (can/have) to sing this song. 2.Don't ... (allow/make) her to marry Mike. 3.Mother ... (asked/let) him to explain his words. 4.Jill ... (persuaded/made) me to play a joke on Tom. 5.We ... (saw/offered) him steal the wallet.6.Did you ... (agree/hear) her shout at me?7.I couldn't ... (see/convince) her to leave early. 8.Stormy weather ... (caused/must) the airline to cancel out flight.

9.Tony ... (should/seems) to know a lot about global warming. 10.The nurse ... (saw/asked) the children to roll up their sleeves.

Упражнения № 14 по теме « Герундий»

Упражнение 1. Образуйте герундий от глагола в скобках и переведите предложение.

Почему надо в данном случае использовать герундий?

1.Start ... aboutpleasantthings — andyou'llbehappy! (think) 2.Americans enjoy ... houses and ... to new places. (change/ move)3.Would you like to go ... in the sea? (sail)4. Most people enjoy ... in the sun. (lie)5.I haven't had my lunch yet. Do you mind ... outside for ten minutes? (wait)6.John likes ... at a high speed. (drive)7.Stop ... about your troubles. (worry)8.Jack was proud of ... the first prize for.... (get/ jump)9.Helen was so angry that she left without... a word. (say)

Упражнение 2.Переведитенарусскийязык.

1.Walking in the forest, the children suddenly saw a wolf. 2.Living in the country, they enjoyed beautiful nature.3.People stood on the bridge, watching the boats on the river.4.The boys kept silence, thinking about the teacher's question.5.Looking for his dog, Tom was running around the town.6.Running in the yard, the girl fell and hurt her knee.7.He stood watching people coming along the street.8.Seeing clouds of smoke over the building, the girl cried, «Fire! Fire!» 9.Going home I kept thinking about my friend. 10.Waiting in the hall he thought over the problem.

Упражнение 3

Перепишите предложения с переводом по порядку, подчеркните причастиеЮ герундий и отглагольное существительное:

a) предложения, в которых ing-форма является причастием;

b) предложения, в которых ing-форма является герундием;

c) предложения, в которых ing-форма является отглагольным существительным.

1. The driving wheel of the machine is broken. 2. Driving in a motor car, we passed many villages. 3. We have every chance of passing our exams well. 4. Having been knocked down by a passing car, the poor man was at once taken to hospital. 5. You don't know what you miss, not having the desire to listen to good music. 6. These happenings are remarkable. 7. Travelling is a pleasant way of improving one's education. 8. Happily we escaped being delayed on our way. 9. I was told of a great friendship existing between the two captains. 10. It is no use crying over spilt milk. 11. Asking him for help is useless. 12. Every company arranges for the marketing of its products. 13. There are many discoveries being made all over the world. 14. Seeing this man, I recollected perfectly having met him many years before.

Рецензия

на комплект контрольно-оценочных средств по дисциплине ОГСЭ.03

Иностранный язык в профессиональной деятельности

преподавателя филиала СамГУПС в г.Ртищево Муравьевой Татьяны Алексеевны
Представленный на рецензию комплект контрольно-оценочных средств разработан для обеспечения выполнения требований ФГОС СПО к минимуму содержания и подготовки специалистов по специальности

Комплект контрольно-оценочных средств по дисциплине предназначен для текущей и промежуточной аттестации и представляет собой совокупность разработанных материалов для установления уровня и качества достижения обучающимися результатов обучения.

Задачами КОС является контроль и управление процессом приобретения обучающимися знаний, умений, навыков и компетенций заявленных в образовательной программе по данным специальностям.

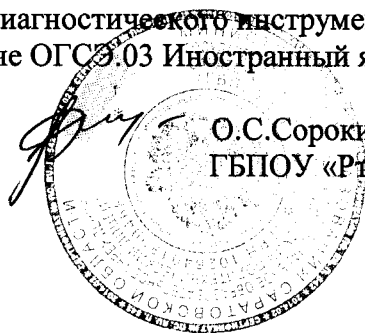
Комплект Контрольно-оценочных средств представлен: лексико-грамматическими тестами, материалами контрольных работ, а также материалами для проведения тестирования, дифференцированного зачета по дисциплине.

Данные материалы позволяют в полной мере оценить результаты обучения английскому языку, а также оценить степень сформированности коммуникативных умений и навыков сфере профессионального общения. В структуре комплекта оценочных средств представлены следующие элементы: паспорт, результаты усвоения учебной дисциплины, формы и методы оценивания, кодификатор оценочных средств, задания для оценки дисциплины. Представленные оценочные средства позволяют стимулировать познавательную активность обучающихся за счет разнообразных форм заданий, их разного уровня сложности. Задания представленные в комплекте оценочных средств, максимально приближены к условиям будущей профессиональной деятельности обучающихся.

Рецензируемый комплект оценочных средств позволяет объективно оценить уровень знаний, умений, сформированности практического опыта, общих и профессиональных компетенций обучающихся и их соответствие требованиям ФГОС СПО по данной специальности.

Рецензируемый комплект оценочных средств рекомендуется для использования в качестве диагностического инструментария при реализации рабочей программы по дисциплине ОГСЭ.03 Иностранный язык в профессиональной деятельности(английский язык)

Рецензент :



О.С.Сорокина, преподаватель иностранного языка,
ГБПОУ «Ртищевский политехнический лицей»

Рецензия

**на комплект контрольно-оценочных средств по учебной дисциплине
ОГСЭ.03 «Иностранный язык в профессиональной деятельности»
специальности 38.02.01 Экономика и бухгалтерский учет (по отраслям)
преподавателя СамГУПС в г.Ртищево
Муравьевой Татьяны Алексеевны**

Представленный на рецензию комплект контрольно-оценочных средств по дисциплине разработан для обеспечения выполнения требований ФГОС СПО к минимуму содержания и подготовки специалистов по специальности 38.02.01 Экономика и бухгалтерский учет (по отраслям)

Комплект контрольно-оценочных средств по дисциплине предназначен для текущей и промежуточной аттестации и представляет собой совокупность разработанных материалов для установления уровня и качества достижения обучающимися результатов обучения.

Задачами контрольно- оценочных средств являются контроль и управление процессом, приобретения обучающимися знаний, умений, навыков.

Комплект контрольно- оценочных средств по английскому языку представлен: лексико-грамматическими тестами и заданиями, материалами контрольных работ, а также материалами для проведения дифференцированного зачета.

Данные материалы позволяют в полной мере оценить результаты обучения английскому языку, а также оценить степень сформированности коммуникативных умений и навыков в сфере профессионального общения.

Выполнение заданий текущего, рубежного контроля показывают уровень приобретенных навыков и умений, а также объем продуктивно усвоенного лексического и грамматического материала. После каждого вида заданий имеются критерии оценки.

Таким образом, комплект контрольно-оценочных средств соответствует требованиям ФГОС и может быть рекомендован к использованию в учебном процессе преподавателями иностранного языка.

Рецензент:



**Н.В.Феднина, преподаватель
филиала СамГУПС в г. Ртищево**