

Министерство науки и высшего образования Российской Федерации  
федеральное государственное бюджетное образовательное учреждение  
высшего образования  
«Российский экономический университет им. Г.В. Плеханова»  
Московский промышленно-экономический колледж  
(МПЭК)

УТВЕРЖДАЮ

Директор

*Н.Ф. Ляужева* Н.Ф. Ляужева/  
« 31 » 08 2020 г.

**КОМПЛЕКТ ОЦЕНОЧНЫХ СРЕДСТВ ПО УЧЕБНОЙ ДИСЦИПЛИНЕ**

ОГСЭ.03 Иностранный язык

образовательной программы среднего профессионального образования -  
подготовки специалистов среднего звена

По специальности: 21.02.05 Земельно-имущественные отношения

Квалификация: специалист по земельно-имущественным отношениям

Образовательная база подготовки основное общее образование

Форма обучения очная

Москва 2020


Комплект оценочных средств разработан  
на основе Федерального государственного  
образовательного стандарта среднего  
профессионального образования по  
специальности СПО 21.02.05  
Земельно-имущественные отношения  
для квалификации специалист по  
земельно-имущественным отношениям

Уровень подготовки - базовый, программы учебной дисциплины ОГСЭ.03 Иностранный  
язык

Разработчик: преподаватель МПЭК Логвиненко А.А

Одобрено на заседании цикловой методической комиссии «Русского, иностранного  
языков и литературы»

Протокол № 10 от «25» июня 2020 г.

Председатель ЦМК  / Дорофеева Н.Н. /

**ПАСПОРТ**  
**фонда оценочных средств по дисциплине ОГСЭ.03 Иностранный язык**

| №  | Контролируемые<br>разделы, темы    | Формируемые<br>компетенции     | Оценочные средства                |   |            |
|----|------------------------------------|--------------------------------|-----------------------------------|---|------------|
|    |                                    |                                | Количество<br>тестовых<br>заданий | Другие оценочные средства                           |            |
|    |                                    |                                |                                   | Вид   | Количество |
| 1. | Тема 1.1<br>Великобритания         | ОК 4, ОК 5 ОК 6,<br>ОК 8, ОК 9 |                                   | Практическая<br>работа<br>Самостоятельная<br>работа | 4<br>1     |
|    | Тема 1.2. США                      | ОК 4, ОК 5 ОК 6,<br>ОК 8, ОК 9 |                                   | Практическая<br>работа<br>Самостоятельная<br>работа | 4<br>1     |
|    | Тема 1.3. СМИ                      | ОК 4, ОК 5 ОК 6,<br>ОК 8, ОК 9 |                                   | Практическая<br>работа<br>Самостоятельная<br>работа | 4<br>1     |
|    | Тема 1.4. Компьютеры               | ОК 4, ОК 5 ОК 6,<br>ОК 8, ОК 9 |                                   | Практическая<br>работа<br>Самостоятельная<br>работа | 4<br>1     |
|    | Тема 2.1. Образование              | ОК 4, ОК 5 ОК 6,<br>ОК 8, ОК 9 |                                   | Практическая<br>работа<br>Самостоятельная<br>работа | 6<br>1     |
|    | Тема 2.2. Моя будущая<br>профессия | ОК 4, ОК 5 ОК 6,<br>ОК 8, ОК 9 |                                   | Практическая<br>работа<br>Самостоятельная<br>работа | 5<br>1     |
|    | Тема 2.3. Экология                 | ОК 4, ОК 5 ОК 6,<br>ОК 8, ОК 9 |                                   | Практическая<br>работа<br>Самостоятельная<br>работа | 5<br>1     |
|    | Тема 2.4. Здоровье                 | ОК 4, ОК 5 ОК 6,<br>ОК 8, ОК 9 | 50                                | Практическая<br>работа<br>Самостоятельная<br>работа | 3          |
|    | Тема 2.5. Карьера                  | ОК 4, ОК 5 ОК 6,<br>ОК 8, ОК 9 |                                   | Практическая<br>работа<br>Самостоятельная<br>работа | 5<br>1     |
|    | Тема 2.6.<br>Землеустройство       | ОК 4, ОК 5 ОК 6,<br>ОК 8, ОК 9 |                                   | Практическая<br>работа<br>Самостоятельная<br>работа | 7          |
|    | Тема 2.7. Городской<br>кадастр.    | ОК 4, ОК 5 ОК 6,<br>ОК 8, ОК 9 |                                   | Практическая<br>работа<br>Самостоятельная           | 5          |

|  |                           |                             |     |   |        |
|--|---------------------------|-----------------------------|-----|---|--------|
|  |                           |                             |     | работа  |        |
|  | Тема 2.8. Земельный рынок | ОК 4, ОК 5 ОК 6, ОК 8, ОК 9 | 50  | Практическая работа<br>Самостоятельная работа | 7<br>2 |
|  | Всего                     |                             | 100 |   | 69     |

| Элемент учебной дисциплины       | Формы и методы контроля  |                             |                                |                             |
|----------------------------------|--|-----------------------------|--------------------------------|-----------------------------|
|                                  | Текущий контроль   |                             | Промежуточная аттестация       |                             |
|                                  | Форма контроля   | Проверяемые ОК, У, З        | Форма контроля                 | Проверяемые ОК, У, З        |
| Раздел 2 Профессиональный модуль |  |                             |                                |                             |
| Тема 1.1 Великобритания          | Практическая работа  | ОК1-ОК6<br>З 1, У1, У2, У3  | Контрольная работа<br>Дифзачет | ОК1-ОК10                    |
| Тема 1.2 США                     | Практическая работа  | ОК1-ОК6<br>З 1, У1, У2, У3  | Контрольная работа<br>Дифзачет | ОК1-ОК10                    |
| Тема 1.3 СМИ                     | Практическая работа  | ОК1-ОК6<br>З 1, У1, У2, У3  | Контрольная работа<br>Дифзачет | ОК1-ОК10                    |
| Тема 1.4 Компьютеры              | Практическая работа<br>Контрольно-оценочные материалы для промежуточной аттестации по учебной дисциплине | ОК1-ОК6<br>З 1, У1, У2, У3  | Контрольная работа<br>Дифзачет | ОК1-ОК10<br>З 1, У1, У2, У3 |
| Тема 2.1 Образование             | Практическая работа  | ОК1-ОК6<br>З 2, У1, У2      | Контрольная работа<br>Дифзачет | ОК1-ОК10                    |
| Тема 2.2 Моя будущая профессия   | Практическая работа  | ОК1-ОК6<br>З 1, У1, У2, У3  | Контрольная работа<br>Дифзачет | ОК1-ОК10                    |
| Тема 2.3 Экология                | Практическая работа  | ОК1-ОК6<br>З 1, У1, У2, У3  | Контрольная работа<br>Дифзачет | ОК1-ОК10                    |
| Тема 2.4 Здоровье                | Практическая работа  | ОК1-ОК10<br>З 1, У1, У2, У3 | Контрольная работа             | ОК1-ОК10                    |

|                               |   |                            |                                   |                             |
|-------------------------------|---|----------------------------|-----------------------------------|-----------------------------|
|                               | Письменное<br>тестовое задание<br>№1  |                            | Дифзачет                          |                             |
| Тема 2.5 Карьера              | Практическая<br>работа  | ОК1-ОК6<br>З 1, У1, У2, У3 | Контрольная<br>работа<br>Дифзачет | ОК1-ОК10                    |
| Тема 2.6 Землеустройство      | Практическая<br>работа  | ОК1-ОК6<br>З 1, У1, У2, У3 | Контрольная<br>работа<br>Дифзачет | ОК1-ОК10                    |
| Тема 2.7 Городской<br>кадастр | Практическая<br>работа  | ОК1-ОК6<br>З 1, У1, У2, У3 | Контрольная<br>работа<br>Дифзачет | ОК1-ОК10                    |
| Тема 2.8 Земельный<br>рынок   | Практическая<br>работа<br>Контрольно-<br>оценочные<br>материалы для<br>итоговой<br>аттестации | ОК1-ОК6<br>З 1, У1, У2, У3 | Контрольная<br>работа<br>Дифзачет | ОК1-ОК10<br>З 1, У1, У2, У3 |

Министерство науки и высшего образования Российской Федерации  
Федеральное государственное бюджетное образовательное учреждение  
высшего образования  
«Российский экономический университет имени Г.В. Плеханова»  
**Московский промышленный экономический колледж**

**Комплект заданий для практических работ**

**Раздел 2.**

**Тема 1.1. Великобритания**

1. Практическая работа № 1
2. Тема: «Географическое положение».
3. Цель: развитие навыков и умений восприятия и понимания англоязычного текста; расширение лексического запаса учащихся, умение грамотно составить свою речь во временах Past Continuous/ Past Simple.
4. Количество часов на выполнение работы - 2 часа
5. Осваиваемые компетенции: ОК 4, ОК 5, ОК 6, ОК 8, ОК 9
6. Оснащение: учебник, рабочая тетрадь, таблица времен английского глагола, раздаточный материал.
7. Содержание заданий

**I. READ AND TRANSLATE**

**Прочитать и перевести текст.**

**Great Britain**

The full name of the country is the United Kingdom of Great Britain and Northern Ireland. The United Kingdom is situated on the British Isles. The British Isles consist of two large islands, Great Britain and Ireland, and a great number of small islands. Their total area is over 314 000 sq. km. The British Isles are separated from the European continent by the North Sea and the English Channel. The western coast of Great Britain is washed by the Atlantic Ocean and the Irish Sea. Northern Ireland occupies one third of the island of Ireland. It borders on the Irish Republic in the south. The island of Great Britain consists of three main parts: England (the southern and middle part of the island), Wales (a mountainous peninsula in the West) and Scotland (the northern part of the island).

There are no high mountains in Great Britain. In the north the Cheviots separate England from Scotland, the Pennine Hills stretch down North England along its middle, the Cambrian mountains occupy the greater part of Wales and the Highlands of Scotland are the tallest of the British mountains. There is very little flat country except in the region known as East Anglia. Most of the rivers flow into the North Sea. The Thames is the deepest and the longest of the British rivers. Some of the British greatest ports are situated in the estuaries of the Thames, Mersey, Trent, T Clyde and Bristol Avon. Great Britain is not very rich in mineral resources, it has some deposits of coal and iron ore and vast deposits of oil and gas that were discovered in the North Sea.

**II.COMPREHENSION QUESTIONS**

**Дайте ответы на вопросы:**

1. What islands do the British Isles consist of?
2. Where is the United Kingdom situated?
3. How many parts does the Island of Great Britain consist of and what are they called?

4. What ocean and seas are the British Isles washed by?
5. Are there any high mountains in Great Britain?
6. What country does Northern Ireland border on?
7. What mineral resources is Great Britain rich in?
8. What sea do most of the rivers flow into?
9. What is the population of Great Britain?

### III. GRAMMAR

**Раскройте скобки, употребив глаголы в Past Continuous/ Past Simple.**

1. The letter (look for) everywhere.
2. She (wash) the floor in our flat the whole morning.
3. He (not/play) football from 6 till 7 last week.
4. Tom (take) a photograph of me when I (not/look).
5. When I (go) out into the garden, the sun (shine) and the birds (sing).
6. You (see) my friends yesterday, when they (cross) the street?
7. We (cook) the whole morning, so we weren't ready for the party.
8. We (ski) the whole day yesterday.

#### **Критерии оценки:**

Оценка «5» - если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить основные факты, умеет догадываться о значении незнакомых слов из контекста; может полностью ответить на заданные вопросы; при выполнении грамматического задания допускает незначительные ошибки.

Оценка «4» - если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить отдельные факты. Однако у него недостаточно развита языковая догадка, и он затрудняется в понимании некоторых незнакомых слов, он вынужден чаще обращаться к словарю; допускает 1-2 ошибки при ответе на вопросы; имеются ошибки при выполнении грамматического задания.

Оценка «3» - ставится, если обучающийся не совсем точно понял основное содержание прочитанного, умеет выделить в тексте только небольшое количество фактов, совсем не развита языковая догадка; имеет затруднения при ответе на вопросы; допускает большое количество ошибок при выполнении грамматического задания.

Оценка «2» - выставляется в том случае, если обучающийся не понял текст или понял содержание текста неправильно, не ориентируется в тексте при поиске определенных фактов, не умеет семантизировать (понимать значение) незнакомую лексику; не может выполнить грамматическое задание.

#### **Практическая работа № 2**

1. Тема: Состав Соединенного Королевства.
2. Цель: развитие навыков и умений восприятия и понимания англоязычного текста; расширение лексического запаса учащихся.
3. Количество часов на выполнение работы - 2 часа
4. Осваиваемые компетенции: ОК 4, ОК 5, ОК 6, ОК 8, ОК 9
5. Оснащение: учебник, рабочая тетрадь, раздаточный материал.
6. Содержание задания

### I. READ AND TRANSLATE

**Прочитать и перевести текст.**

The United Kingdom is made up of four countries: England, Wales, Scotland and Northern Ireland. Their capitals are: London, Cardiff, Edinburgh and Belfast respectively. The population of the country is over 57 million people; about 80 % of them live in cities and towns.

The United Kingdom is a highly developed industrial country. It is known as one of the world's largest producers and exporters of machinery, electronics, textile, aircraft and navigation equipment. One of the main important industries of the country is shipbuilding. The largest cities of Great Britain are: London, Birmingham, Glasgow, Liverpool, Manchester, Sheffield, Bristol, Leeds, Edinburgh.

The United Kingdom is a monarchy. The Queen is the official head of the state. The legislative power is vested in Parliament. It consists of two chambers: the House of Lords and the House of Commons. There are three main political parties: the Labour, the Conservative and the Liberal. The party which wins the majority of seats in Parliament forms the Government and its leader becomes Prime Minister. The Prime Minister chooses about twenty MP's from his party to become Cabinet Ministers. Each minister is responsible for a particular area of government.

English is the official language, but some people speak Scottish, Welsh and Irish. The flag of the United Kingdom, known as the Union Jack, is made up of three crosses. The upright red cross is the cross of St. George, the patron saint of England. The white diagonal cross (with arms going into the corners) is the cross of St. Andrew, the patron saint of Scotland. The red diagonal cross is the cross of St. Patrick, the patron saint of Ireland. David is the patron saint of Wales. Rose is a symbol of England, daffodil is a symbol of Wales, thistle is the symbol of Scotland and shamrock is the symbol of Ireland.

## II.COMPREHENSION QUESTIONS

**Дайте ответы на вопросы:**

1. What parts does it consist of?
2. What is Great Britain separated by from the continent?
3. Is Great Britain a highly developed industrial country?
4. What British industries do you know?
5. Who rules Britain officially?
6. What does the British Parliament consist of?
7. What is the official language in Great Britain?

## III.PHRASE MATCH

**Match the sentence halves:**

|   |   |
|---|---|
| 1. Great Britain occupies               | 1. shipbuilding                                     |
| 2. The United Kingdom is made up        | 2. some people speak Scottish, Welsh and Irish      |
| 3. The population of the country is     | 3. the symbol of England                            |
| 4. The climate is                       | 4. the territory of the British Isles               |
| 5. Great Britain is known as            | 5. over 57 million people                           |
| 6. The main important industry is       | 6. a rainy and foggy country                        |
| 7. The official head of the state is    | 7. mild, humid and changeable                       |
| 8. The Prime Minister chooses           | 8. about twenty MP's of his party to become Cabinet |
| 9. English is the official language but | 9. of four countries                                |
| 10. Rose is                             | 10. the queen                                       |

## IV. WORD SEARCH

**Продолжите предложения.**

1. Great Britain consists of (one large island, two large islands, about five thousand small islands).
2. The population of Great Britain is (7 million, 15 million, 57 million, over 57 million).
3. The climate of the country is (dry, sunny, temperate, windy, humid, mild).
4. A great number of new industries were added to the traditional ones such as (aircraft, electronics, shipbuilding, automobile, engineering).



5. At the head of the State is (the Prime Minister, Parliament, the King, the Queen).
6. The flag of the United Kingdom is made up of (one, three, several crosses).
7. (Scottish, Welsh, English) is the official language of the country.

### **Критерии оценивания:**

Оценка «5» - если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить основные факты, умеет догадываться о значении незнакомых слов из контекста; может полностью ответить на заданные вопросы; при выполнении задания допускает незначительные ошибки.

Оценка «4» - если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить отдельные факты. Однако у него недостаточно развита языковая догадка, и он затрудняется в понимании некоторых незнакомых слов, он вынужден чаще обращаться к словарю; допускает 1-2 ошибки при ответе на вопросы; имеются ошибки в задании.

Оценка «3» - ставится, если обучающийся не совсем точно понял основное содержание прочитанного, умеет выделить в тексте только небольшое количество фактов, совсем не развита языковая догадка; имеет затруднения при ответе на вопросы; допускает большое количество ошибок в задании.

Оценка «2» - выставляется в том случае, если обучающийся не понял текст или понял содержание текста неправильно, не ориентируется в тексте при поиске определенных фактов, не умеет семантизировать (понимать значение) незнакомую лексику; не может выполнить задание.

### **Практическая работа № 3**

1. Тема: Лондон.
2. Цель: развитие навыков и умений восприятия и понимания англоязычного текста; расширение лексического запаса учащихся, умение грамотно построить вопросы к тексту, соблюдая порядок слов.
3. Количество часов на выполнение работы - 2
4. Осваиваемые компетенции: ОК 4, ОК 5, ОК 6, ОК 8, ОК 9
5. Оснащение: учебник, рабочая тетрадь, раздаточный материал.
6. Содержание задания

### **I. READ AND TRANSLATE**

#### **Прочитать и перевести текст.**

#### **London**

London is the capital of Great Britain, its economic, political, and cultural center. It is situated on the both banks of the Thames. London is a very old city. It is more than twenty centuries old. The original walled city of London founded by Roman was quite small. Slowly it grew into a large city. And now it is the largest city in Europe and one of the largest cities in the world with the population of 11 million people. About a fifth of the total population of the UK lives in the Greater London area, that is in London and its suburbs.

London is home for the headquarters of all government departments, Parliament, the major legal institutions and the monarch. It is the country's business and banking center and the center of its transport networks. It contains the headquarters of the national television networks and of all the national newspapers.

London consists of three main parts: the City of London, the West End and the East End.

The City is the financial center of London. It is the district where most offices and banks are concentrated. The Royal Exchange, the Stock Exchange and the Bank of England are situated here. During the daytime, nearly a million people work there, but less than 8 000 people actually

live there. Many people live outside the center of London in the suburbs, and they travel to work, in shops and offices by train, bus or underground.

The West End is a symbol of wealth. This district is known for its many theatres, cinemas, luxurious hotels and restaurants and expensive shops. By the day the whole of London is busy. At night offices are quiet and empty, but the West End stays alive, because this is where Londoners come to enjoy themselves. There are two opera houses here, several concert halls and many theatres, as well as cinemas. In nearby Soho the pubs, restaurants and night clubs are busy half the night.

The East End is known as the poorer residential area of London where mostly working people live. Many factories, workshops and the Port of London is situated here. The old port area is now called "Docklands". There are now new offices building in Docklands, and thousands of new flats and houses. This district of London is very unattractive, but very important to the country's commerce.

Like all big cities, London has streets and concrete buildings, but it also has many big parks, full of trees, flowers and grass. The most famous of them are Hyde Park with its famous Speaker's Corner and Kensington Gardens.

London is also the main tourist attraction of the country. There are a lot of places of interest in London, which attract thousands of tourists every year. They usually want to see Trafalgar Square, Piccadilly Circus, Westminster Abbey, the House of Parliament, Buckingham Palace, St.Paul's Cathedral, the London Bridge, the Tower of London and many other places.

Trafalgar Square is the geographical center of London. Around the Square there are several large buildings including the National Gallery and the Church of St.Martin-in-the-Fields, but it is dominated by Nelson's Column. The monument was erected in 1881 to commemorate Nelson's triumph at the battle of Trafalgar in 1805. The monument is guarded by four bronze lions.

At one side of the Square is the National Gallery, which was built in 1924. It has a rich collection of pictures.

## VOCABULARY

|   |   |  |
|---|---|--|
| 1. the Royal Exchange                               | - | Королевская биржа  |
| 2. the Stock Exchange                               | - | Фондовая биржа   |
| 3. a port area                                      | - | портовый район   |
| 4. to stay alive                                    | - | быть оживленным  |
| 5. a concrete building                              | - | бетонное здания  |
| 6. the total population                             | - | все население  |
| 7. a suburb   | - | пригород   |
| 8. the head quarters of<br>a government department- | - | центральные учреждения<br>власть (как часть правительства) |
| 9. the major legal institutions                     | - | главные судебные учреждения                                |
| 10. transport network                               | - | транспортная сеть  |
| 11. to contain                                      | - | содержать  |

## II. QUESTION PRACTICE

**Ask your own questions (Составьте 15 вопросов к тесту).**

### Критерии оценки:

Оценка «5» - если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить основные факты, умеет догадываться о значении незнакомых слов из контекста; может вопросы к тексту.

Оценка «4» - если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить отдельные факты. Однако у него недостаточно развита языковая догадка, и он затрудняется в понимании некоторых

незнакомых слов, он вынужден чаще обращаться к словарю; допускает 1-2 ошибки составлении вопросов.

Оценка «3» - ставится, если обучающийся не совсем точно понял основное содержание прочитанного, умеет выделить в тексте только небольшое количество фактов, совсем не развита языковая догадка; имеет затруднения при составлении вопросов.

Оценка «2» -выставляется в том случае, если обучающийся не понял текст или понял содержание текста неправильно, не ориентируется в тексте при поиске определенных фактов, не умеет семантизировать (понимать значение) незнакомую лексику; не может задать вопросы к тексту.

#### Практическая работа № 4

1. Тема: Королевская семья.
2. Цель: развитие навыков и умений восприятия и понимания англоязычного текста; расширение лексического запаса учащихся, умение грамотно составить свою речь с использованием разных временных форм.
3. Количество часов на выполнение работы - 2
4. Осваиваемые компетенции: ОК 4, ОК 5, ОК 6, ОК 8, ОК 9
5. Оснащение: учебник, рабочая тетрадь, раздаточный материал.
6. Содержание заданий:

#### I. READ AND TRANSLATE

##### **Прочитать и перевести текст.**

#### **The Royal Family**

At present the British royal family is headed by Queen Elizabeth. When the Queen was born on the 21st of April 1926, her grandfather, King George V, was on the throne and her uncle was his heir. The death of her grandfather and the abdication of her uncle brought her father to the throne as King George VI.

As a child she studied constitutional history and law as well as art and music. In addition she learned to ride and acquired her enthusiasm for horses. As she grew older she began to take part in public life, making her first broadcast at the age of 14. The marriage of the young Princess Elizabeth to Philip, Duke of Edinburgh took place in November 1947. She came to the throne after her father's death in 1952 and was crowned in Westminster Abbey in June 1953.

Among Queen Elizabeth's many duties are the regular visits she makes to foreign countries, and especially those of the Commonwealth, whose interests and welfare are very important to her. The Queen has allowed the BBC to make a documentary film about the every day of the royal family. She also started the tradition of the "walkabout", an informal feature of an otherwise formal royal visit, when she walks among the public crowds and stops to talk to some people.

The annual Christmas broadcast made by the Queen on radio and television has become a traditional and popular feature of the season, and there were widespread celebrations and special program of events in 1977 to mark her Silver Jubilee.

The Queen's husband, Duke of Edinburgh, was born in 1926 and served in the Royal Navy. He takes a great deal of interest in industry, in the achievements of young people (he founded Duke of Edinburgh's Award Scheme in 1956) and in saving rare wild animals from extinction.

The Queen's heir is Charles, Prince of Wales, who was born in 1948, married Lady Diana Spencer and has two children, Prince William and Prince Harry. The Prince of Wales is well-known as a keen promoter of British interests.

In recent years he has become outspoken on such controversial topics as modern architecture, violence in films and on television, and the standard of English teaching in schools. His wife Diana, Princess of Wales (often called in mass media Princess Di), won the affection of many people by her modesty, shyness and beauty. Unfortunately, she died in a car accident in August, 1997.

The Queen's other children are Princess Anne (born in 1950), Prince Andrew (born in 1960) and Prince Edward (born in 1964). Anne, Princess Royal, has acquired a reputation for being arrogant, but in recent years has become quite popular with the general public.

The Queen is widely known for her interest in horses and horse-racing. She is now president of the Save the Children Fund, Chancellor of the University of London and carries out many public engagements.

Prince Andrew, Duke of York, served as a helicopter pilot in the Royal Navy. In 1986 he married Miss Sarah Ferguson (Fergie, for short) and has two daughters. Prince Edward is keen on the theatre. This interest began while he was at university. He quit the Royal Marines, and is now pursuing a career with a theatrical company.

The Queen Mother, the widow of the late King George VI, celebrated her one hundred birthday in 2 000 and died in 2002. The Queen's only sister, Princess Margaret, Countess of Snowdon, is well-known for her charity work.

## II.COMPREHENSION QUESTIONS

**Дайте ответы на вопросы:**

1. By whom is the British royal family headed at present?
2. When was the Queen Elizabeth crowned?
3. What did the Queen Elizabeth study as a child?
4. What tradition did she start?
5. When was the Queen's husband born?
6. What does he take a great interest in?
7. Who did Prince Charles marry?
8. What are the names of the Queen's other children?

## III. GRAMMAR

**Complete the sentences using the appropriate verb from the list below.**

One morning last week I (1) ... that my bike (2) ... from my garden. I (3) ... the police and two officers (4) ... to my house the next day. I (5) ... if I (6) ... or (7) ... anything. I (8) ... them everything.

1. 1) was realizing; 2) realized; 3) has realized; 4) had realized;
2. 1) is stolen; 2) was stolen; 3) had been stolen; 4) has stolen;
3. 1) phone; 2) have phoned; 3) was phoned; 4) phoned;
4. 1) come; 2) have been come; 3) came; 4) had come;
5. 1) ask; 2) asked; 3) has been asked; 4) was asked;
6. 1) was seen; 2) saw; 3) have seen; 4) had seen;
7. 1) have been hearing; 2) had heard; 3) have heard; 4) was heard;
8. 1) have told; 2) told; 3) had told; 4) had been told;

### **Критерии оценки:**

Оценка «5» - если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить основные факты, умеет догадываться о значении незнакомых слов из контекста; может полностью ответить на заданные вопросы; при выполнении грамматического задания допускает незначительные ошибки.

Оценка «4» - если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить отдельные факты. Однако у него недостаточно развита языковая догадка, и он затрудняется в понимании некоторых незнакомых слов, он вынужден чаще обращаться к словарю; допускает 1-2 ошибки при ответе на вопросы; имеются ошибки при выполнении грамматического задания.

Оценка «3» - ставится, если обучающийся не совсем точно понял основное содержание прочитанного, умеет выделить в тексте только небольшое количество фактов, совсем не развита языковая догадка; имеет затруднения при ответе на вопросы; допускает большое количество ошибок при выполнении грамматического задания.

Оценка «2» -выставляется в том случае, если обучающийся не понял текст или понял содержание текста неправильно, не ориентируется в тексте при поиске определенных фактов, не умеет семантизировать (понимать значение) незнакомую лексику; не может выполнить грамматическое задание.

## **Тема 1.2. США**

### **Практическая работа № 5**

1. Тема: Географическое положение
2. Цель: развитие навыков и умений восприятия и понимания англоязычного текста; расширение лексического запаса учащихся, умение грамотно составить свою речь, используя сравнительные формы прилагательных и наречий.
3. Количество часов на выполнение работы - 2
4. Осваиваемые компетенции: ОК 4, ОК 5, ОК 6, ОК 8, ОК 9
5. Оснащение: учебник, рабочая тетрадь, раздаточный материал.
6. Содержание задания

### **I. READ AND TRANSLATE**

#### **Прочитать и перевести текст.**

#### **The United States of America**

The United States of America is the fourth largest country in the world (after Russia, Canada and China). The USA lies in the central part of North America. The total area of the country is about nine and a half million square kilometres. Its western coast is washed by the Pacific Ocean. Its eastern coast is washed by the Atlantic Ocean and the Gulf of Mexico. The USA borders on Canada in the north and on Mexico in the south. It has a sea boarder with Russia.

The climate of the country varies greatly from arctic in Alaska through continental in the central part to subtropical in the south.

The USA is a federal republic. It consists of fifty states and the District of Columbia. The capital of the country is Washington D. C. The population of the USA is about 250 million people. Each state has its own government. The seat of the federal government is Washington D. C. According to the US Constitution the powers of the government are divided into 3 branches. They are the executive, the legislative and the judicial. The executive is headed by the President and his Administration. The legislative is exercised by the US Congress. The judicial is headed by the US Supreme Court.

The Congress consists of the Senate and the House of Representatives. There are two main political parties in the USA, the Republican and the Democratic.

The flag of the USA is called "Stars and Stripes." There are three colours on the flag of the USA.

They are red, white and blue. As there are fifty states in the USA, there are fifty stars on the American flag: one star for each state. The American flag has thirteen stripes. The stripes are red and white. The flag has seven red stripes and six white stripes. There is one stripe for each of the first thirteen colonies, which in 1776 became independent of England.

The eagle became the official national symbol of the country in 1782. It holds an olive branch (a symbol of peace) and arrows (symbols of strength) in its paws.

The USA has an official song. It is called The Star Spangled Banner.

The USA is one of the greatest industrial and leading agricultural nations in the world. The USA produces around 25% of the world's industrial products, agricultural goods and services.

The USA is rich in coal, iron and oil. Many rivers cross the country. The most important are the Mississippi, the Missouri, the Colorado, the Sacramento. The main lakes are the Great Lakes in the north.

The largest cities are New York, Los Angeles, Chicago, Philadelphia, Detroit, San Francisco, Washington and others. The highest mountains are the Rocky Mountains, the Cordillera and the Sierra Nevada.

The USA is one of the most powerful and highly developed countries in the world. It is the leader of the western world.

## VOCABULARY

1. coast - морской берег
2. government - правительство
3. to divide - разделять
4. branch - отрасль, ветвь
5. executive - исполнительный
6. legislative - законодательный
7. judicial - судебный
8. to head - возглавлять
9. to exercise - осуществлять
10. to consist of - состоять из
11. stripe - полоса
12. independent - независимый
13. eagle - орел
14. symbol — символ
15. strength - сила
16. powerful - сильный, могучий
17. to develop - развивать(ся)

## II. COMPREHENSION QUESTIONS

**Дайте ответы на вопросы:**

- 1) What countries are larger than the USA?
- 2) Where does the USA lie?
- 3) What is the total area of the USA?
- 4) What oceans wash the western and eastern coasts of the USA?
- 5) What countries border on the USA?
- 6) How does the climate of the USA vary?
- 7) How many states are there in the USA?
- 8) What is the capital of the USA?
- 9) What is the population of the USA?
- 10) Where is the seat of the federal government?
- 11) How many branches are the powers of the government divided into?  
What are they?
- 12) Who is the executive of the USA headed by?
- 13) The legislative is exercised by the US Congress, isn't it?  
What does the Congress consist of?
- 14) Who is the judicial headed by?
- 15) What are the main parties in the USA?

**III. Употребите данные в скобках прилагательные в сравнительной или превосходной степени. Переведите предложения на русский язык.**

1. Today the weather is (good) than it was yesterday.
2. Our room is (comfortable) than yours.
3. The Nurek Dam is one of the (high) dams in the world.
4. The Himalayas are (high) than the Alps.
5. The Mediterranean Sea waters are (salty) than the Black Sea waters.
6. The fields of our neighbor are (fertile) than our fields.
7. My friend is (busy) than I am.
8. The Volga is (short) than the Ob.
9. This tall girl is (good) student in our group.
10. Groundwater is (clean) than surface water.

**Критерии оценки:**

Оценка «5» - если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить основные факты, умеет догадываться о значении незнакомых слов из контекста; может полностью ответить на заданные вопросы; при выполнении грамматического задания допускает незначительные ошибки.

Оценка «4» - если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить отдельные факты. Однако у него недостаточно развита языковая догадка, и он затрудняется в понимании некоторых незнакомых слов, он вынужден чаще обращаться к словарю; допускает 1-2 ошибки при ответе на вопросы; имеются ошибки при выполнении грамматического задания.

Оценка «3» - ставится, если обучающийся не совсем точно понял основное содержание прочитанного, умеет выделить в тексте только небольшое количество фактов, совсем не развита языковая догадка; имеет затруднения при ответе на вопросы; допускает большое количество ошибок при выполнении грамматического задания.

Оценка «2» - выставляется в том случае, если обучающийся не понял текст или понял содержание текста неправильно, не ориентируется в тексте при поиске определенных фактов, не умеет семантизировать (понимать значение) незнакомую лексику; не может выполнить грамматическое задание.

**Практическая работа № 6**

1. Тема: Политическое устройство США.
2. Цель: развитие навыков и умений восприятия и понимания англоязычного текста; расширение лексического запаса учащихся.
3. Количество часов на выполнение работы - 2
4. Осваиваемые компетенции: ОК 4, ОК 5, ОК 6, ОК 8, ОК 9
5. Оснащение: учебник, рабочая тетрадь, раздаточный материал.
6. Содержание задания

**I. READ AND TRANSLATE**

**Прочитать и перевести текст.**

**Political system of America**

As you know the colonies in America won the Revolutionary War (the War of Independence 1775-1783). After that they became free and independent states, but they had a problem: they needed one strong national government. That's why in the year 1787 all the states sent their representatives to Philadelphia where they wrote the Constitution.

The Constitution is the highest law in the United States which describes the powers of the national government and the powers of the state governments.

The US government is like a tree with a strong trunk and three branches. The trunk is the people. It holds up the tree. People choose the men who make American laws.

The first branch on the tree of government is the Congress. The Congress is a meeting of representatives from all the states. The people elect those representatives. The Congress makes the laws that everybody must obey. The Congress meets in the US Capitol in Washington, D.C. The Congress is divided into two parts, the Senate and the House of Representatives. Every state, no matter how large or small, sends people to the Senate. These people are called senators. There are one hundred senators in the Senate. A senator's term is six years. Each state also sends people to the House of Representatives. They are called congressmen. The number of congressmen from each state depends on the number of people who live in the state. The larger states have more congressmen than the small states. All in all there are 435 congressmen in the House of Representatives. A representative's term is two years. The Constitution give many powers to the Congress. One important power of the Congress is a power to declare war.

The second branch of government is the President and his helpers. They carry out the laws that the Congress makes. The President signs bills and then they become law. The Vice President and members of the Cabinet help the President to make decisions. The US President is Commander in Chief of the country's armed forces. A person who wants to become President must be born in the United States, must be at least 35 years old and must live in the United States for at least 14 years before becoming President. The President's term is four years and one can be President for one or two terms, but not longer. Americans vote for the President in November of every leap year.

The third branch of government is the Supreme Court. It is made up of nine judges – the most important judges in the land. They have to make sure that the President and the Congress follow the Constitution. They decide what the Constitution and the laws passed by the Congress mean when there is an argument about their meaning. The judges work in the Supreme Court as long as they live.

Americans are very proud of their Constitution. It was written more than 200 years ago and it is still working. But the people of the United States can change the Constitution. Changes in the Constitution are called amendments. There are 26 amendments to the Constitution. The first ten amendments are called the Bill of Rights. They were made in 1791. The Bill of Rights guarantees to people of the USA such important rights and freedoms as freedom of press, freedom of religion, the right to go to court, have a lawyer, and some others. Soon after the Civil War (1861-1865) there were three important amendments. The 13<sup>th</sup> amendment ended slavery, the 14<sup>th</sup> amendment made all Black people citizens of the United States, the 15<sup>th</sup> amendment gave Blacks the right to vote (long ago, only white men who were over 21 years of age and owned property could vote in the United States). In 1920, the 19<sup>th</sup> amendment gave women the right to vote. In 1971, the 26<sup>th</sup> amendment gave people 18 years and older the right to vote.

## II.COMPREHENSION QUESTIONS

**Дайте ответы на вопросы:**

1. The War of Independence began in ... .
  - 1) 1775
  - 2) 1785
  - 3) 1875
2. The War of Independence ended in ... .
  - 1) 1780
  - 2) 1783
  - 3) 1873
3. The Constitution was written in ... .
  - 1) NewYork
  - 2) Washington
  - 3) Philadelphia



4. There are ... judges in the US Supreme Court.
  - 1) nine
  - 2) eleven
  - 3) thirteen
5. The Civil War lasted ... years.
  - 1) three
  - 2) four
  - 3) five
6. The first ten amendments to the Constitution are called ... .
  - 1) The Bill of Citizens
  - 2) The Bill of Freedoms
  - 3) The Bill of Rights

#### Ответы

| вопрос | ответ |
|--------|-------|
| 1      | 1)    |
| 2      | 2)    |
| 3      | 3)    |
| 4      | 4)    |
| 5      | 2)    |
| 6      | 3)    |

#### Критерии оценки:

Оценка «5» - если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить основные факты, умеет догадываться о значении незнакомых слов из контекста; может полностью ответить на заданные вопросы; при выполнении задания допускает незначительные ошибки.

Оценка «4» -если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить отдельные факты. Однако у него недостаточно развита языковая догадка, и он затрудняется в понимании некоторых незнакомых слов, он вынужден чаще обращаться к словарю; допускает 1-2 ошибки при ответе на вопросы; имеются ошибки в задании.

Оценка «3» - ставится, если обучающийся не совсем точно понял основное содержание прочитанного, умеет выделить в тексте только небольшое количество фактов, совсем не развита языковая догадка; имеет затруднения при ответе на вопросы; допускает большое количество ошибок задания.

Оценка «2» -выставляется в том случае, если обучающийся не понял текст или понял содержание текста неправильно, не ориентируется в тексте при поиске определенных фактов, не умеет семантизировать (понимать значение) незнакомую лексику; не может выполнить задание.

#### Практическая работа № 7

1. Тема: Вашингтон.
2. Цель: развитие навыков и умений восприятия и понимания англоязычного текста; расширение лексического запаса учащихся, развитие коммуникативных навыков.
3. Количество часов на выполнение работы - 2
4. Осваиваемые компетенции: ОК 4, ОК 5, ОК 6, ОК 8, ОК 9
5. Оснащение: учебник, рабочая тетрадь, раздаточный материал.
6. Содержание задания

## I. READ AND TRANSLATE

**Прочитать и перевести текст.**

### **Washington D. C.**

Washington is the capital of the United States of America. It is situated on the Potomac River in the District of Columbia. The population of the city is 900,000 people. Washington was named after the first US president George Washington. He selected the place for the capital. It was founded in 1790. Since 1800 Washington D. C. has been the federal capital. The French engineer, Pierre L'Enfant, designed the city. Washington D. C isn't like other cities of the USA. It has long wide avenues, 26 gardens, beautiful parks and no skyscrapers at all, because no other building must be taller than the Capitol.

The Capitol is the seat of the American Congress. The 535 members of the Congress meet here to discuss the nation's affairs. It is situated in the centre of the city. The Capitol has a big white dome standing on a circle of pillars. It is a huge building, full of paintings and statues.

The White House is the official residence of the US President. It was built in 1799. The US President works and lives there.

Washington is a large scientific and cultural centre. There are many museums, theatres, research institutes, five universities, the National Academy of Science and the Library of Congress there. The Library of Congress is situated not far from the Capitol. It is the largest library in the States. It contains more than 13 million books, more than 19 million manuscripts, including the personal papers of the US presidents.

There is one more well-known building in Washington — Pentagon. It is the residence of the US Military department. It is situated in the suburbs to the south of the Potomac.

There are many monuments in the city. The most impressive and the best-known ones are the Lincoln Memorial, the Washington Monument and the Jefferson Memorial. Thousands of tourists visit Washington every day. Washington D. C is the city where you think about the glorious history of the USA.

## II.COMPREHENSION QUESTIONS

**Дайте ответы на вопросы:**

1. What is the capital of the USA?
2. Where is Washington situated?
3. What is the population of the city?
4. Who was Washington named after?
5. Who selected the place for the capital?
6. When was the city founded?
7. Who designed the city? Since what time has Washington D. C been the federal capital?
8. Why isn't Washington D. C. like other cities of the USA?
9. Where is the seat of the American Congress? Where is this building situated?

## WORDSEARCH

**Подставьте необходимые слова по смыслу**

is, meet, has been, is situated, selected, contains, has designed, was built

1. The White House ... in 1799.
2. Pentagon ... in the suburbs to the south of the Potomac.
3. Since 1800 Washington D. C ... the federal capital.
4. The French engineer, Pierre L'Enfant, ... Washington D. C
5. The Capitol... a big white dome standing on a circle of pillars.
6. The Library of Congress ... more than 13 million books, more than 19 million manuscripts, including the personal papers of the US presidents.
7. George Washington ... the place for the capital.

8. The 535 members of the Congress ... here to discuss the nation's affairs.

9. Pentagon ... the residence of the US Military department.

### **Работа с диалогом:**

Alice: Hi! Glad to meet you. You look wonderful.

Mary: Hi! Thanks.

Alice: Had good holidays?

Mary: Yes, I travelled about the USA.

Alice: Oh? What was it like?

Mary: It was great!

Alice: What cities did you visit?

Mary: A lot. New York, Los Angeles, San-Francisco and Washington.

Alice: You are lucky! I'm going to Washington next holidays, too.

What would you advise me to see in Washington in the first place?

Mary: Oh! Washington is one of the most beautiful and unusual cities in the United States.

Alice: Unusual! Why?

Mary: First, it's the capital of the country. Washington is very green and you can hardly find a park, a square or an open area in Washington without a monument or a memorial.

Alice: I see. I'm looking forward to my holidays and visiting Washington

### **Критерии оценки:**

Оценка «5» - если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить основные факты, умеет догадываться о значении незнакомых слов из контекста; может полностью ответить на заданные вопросы; при выполнении грамматического задания допускает незначительные ошибки.

Оценка «4» - если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить отдельные факты. Однако у него недостаточно развита языковая догадка, и он затрудняется в понимании некоторых незнакомых слов, он вынужден чаще обращаться к словарю; допускает 1-2 ошибки при ответе на вопросы; имеются ошибки при выполнении грамматического задания.

Оценка «3» - ставится, если обучающийся не совсем точно понял основное содержание прочитанного, умеет выделить в тексте только небольшое количество фактов, совсем не развита языковая догадка; имеет затруднения при ответе на вопросы; допускает большое количество ошибок при выполнении грамматического задания.

Оценка «2» - выставляется в том случае, если обучающийся не понял текст или понял содержание текста неправильно, не ориентируется в тексте при поиске определенных фактов, не умеет семантизировать (понимать значение) незнакомую лексику; не может выполнить грамматическое задание.

### **Практическая работа № 8**

1. Тема: Города США.
2. Цель: развитие навыков и умений восприятия и понимания англоязычного текста; расширение лексического запаса учащихся.
3. Количество часов на выполнение работы - 2
4. Осваиваемые компетенции: ОК 4, ОК 5, ОК 6, ОК 8, ОК 9
5. Оснащение: учебник, рабочая тетрадь, раздаточный материал.
6. Содержание задания

## I. READ AND TRANSLATE

### Прочитать и перевести текст.

#### Main Cities of the USA

There are a lot of interesting and impressive cities in the USA but the heart of a nation is Washington, D.C., its capital.

New York is the largest city in the USA and one of the largest cities in the world. It is situated at the mouth of the deep Hudson River, it has always been the gateway to the USA. People who come to New York by sea are greeted by the Statue of Liberty. It has become a symbol of the city (if not of the whole country) and an expression of freedom to people all over the world.

The five boroughs comprising the city are Manhattan, the Bronx, Queens, Brooklyn and Richmond. The center of New York is Manhattan Island. Numerous skyscrapers house banks and offices of American business. The Empire State Building, Rockefeller Center, the United Nations building, Central Park, Times Square, Broadway all these world famous sights are situated here.

The map of Manhattan seems unusual to a European eye. It is crossed from north to south by avenues and from east to west by streets. Each avenue has either a name or a number. The streets are numbered. Only a few of them have names.

Wall Street in Manhattan is the financial heart of the USA and the most important banking center in the world. Broadway is the symbol of American theatre. The intersection of Broadway and Seventh Avenue forms world famous Times Square, where New Year's Eve celebrations always take place. Park Avenue represents luxury and fashion because of its large expensive apartment houses. Fifth Avenue is the most famous shopping center.

New York is often called the cultural capital of the USA. There are more than 800 museums in New York. One of the best known is the Metropolitan Museum of Art.

Los Angeles is America's second largest city. Its name comes from the Spanish for 'the City of Angels', because the land was originally claimed for Spain by missionaries in 1781. It became an American city in 1850 when California became part of the United States. Los Angeles is a popular place because of its pleasant semi-tropical climate and beautiful Pacific coast. Almost everyone drives to work. There are about four million private cars in Los Angeles and the level of air pollution is one of the highest in the country. Suburbs like Hollywood, the center of the movie industry, and Beverly Hills, where famous actors and other celebrities live, have also made Los Angeles a tourist attraction.

The third largest city in the USA, Chicago, is on the shore of Lake Michigan. Chicago is called the Windy City because of the strong winds that blow through it. Chicago is an industrial center. The city has always attracted a diverse population of Americans and new immigrants in search of jobs. Chicago is also a railroad and trucking hub. Its airport, O'Hare international, is the busiest in the world.

San Francisco is the most interesting city in the United States. It occupies the northern end of a peninsula, so it is surrounded on three sides by water. San Francisco is famous for its bridges, fog and foghorns. The greatest attraction of San Francisco is the Golden Gate Bridge, which has become the symbol of the city. San Francisco is called the city of hills because it has 40 hills. It is famous for its picturesque cable cars, which climb these hills, and for its bright houses that cling to the hills along steep and narrow streets.

Of course, San Francisco has a lot of museums. But if you are tired of museums, you can visit Golden Gate Park, one of the largest man-made parks in the world, or go to Shakespeare Garden where you can find every flower and plant ever mentioned by the bard. San Francisco has a reputation as an intellectual, liberal, and slightly crazy city and its sights attract millions of tourists every year.

## VOCABULARY

Mouth – устье  
Gateway – ворота  
Boroughs – небольшие города  
Intersection – перекрёсток  
Peninsula – полуостров  
Foghorns - сирена

## QUESTION PRACTICE

**Ask your own questions (Составьте 15 вопросов к тесту).**

### **Критерии оценки:**

Оценка «5» - если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить основные факты, умеет догадываться о значении незнакомых слов из контекста; может вопросы к тексту.

Оценка «4» - если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить отдельные факты. Однако у него недостаточно развита языковая догадка, и он затрудняется в понимании некоторых незнакомых слов, он вынужден чаще обращаться к словарю; допускает 1-2 ошибки составлении вопросов.

Оценка «3» - ставится, если обучающийся не совсем точно понял основное содержание прочитанного, умеет выделить в тексте только небольшое количество фактов, совсем не развита языковая догадка; имеет затруднения при составлении вопросов.

Оценка «2» - выставляется в том случае, если обучающийся не понял текст или понял содержание текста неправильно, не ориентируется в тексте при поиске определенных фактов, не умеет семантизировать (понимать значение) незнакомую лексику; не может задать вопросы к тексту.

## **Тема 1.3.СМИ**

### **Практическая работа № 9**

1. Тема: «Телевидение».
2. Цель: развитие навыков и умений восприятия и понимания англоязычного текста; расширение лексического запаса учащихся.
3. Количество часов: 2 часа
4. Осваиваемые компетенции: ОК 4, ОК 5, ОК 6, ОК 8, ОК 9
5. Оснащение: учебник, рабочая тетрадь, раздаточный материал.
6. Содержание задания

### **READ AND TRANSLATE**

**Прочитать и перевести текст.**

### **TV or not TV?**

Television plays a very important role in people's lives. It's a wonderful source of information and one of the best ways to spend free time. Television viewing is the most popular leisure pastime. It's not surprising, because TV channels show a great variety of programmes: documentaries and current affairs programmes, feature films and comedies, soaps and police series, concerts and talk shows.

Television is a reflection of the modern world. It gives you an opportunity to travel all over the world, to see different people and to learn about their customs and traditions. Television keeps you informed about the rest of the world. It also helps to escape from our everyday problems. A lot of people usually relax watching soaps. Their story lines are entertaining, but often unbelievable. I don't think that they show life realistically. But to many people, the characters in the TV serial have become more important than real people.

Of course, not everything shown on TV is made in good taste. There are badly-written programmes that contain unnecessary bad language and violence. Another thing I would like to complain about is the amount of smoking in the films that are shown on TV. Smoking is often shown as a very “cool” thing to do, making young people take up smoking themselves.

Many people admit that the quality of television could be better. One reason for the poor quality of programmes is advertising. Not all people like watching commercials. They find ads silly and boring. But I am not against commercials on TV, because television companies get most of their money from advertising.

Some people say that television is a terrible waste of time. Of course, there are TV addicts who can't drag themselves away from the box. But if we watch TV for an hour a day, to find out what is happening in the world or to relax, then television is really useful. So I think we should not blame the TV for the bad effects it has. We must know how to make the best use of it.

## II.COMPREHENSION QUESTIONS

### Дайте ответы на вопросы:

1. Why does television play a very important role in people's lives?
2. What kind of programmes do TV channels offer?
3. What opportunities does television give you?
4. How do a lot of people usually relax?
5. Is everything shown on TV made in good taste?
6. What things make you think so?
7. What is one of the reasons for the poor quality of programmes?
8. Why are there so many commercials on TV?
9. Do you think that television is a waste of time?
10. Why do you think so?

### Выберите правильный вариант ответа:

1. Why is TV viewing the most popular leisure pastime?
  1. People have much free time
  2. TV channels show a lot of programmes
  3. It is the only hobby in our country
2. Why do a lot of people enjoy watching soaps?
  1. They haven't seen anything else
  2. Soaps show life realistically
  3. The history lines are entertaining
3. What are bad points of television?
  1. Amount of smoking in the films
  2. A variety of education programmes
  3. Feature films about the life of outstanding people
4. Why do we have to watch commercials on TV?
  1. TV companies get most of their money from advertising
  2. TV companies don't have enough programmes to show
  3. People like to watch commercials most of all
5. Who are TV addicts?
  1. People who don't like to watch TV programmes
  2. Lazy people
  3. People who like to watch TV most of all

### Критерии оценки:

Оценка «5» - если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить основные факты, умеет догадываться о значении

незнакомых слов из контекста; может полностью ответить на заданные вопросы; при выполнении задания допускает незначительные ошибки.

Оценка «4» - если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить отдельные факты. Однако у него недостаточно развита языковая догадка, и он затрудняется в понимании некоторых незнакомых слов, он вынужден чаще обращаться к словарю; допускает 1-2 ошибки при ответе на вопросы; имеются ошибки при выполнении задания.

Оценка «3» - ставится, если обучающийся не совсем точно понял основное содержание прочитанного, умеет выделить в тексте только небольшое количество фактов, совсем не развита языковая догадка; имеет затруднения при ответе на вопросы; допускает большое количество ошибок при выполнении задания.

Оценка «2» -выставляется в том случае, если обучающийся не понял текст или понял содержание текста неправильно, не ориентируется в тексте при поиске определенных фактов, не умеет семантизировать (понимать значение) незнакомую лексику; не может выполнить задание.

#### Практическая работа № 10

1. Тема: Любимая передача.
2. Цель: отработка навыков, связанных с переводением предложений из прямой речи в косвенную.
3. Количество часов на выполнение работы - 2
4. Осваиваемые компетенции: ОК 4, ОК 5, ОК 6, ОК 8, ОК 9
5. Оснащение: учебник, рабочая тетрадь, раздаточный материал.
6. Содержание задания

#### **Переведите предложения из косвенной речи в прямую:**

1. He said that he was going to leave Rome.
2. He asked if Peter had been to Berlin.
3. Kate said she was thirsty.
4. My boss asked her if she liked having her meals alone.
5. She told me to revise everything for the examination.
6. My sister says he was in Paris 2 years before.
7. She asked her son if he would be back early that day.
8. They answered that they had to go to the library after lessons.
9. The son asked his mother to pass him the salad.
10. The doctor said the patient could not walk alone because he was weak.
11. They asked me how I got to the station.
12. He told us he had two children, his son was three and his daughter was five.
13. She asked whether I was ready to go.
14. She explained it would take her ten minutes to pack.
15. He asked the children not to make so much noise.

#### **Ответы:**

1. 'I am going to leave Rome'
2. 'Pete, have you been to Berlin?'
3. 'I am thirsty'
4. 'Do you like having your meals alone?'
5. 'Revise everything for the examination'
6. 'He was in Paris 2 years ago'
7. 'Will you be back early today?'
8. 'We must go to the library after lessons'
9. 'Pass me the salad'

10. 'The patient cannot walk alone because he is weak'
11. 'How do you get to the station?'
12. 'I have two children, my son is three and my daughter is five'
13. 'Are you ready to go?'
14. 'It will take me ten minutes to pack'
15. 'Don't make so much noise'

**Переведите предложения в косвенную речь, используя He said / he asked**

1. 'He hasn't eaten breakfast'.
2. 'I won't see you tomorrow'.
3. 'She is smoking right now'
4. 'I can help you tomorrow'.
5. 'I visited my parents at the weekend'.
6. 'Everybody must try to do their best' .
7. 'How are you?' 'When does the train leave?'
8. 'Who did you see at the meeting?'
9. 'Are you hungry?'
10. 'Why wasn't Judy at the party?'
11. 'Make some coffee, Bob'.
12. 'Don't forget to thank Mrs. Jones!'
13. 'Have your tickets ready'
14. 'Stop the dog'.

**Ответы:**

1. He said he hadn't eaten breakfast.
2. He said he would not see him/her the next day.
3. He said she was smoking then.
4. He said he could help him/her/me the next day.
5. He said he had visited his parents at the weekend.
6. He said everybody had to try to do their best.
7. He asked how she was.
8. He asked when the train left.
9. He asked who I had seen at the meeting.
10. He asked if she was hungry.
11. He asked why Judy hadn't been to the party.
12. He asked Bob to make some coffee.
13. He told me not to forget to thank Mrs. Jones.
14. He told us to have our tickets ready.
15. He told me to stop the dog.

**Критерии оценки:**

Оценка «5» -при выполнении грамматического задания обучающийся допускает незначительные ошибки.

Оценка «4» -допускает 1-2 ошибки при ответе на вопросы; имеются ошибки при выполнении грамматического задания.

Оценка «3» - допускает большое количество ошибок при выполнении грамматического задания.

Оценка «2» -не может выполнить грамматическое задание.

Практическая работа № 11

1. Тема: Пресса.



2. Цель: развитие навыков и умений восприятия и понимания англоязычного текста; расширение лексического запаса учащихся, отработка навыков, связанных с переводением предложений из прямой речи в косвенную.
3. Количество часов на выполнение работы - 2
4. Осваиваемые компетенции: ОК 4, ОК 5, ОК 6, ОК 8, ОК 9
5. Оснащение: учебник, рабочая тетрадь, раздаточный материал.
6. Содержание заданий:

**Прочитайте и поставьте нужные слова по смыслу:**

It is not easy to fancy our life without newspapers,....., ..... and reviews of all kinds. And what was ..... newspaper like? When was it made?

The earliest newspapers appeared in 59 BC (before Christ) in Rome. It was a handwritten .....newspaper. It was very little only one..... Julius Caesar ordered ..... them throughout the city to inform the people about .....events,....., military conflicts and executions.

In Europe printed ..... appeared in the 15th century, when the letter press ..... . The first daily newspaper in England was published in London in 1702. In 1784, *The Pennsylvania Packet* became the first daily newspaper of the United States.

was invented, tabloids, newspapers, daily, to post, scandals, magazines, sheet, the first, political

**Переведите предложения в косвенную речь.**

1. She said, "How many hours a day do you watch TV?"
2. She said, "Don't write a letter to Ann."
3. He asked, "What magazines do you prefer to read?"
4. She said, "Tom is leaving tomorrow night."
5. "Have you had your hair cut?", my mother asked me.
6. The chief ordered, "Go to the theatre and book the tickets."
7. She said, "Kent has visited many countries in western Europe."
8. I said, "Don't drink coffee at night, you will not sleep."
9. He read, "The south of England is warmer than the North."
10. "Are you going to pick up the phone?", Miranda asked him.
11. He said, "Bring me some water, please."
12. She was surprised, "Somebody stole my bag in the shop"
13. She asked, "Does this film about police and crime?"
14. "Please don't tell anybody what happened", Ann said to me.
15. He said, "I can't move the piano alone."
16. She said, "Dairy products are useful for little children."
17. The teacher said, "What do you do to express yourself?"

**Критерии оценивания:**

Оценка «5» -если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить основные факты, умеет догадываться о значении незнакомых слов из контекста; может полностью ответить на заданные вопросы; при выполнении грамматического задания допускает незначительные ошибки.

Оценка «4» -если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить отдельные факты. Однако у него недостаточно

развита языковая догадка, и он затрудняется в понимании некоторых незнакомых слов, он вынужден чаще обращаться к словарю; допускает 1-2 ошибки при ответе на вопросы; имеются ошибки при выполнении грамматического задания.

Оценка «3» - ставится, если обучающийся не совсем точно понял основное содержание прочитанного, умеет выделить в тексте только небольшое количество фактов, совсем не развита языковая догадка; имеет затруднения при ответе на вопросы; допускает большое количество ошибок при выполнении грамматического задания.

Оценка «2» -выставляется в том случае, если обучающийся не понял текст или понял содержание текста неправильно, не ориентируется в тексте при поиске определенных фактов, не умеет семантизировать (понимать значение) незнакомую лексику; не может выполнить грамматическое задание.

## Практическая работа № 12

1. Тема: Новости СМИ.
2. Цель: развитие навыков и умений восприятия и понимания англоязычного текста; расширение лексического запаса учащихся, умение грамотно построить вопросы к тексту, соблюдая порядок слов.
3. Количество часов на выполнение работы - 2
4. Осваиваемые компетенции: ОК 4, ОК 5, ОК 6, ОК 8, ОК 9
5. Оснащение: учебник, рабочая тетрадь, раздаточный материал.
6. Содержание задания

### I. READ AND TRANSLATE

**Прочитать и перевести текст.**

#### **News Agencies**

American newspapers get much of their news from the same sources which serve about half of the people in the world, that is, the two U.S. news agencies AP (Associated Press) and UPI (United Press International). These two international news agencies are the world's largest. Unlike some others — the French news agency AFP or the Russian TASS, for example — neither is owned, controlled, or operated by the government. AP is the oldest agency internationally (founded in 1848) and the largest. It maintains reporters and cameramen at 122 domestic and 65 foreign news bureaus. It has some 10,000 subscribers — newspapers, radio and television stations and other agencies which pay to receive and use AP news and photographs — in 115 countries. UPI is the second largest, with 92 domestic and 81 foreign bureaus in over 90 countries. It is estimated that altogether, around 2 billion people get most of their news directly or indirectly through AP and UPI. It is also said that one reason why there seems to be so much "American" news internationally is that both agencies have their headquarters in the U.S.

A basic characteristic of the American press is that almost all editors and journalists agree that as much as possible news should be very clearly separated from opinion about the news. Following tradition and journalistic ethics, young newspaper editors and reporters are taught that opinion and political viewpoints belong on the editorial and opinion pages. They are aware that the selection of what news is to be printed can cause a bias, of course. But an attempt must be made to keep the two separate. Therefore, when a news story appears with a reporter's name, it means that the editors consider it to be a mixture of facts and opinions.

There is also a very good economic reason for this policy of separating news and opinion. It was discovered in the late 19th century that greater numbers of readers trusted, and bought, newspapers when the news wasn't slanted in one direction or another. Today, it is often difficult to decide if a paper is republican or democrat, liberal or conservative. Most newspapers, for example, are careful to give equal and balanced news coverage to opposing candidates in elections. They might support one candidate or the other on their editorial pages, but one year this might be a Republican, and the next a Democrat.

There are no official or government owned newspapers in the USA, nor any law that says that government records must be kept secret until several years have passed (though some “top secret” documents are protected). Courts and judges cannot stop a story or newspaper from being printed. Someone can go to court later, but then of course the story has already appeared.

Needless to say, some Americans are not very happy with newspapers publishing “hot news” about politicians and famous people. But the American press responds by quoting their constitutional rights. And every journalist knows that when something which has been hidden behind closed doors, appears on front pages, it can sell a lot of newspapers.

## II. QUESTION PRACTICE

**Ask your own questions (Составьте 15 вопросов к тексту).**

### **Критерии оценки:**

Оценка «5» - если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить основные факты, умеет догадываться о значении незнакомых слов из контекста; может составить вопросы к тексту различного типа, допустив 1-2 ошибки.

Оценка «4» - если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить отдельные факты. Однако у него недостаточно развита языковая догадка, и он затрудняется в понимании некоторых незнакомых слов, он вынужден чаще обращаться к словарю; допускает 2/3 ошибки при составлении вопросов.

Оценка «3»- ставится, если обучающийся не совсем точно понял основное содержание прочитанного, умеет выделить в тексте только небольшое количество фактов, совсем не развита языковая догадка; имеет затруднения при составлении вопросов.

Оценка «2» -выставляется в том случае, если обучающийся не понял текст или понял содержание текста неправильно, не ориентируется в тексте при поиске определенных фактов, не умеет семантизировать (понимать значение) незнакомую лексику; не может задать вопросы к тексту.

## **Тема 1.4.Компьютеры**

### **Практическая работа № 13**

1. Тема: «Компьютер».
2. Цель: развитие навыков и умений восприятия и понимания англоязычного текста; расширение лексического запаса учащихся, умение грамотно построить вопросы к тексту, соблюдая правильный порядок слов.
3. Количество часов на выполнение работы - 2
4. Осваиваемые компетенции: ОК 4, ОК 5, ОК 6, ОК 8, ОК 9
5. Оснащение: учебник, рабочая тетрадь, раздаточный материал.
6. Содержание задания

## **I. READ AND TRANSLATE**

**Прочитайте и переведите текст.**

### **What Is Computer?**

Computer is a device for processing information. Computer has no intelligence by itself and is called hardware. A computer system is a combination of 4 elements: hardware, software, procedures, data. Software are programs that tell the hardware how to perform a task. Without software instructions, the hardware does not know what to do.

The basic job of the computer is the processing of information. Computers take information in the form of instructions called programs and symbols called data. After that they perform various mathematical and logical operations, and then give results. Computer is used to convert data into information, to store information in the digital form.

Millions of people around the world use now not only the computer but also and the internet to search for and retrieve information on all sorts of topics in a wide variety of areas including the arts, business, humanities, news, politics and recreation. Millions of people use computers for filing, printing, working with other people and offices. Web browsing is a fascinating hobby. People communicate through e-mail, chat channels and etc.

The World Wide Web (WWW) is a part of the internet. It is information that is connected or linked together like a web. You access this information through one interface or tool called a web browser. You move from place to place, from site to site on the Web by using a mouse to click on a portion of text, icon or region of a map. These items are called hyperlinks or links. Each link you select represents a document, an image, a video clip or an audio file on the internet.

All sorts of things are available on the WWW. We can use it for different purposes. Many TV and radio stations broadcast live on the WWW. You can even visit museums, gardens, cities throughout the world, learn foreign languages and meet new friends and so on.

## VOCABULARY

Device – устройство

Processing - обработка

Intelligence – разум

Hardware – оборудование

Software – программы

Procedures – операции, процедуры

Data – данные

To convert – превращать

To store – хранить

Digital – цифровой

## II.COMPREHENSIONQUESTIONS

**Дайте ответы на вопросы:**

1. What is the basic job of the computer?
2. What is the World Wide Web?
3. A computer system is a combination of 4 elements, isn't it?

## III. READ AND TRANSLATE

**Прочитайте и переведите текст.**

### **The Information Technology**

The information technology is developing so rapidly that nearly all families have at least one computer. No doubt, the convenience in accessing information on the Internet helps students to learn more knowledge and learn it more quickly.

In the past, students can only learn from traditional books. In addition to the school curriculum, students could learn from the extra-curricular books. They can go to the library and search for information. But this is much inconvenient than just sitting in front of the computer and learning things from websites from all over the world. In comparison, the information from the traditional books is so limited. By surfing on the net, students can get a wider horizon about any kind of information and have a deep understanding on each field.

On the other hand, students can never have such a quick way to search for information that they required. In a library, students could spend a whole hour in searching for a single book with information he needs. Yet, with a computer, students can search for an entire page of links with a search engine. The whole process involves just few clicks and several seconds. With the help of technology, students can get information much quicker.

However, searching on the net for information has its disadvantages too. It is difficult to ensure the information is accurate or not, as the publishing of website do not have the controlling policies as that of publishing books. Yet, in general, it is still true that information technology help students to learn more and learn quicker.

Technological developments have had a profound effect on the way businesses operate, and the way people work within them. All workspaces now are furnished with computers. Computers have released us from the necessity of working in one place all the time. Wi-Fi (short for Wireless Fidelity) technology provides complete autonomy over where we work - and internet facilities mean staff can work in any location.

A computer really makes office life easier as it can do all sorts of different jobs. The same computer could be used, for example, as a word processor, for filing, printing, working out statistics for the accounts department, communicating with other offices, web browsing.

#### IV. QUESTION PRACTICE

**Ask your own questions (Составьте 15 вопросов к тесту).**

#### **Критерии оценки:**

Оценка «5» -если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить основные факты, умеет догадываться о значении незнакомых слов из контекста; может полностью ответить на заданные вопросы; при выполнении грамматического задания допускает ошибки.

Оценка «4» -если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить отдельные факты. Однако у него недостаточно развита языковая догадка, и он затрудняется в понимании некоторых незнакомых слов, он вынужден чаще обращаться к словарю; допускает 1-2 ошибки при ответе на вопросы; имеются ошибки при выполнении задания.

Оценка «3» - ставится, если обучающийся не совсем точно понял основное содержание прочитанного, умеет выделить в тексте только небольшое количество фактов, совсем не развита языковая догадка; имеет затруднения при ответе на вопросы; допускает большое количество ошибок при выполнении задания.

Оценка «2» -выставляется в том случае, если обучающийся не понял текст или понял содержание текста неправильно, не ориентируется в тексте при поиске определенных фактов, не умеет семантизировать ( понимать значение) незнакомую лексику; не может выполнить задание.

#### Практическая работа № 14

1. Тема: Интернет.
2. Цель: развитие навыков и умений восприятия и понимания англоязычного текста; расширение лексического запаса учащихся, умение грамотно построить вопросы к тексту, соблюдая порядок слов.
3. Количество часов на выполнение работы - 2
4. Осваиваемые компетенции: ОК 4, ОК 5, ОК 6, ОК 8, ОК 9
5. Оснащение: учебник, рабочая тетрадь, раздаточный материал.
6. Содержание задания

#### I. READ AND TRANSLATE

**Прочитайте и переведите текст.**

#### **“What is the Internet today?”**

The Internet is the world largest computer network. It appeared in our country not many years ago, but it has become known to many people not only in the capital of Russia but also all over the country. And the same thing happens in many developing countries. People can find

out a lot of useful information, and give information about themselves there. But why do people want to be "on the Internet"?

It seems to me that people like to do it because they can feel freedom on the Internet. But what does this freedom of the Internet include? Firstly it is equality. It does not matter what your race or age or nationality or wealth is, you can post your message to the Internet and you will be heard. You will find a lot of people who will support you and who will not support you. You will find your allies and enemies there. And this is the freedom to express your opinion, which is next to the freedom of choice. On the Internet you can choose information to your own taste or need. Nobody can make you look at something that you do not need or do not like. If do not like something, you just type another address and in a second you are already there where you want to be. But what can you choose from these different resources? It may be pornography or silly games. But it seems to me that very few people view pornography on the net. So these people will not influence all "inhabitants".

And now about the games: there are "tons" of very useful games, which will help you to understand the economy of the city, improve your language skills and vocabulary, or at least give you better skills in using the "mouse".

There is also a freedom of movement. There are no borders on the Internet and you can travel all over the Internet without any prohibitions. If you need some information about some foreign country, you can get it. You do not need any visas to explore web sites in foreign countries.

Also you can vote on the Internet. There are a lot of questionnaires where you can express your attitude towards something. So the main principles of democracy are kept on the Internet.

The fact is that we can use all these resources for our educational purposes. And, as I said previously, anyone can find information of his own choice. The Internet makes it easier to find books (for example for your research paper) or articles, and now even to listen to and watch famous people.

Now teachers, students, professors, scientists, librarians and lawyers use the Internet to search for useful information because it is the fastest and the most convenient way to do it. We can get data for our research in just seconds after pushing a few buttons. This is no small deal, since entire books can be transferred through the Internet in a matter of minutes. Today millions of such files are available to anyone who asks for them.

But unfortunately there are some problems concerning the Internet. I think that it is not good that internet users communicate only with the people on the Internet. They stop talking with their relatives and friends because they have only virtual friends. So the Internet destroys real human communication.

## II. QUESTION PRACTICE

**Ask your own questions (Составьте 15 вопросов к тексту).**

### **Критерии оценки:**

Оценка «5» - если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить основные факты, умеет догадываться о значении незнакомых слов из контекста; может уверенно ответить на вопросы к тексту и выполнить лексические задания.

Оценка «4» -если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить отдельные факты. Однако у него недостаточно развита языковая догадка, и он испытывает затруднения при выполнении лексических заданий.

Оценка «3» - ставится, если обучающийся не совсем точно понял основное содержание прочитанного, умеет выделить в тексте только небольшое количество фактов и имеет затруднения при выполнении лексических заданий.

Оценка «2» -выставляется в том случае, если обучающийся не понял текст или понял содержание текста неправильно, не ориентируется в тексте и не может выполнить лексические задания.

### Практическая работа № 15

1. Тема: Социальные сети.
2. Цель: развитие навыков и умений восприятия и понимания англоязычного текста; развитие коммуникативных качеств.
3. Количество часов на выполнение работы - 2
4. Осваиваемые компетенции: ОК 4, ОК 5, ОК 6, ОК 8, ОК 9
5. Оснащение: учебник, рабочая тетрадь, раздаточный материал.
6. Содержание задания

**Заполните таблицу «Достоинства и недостатки социальных сетей».**

| advantages | disadvantages |
|------------|---------------|
| 1.         | 1.            |
| 2.         | 2.            |
| 3.         | 3.            |
| 4.         | 4.            |
| 5.         | 5.            |

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

1. My question (to answer) yesterday.
2. Hockey (to play) in winter.
3. Mushrooms (to gather) in autumn.
4. Many houses (to burn) during the Great Fire of London.
5. His new book (to finish) next year.
6. Flowers (to sell) in shops and in the streets.
7. St. Petersburg (to found) in 1703.
8. Bread (to eat) every day.
9. The letter (to receive) yesterday.
10. Nick (to send) to Moscow next week.
11. I (to ask) at the lesson yesterday.
12. I (to give) a very interesting book at the library last Friday.
13. Many houses (to build) in our town every year.
14. This work (to do) tomorrow.
15. This text (to translate) at the last lesson.
16. These trees (to plant) last autumn.
17. Many interesting games always (to play) at our PT lessons.
18. This bone (to give) to my dog tomorrow.
19. We (to invite) to a concert last Saturday.
20. Lost time never (to find) again.
21. Rome (not to build) in a day.

#### **Ответы:**

1. was answered. 2. is played. 3. are gathered. 4. were burnt. 5. will be finished. 6. are sold. 7. was founded. 8. is eaten. 9. was received. 10. will be sent. 11. was asked. 12. was given. 13. are built. 14. will be done. 15. was translated. 16. were planted. 17. are always played. 18. will be given. 19. were invited. 20. is never found. 21. was not built.

#### **Критерии оценивания:**

Оценка «5» - обучающийся полностью заполняет таблицу, при этом не допускает ошибки, при выполнении грамматического задания допускает незначительные ошибки.

Оценка «4» -обучающийся при заполнении таблицы допускает незначительные лексические ошибки; имеются ошибки при выполнении грамматического задания.

Оценка «3» -обучающийся затрудняется при заполнении таблицы имеет много ошибок в лексике и грамматике допускает большое количество ошибок при выполнении грамматического задания.

Оценка «2» -обучающийся не заполнил таблицу и не может выполнить грамматическое задание.

#### Практическая работа № 16

1. Тема: “Ай-ти компании. Контрольная работа”.
2. Цель: отработка грамматических навыков.
3. Количество часов на выполнение работы - 2
4. Осваиваемые компетенции: ОК 4, ОК 5, ОК 6, ОК 8, ОК 9
5. Оснащение: Учебник, рабочая тетрадь, раздаточный материал.
6. Содержание задания

#### Переведите предложения из прямой речи в косвенную.

1. “I am planning to go to Kenya,” Sally said.
2. “I take my little sister to school every day,” little Anthony said.
3. “You may take my textbook,” Nonna said.
4. “They are playing in the gym now,” Nick said.
5. “I don’t like chocolate,” Mary said.
6. “My sister is ready to go” Helen said.
7. “My mother usually goes shopping on Saturday,” the girl said.
8. “The birds build their nests among the trees,” the teacher said.
9. “I am not married,” Jimmy said.
10. “I can’t read these books. I don’t like them,” Petra said.

#### Преобразуйте предложения из пассивного залога в активный залог.

1. Return tickets should have been reserved two weeks ago.
2. Two single rooms had been booked for the friends by their travel agent.
3. The pyramids are being ruined by the tourists.
4. The new sofa will have been delivered by noon.
5. When will Molly be told the time of his arrival?
6. Why hasn’t my car been repaired yet?
7. An ancient settlement has been uncovered by archaeologists.
8. Hundreds of rare birds are killed every day.
9. The picnic was ruined by bad weather.
10. Who were these roses planted for?

#### Критерии оценки:

Оценка «5» -при выполнении грамматического задания допускает незначительные ошибки.

Оценка «4» -имеются ошибки при выполнении грамматического задания.

Оценка «3» -допускает большое количество ошибок при выполнении грамматического задания.

Оценка «2» -не может выполнить грамматическое задание.

#### Контрольная работа №1

#### ТЕСТОВОЕ ЗАДАНИЕ №1

Специальность - \_\_\_\_\_

Группа - \_\_\_\_\_



## I variant

### I. Choose the correct forms of the verbs.

1. If I ... some fish, will you cook it for me?  
a) will catch                                  c) caught  
b) catch                                        d) am catching
2. She said that she ... her present flat. She tried to find another one.  
a) doesn't like                              c) didn't like  
b) won't like                                 d) likes
3. I saw you yesterday from the bus. Where ... you ... at that time?  
a) was hurrying                            c) had hurried  
b) were hurrying                          d) did hurry
4. I found that everything I said on the phone ... to the police.  
a) report                                      c) was reported  
b) is reported                                d) had been reported
5. When I speak Italian, all the others in the class ... at me as I don't know the language well.  
a) laughed                                  c) will laugh  
b) was laughing                            d) laugh
6. He ... in the Army for eighteen months. This is his last month.  
a) serves                                      c) has been serving  
b) is serving                                 d) have served
7. Don't make noise: the children ... to sleep.  
a) try    c) will try  
b) is trying                                  d) are trying
8. A new museum ... in the city. What a beautiful building it will be!  
a) was being built                        c) is built  
b) is being built                            d) builds
9. Two terrorists ... in New York some days ago.  
a) are arrested                              c) were arrested  
b) have been arrested                    d) will be arrested
10. I ... understand this letter. Will you translate it for me?  
a) mustn't                                    c) may not  
b) can't                                        d) shouldn't

## II. Open the brackets.

- 1) We ( to go) to work every day.
- 2) I already (to write ) the letter.
- 3) Look! Jane ( to swim) across the river.
- 4) When I ( to get ) to the cinema, the film ( already to start).
- 5) Mary ( to finish) her homework when her father (to come ) home.
- 6) When I ( to call) my friend, he ( to go) out.
- 7) What you (to do) at six yesterday?

- ### III. Choose the right words.

- Total Score: 25**

**YourScore:**

## ТЕСТОВОЕ ЗАДАНИЕ №1

Группа - \_\_\_\_\_

Ф.И. \_\_\_\_\_

## II variant

- 1) Diana's parents don't let her go to late-night disco. She ... be at home at 9 o'clock in the evening.  
a) must                      c) may  
b) can                        d) have to
- 2) Henry ... apologize for his bad behavior yesterday.  
a) have to                  c) had to  
b) may                      d) is to
- 3) The children studied hard, and as a result they passed the exams ... of all.  
a) good c) best  
b) better d) the best

- 4) This is ... film I've ever seen.  
 a) more interesting      c) most interesting  
 b) the most interesting   d) not interesting
- 5) ... old, ... sick, ... unemployed need our special care.  
 a) -                      c) the  
 b) an                    d) everybody
- 6) Someone who saw ... robbery called the-police.  
 a) -                      c) the  
 b) a                      d) those
- 7) According to this song ... we need is love.  
 a) all                    c) each  
 b) every                d) some
- 8) We wished the bride and groom happiness in ... new life together.  
 a) there c) theirs  
 b) their d) these
- 9) Excuse me, but does this umbrella belong ... you?  
 a) to                    c) at  
 b) for                   d) with
- 10) I listened to the radio every day to know the weather forecast but I can never rely ... it.  
 a) at c) in  
 b) to d) on

## **II. Open the brackets.**

- 1) The tour guide ( to speak ) a few foreign languages.
- 2) He (to work ) on the computer now.
- 3) There (to be) a folder, a thick travelogue and some timetables on the desk.
- 4) We ( to make ) a tour of France last year.
- 5) How often you ( to travel) on business?
- 6) What you (to do) at the moment? We (look ) through the papers.
- 7) There (to be) a folder and some timetables on the desk.
- 8) What kind of discounts (to be) there this season?
- 9) I (to make ) cakes for the party now.
- 10) He ( to have ) enough money to buy a new car.

## **III. Choose the right words.**

1.      He understands ... words are addressed to him.  
 1) this  
 2) these  
 3) that
2.      Please, ... your payment instructions.  
 1) confirm  
 2) to confirm  
 3) did confirm

3. We look forward ... doing business with you in the future.
  - 1) to
  - 2) with
  - 3) of
4. We may ... the goods next month.
  - 1) to receive
  - 2) receive
  - 3) received
5. Carol's parents always encouraged her to study ... at school.
  - 1) hardly ever
  - 2) hardly
  - 3) hard

**Total score: 25**

**Your score:**

### **Критерии оценки выполнения письменных заданий**

1. За письменные работы (контрольные работы) оценка вычисляется исходя из процента правильных ответов:

| Виды работ         | Оценка «3»    | Оценка «4»    | Оценка «5»     |
|--------------------|---------------|---------------|----------------|
| Контрольные работы | От 50% до 69% | От 70% до 90% | От 91% до 100% |

**Отлично «5»:**

1. Ставится за работу, выполненную без грамматических, лексических и орфографических ошибок с соблюдением норм лексико-грамматического и стилистического оформления письменной речи. Допускаются незначительные пометки. Содержание отвечает поставленным задачам.
2. Языковые ошибки не существенны.

**Хорошо «4»:**

1. Ставится за работу, выполненную с отдельными грамматическими ошибками, не затрудняющими понимание.
2. Возможно наличие негрубых орфографических и лексических ошибок, не влияющих на понимание содержания.

**Удовлетворительно «3»:**

1. Ставится за работу, выполненную с наличием не очень грубых грамматических, лексических и орфографических ошибок, но значительно затрудняющих понимание.
2. Диапазон языковых средств заметно ограничен, есть нарушения связанные с нормами оформления письменной речи.

**Неудовлетворительно «2»:**

1. Ставится за работу, выполненную с наличием грубых грамматических, лексических и орфографических ошибок, значительно затрудняющих понимание.
2. Содержание не отвечает поставленным задачам.

**Тема 2.1.Образование**

## Практическая работа № 17

1. Тема: «Система образования в России».
2. Цель: развитие навыков и умений восприятия и понимания англоязычного текста; расширение лексического запаса учащихся, умение грамотно построить вопросы к тексту, соблюдая порядок слов.
3. Количество часов на выполнение работы - 2
4. Осваиваемые компетенции: ОК 4, ОК 5, ОК 6, ОК 8, ОК 9
5. Оснащение: учебник, рабочая тетрадь, раздаточный материал.
6. Содержание заданий

### I. READ AND TRANSLATE

**Прочитайте и переведите текст.**

#### **Education in Russia**

In our country education is both a right and a duty of a citizen. This is stated in our Constitution. Every boy and girl of 7 years old enters school. It may be secondary or specialized school when children learn to the 9th form. After that they have the right to choose — to continue their education in the school to the 11th form or to leave it. After finishing school teenagers can enter on training to the various institutes or universities by their choice and by their results of final examinations. Somebody choose to continue their education in the vocational or technical colleges.

As a rule these are graduates of the ninth year of the secondary school.

They study not only general education disciplines, but also learn a profession there.

Citizens of Russia can get a several higher education, but only the first higher education is free.

Now more of the institutes and universities offer students different ways to get the higher education. In addition to the full-time form of education, they offer the evening and the correspondence forms.

Some universities offer the distance form of education first of all for those who consider a possibility of receiving the second higher education.

The distance form of education is convenient in that the students can more easily plan their schedule of lessons without leaving the job.

### II. QUESTION PRACTICE

**Ask your own questions (Составьте 15 вопросов к тексту).**

#### **Критерии оценки:**

Оценка «5» - если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить основные факты, умеет догадываться о значении незнакомых слов из контекста; может задать вопросы к тексту.

Оценка «4» - если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить отдельные факты. Однако у него недостаточно развита языковая догадка, и он затрудняется в понимании некоторых незнакомых слов, он вынужден чаще обращаться к словарю; допускает 1-2 ошибки составлении вопросов.

Оценка «3» - ставится, если обучающийся не совсем точно понял основное содержание прочитанного, умеет выделить в тексте только небольшое количество фактов, совсем не развита языковая догадка; имеет затруднения при составлении вопросов.

Оценка «2» -выставляется в том случае, если обучающийся не понял текст или понял содержание текста неправильно, не ориентируется в тексте при поиске определенных фактов, не умеет семантизировать (понимать значение) незнакомую лексику; не может задать вопросы к тексту.

## Практическая работа № 18

1. Тема: Система образования в Великобритании.
2. Цель: развитие навыков и умений восприятия и понимания англоязычного текста; расширение лексического запаса учащихся.
3. Количество часов на выполнение работы - 2
4. Осваиваемые компетенции: ОК 4, ОК,5, ОК 6, ОК 8, ОК 9
5. Оснащение: учебник, рабочая тетрадь, раздаточный материал.
6. Содержание заданий

### I. READ AND TRANSLATE

**Прочитайте и переведите текст.**

#### **Education in Britain**

There is a considerable choice of post-school education in Britain. In addition to universities, there are also polytechnics and a series of different types of assisted colleges, such as colleges of technology, art, etc, which tend to provide more work-orientated courses than universities. Some of these courses are part-time, with the students being released by their employers for one day a week or longer periods.

Virtually all students on full-time courses receive grants or loans from the Government which cover their tuition fees and everyday expenses (accommodation, food, books, etc).

Universities in Britain enjoy complete academic freedom, choosing their own staff and deciding which students to admit, what and how to teach, and which degrees to award (first degrees are called Bachelor degrees). They are mainly government-funded, except for the totally independent University of Buckingham.

There is no automatic admission to university, as there are only a limited number of places (around 100,000) available each year. Candidates are accepted on the basis of their A-level results. Virtually all degree courses are full-time and most last three years (medical and veterinary courses last five or six years).

Students who obtain their Bachelor degree (graduates) can apply to take a further degree course, usually involving a mixture of exam courses and research. There are two different types of post-graduate courses — the master's degree (MA or MSc), which takes one or two years, and the higher degree of Doctor of Philosophy (PhD), which takes two or three years.

### VOCABULARY

grants — субсидия  
loans — заем, ссуда  
tuition fees — плата за обучение  
expenses — расходы  
Bachelor degree — степень Бакалавра  
admission — прием  
master's degree — степень Магистра

### II.COMPREHENSIONQUESTIONS

**Дайте ответы на вопросы:**

1. What is a choice of post-school education in Britain?
2. What do all students on full-time courses receive?
3. How are first degrees called?
4. Is there any automatic admission to university?
5. What are two different types of post-graduate courses?

### **Критерии оценки**

Оценка «5» -если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить основные факты, умеет догадываться о значении незнакомых слов из контекста; может полностью ответить на заданные вопросы, допустив 1-2 грамматические ошибки.

Оценка «4» -если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить отдельные факты. Однако у него недостаточно развита языковая догадка, и он затрудняется в понимании некоторых незнакомых слов, он вынужден чаще обращаться к словарю; допускает 2-3 ошибки при ответе на вопросы.

Оценка «3» - ставится, если обучающийся не совсем точно понял основное содержание прочитанного, умеет выделить в тексте только небольшое количество фактов, совсем не развита языковая догадка; имеет затруднения при ответе на вопросы.

Оценка «2» -выставляется в том случае, если обучающийся не понял текст или понял содержание текста неправильно, не ориентируется в тексте при поиске определенных фактов, не умеет семантизировать (понимать значение) незнакомую лексику, может ответить на заданные вопросы.

#### Практическая работа № 19

1. Тема: Система образования в США.
2. Цель: развитие навыков и умений восприятия и понимания англоязычного текста; расширение лексического запаса учащихся.
3. Количество часов на выполнение работы - 2
4. Осваиваемые компетенции: ОК 4, ОК,5, ОК 6, ОК 8, ОК 9
5. Оснащение: учебник, рабочая тетрадь, раздаточный материал.
6. Содержание заданий

#### I. READ AND TRANSLATE

**Прочитайте и переведите текст.**

#### **The system of higher education in the USA The main types of higher institutions**

Higher education in the USA is the most extensive and versatile in the world. Now almost 10 million students study in American colleges and universities.

The universities are usually divided into state (or public) and private. The main difference between the two is a financial one. Private universities have very limited financial help from the State authorities.

There are four categories of higher educational establishments in the USA. Technical institutions offer two or three year courses. They prepare students for employment in different technical specialties.

Junior colleges provide two-year courses. They help the students to prepare for the further education at the universities.

Art colleges, state and independent colleges award the Bachelor's degree and sometimes the Master's degree in technology, art and teaching.

Universities award all degrees. Often they offer postgraduate courses for the highest degree – the Doctor's degree.

#### VOCABULARY

an extensive and versatile system – обширная и разнообразная система

a specialty – специальность

to offer – предлагать

to provide – обеспечивать

to prepare – готовить

to award – присуждать

a course of study – курс обучения  
the Bachelor's degree – степень бакалавра  
the Master's degree – степень магистра  
the Doctor's degree – степень доктора

## II.COMPREHENSIONQUESTIONS

**Дайте ответы на вопросы:**

1. What two main types of institutions are there in the USA?
2. What is the difference between them?
3. What are the main categories?

## III. ENGLISH EQUIVALENTS

**Переведите с русского на английский язык.**

1. Система высшего образования в США отличается большой разносторонностью.
2. Это образовательное учреждение предлагает обучение по всем специальностям.
3. Эта кампания обеспечивает доступ в Интернет.
4. Он подготовился к экзамену очень хорошо.
5. После курса обучения университет присуждает степень магистра.

## I. READ AND TRANSLATE

**Прочитайте и переведите текст.**

### Text 2. College and University admission and entrance requirements

Access to higher education usually takes place after 18 years of age and after 12 years of primary and secondary studies.

First, the universities require an application including personal information.

Second, it is a high school report. It includes a school-leaving certificate with the list of all courses taken and all grades received, with courses failed and repeated, test results (SAT, ACT and Achievement test) and general assessment of the applicant's character such as motivation, creativity, self-discipline, leadership, self-confidence and warmth of personality.

Third, it is recommendations by school teachers.

Fourth, personal commentary such as hobbies, special awards and prizes, work and travel experience, career goals and the reasons for the choice of this university.

Finally, it is an entrance examination or personal interview.

SAT – the Scholastic Aptitude Test is taken in Maths and verbal activity.

ACT – the American College Testing is taken in social and natural studies.

Achievement Test – special tests in a discipline required by some colleges for admission.

## VOCABULARY

to take place – иметь место

to require – требовать

to apply, an application, an applicant – подавать заявление

to take, to fail, to repeat a course – учить, провалить, повторно учить

to receive a grade – получить оценку

an access to education – доступ к образованию

a school-leaving certificate – аттестат о среднем образовании

a general assessment of character – общая оценка

## II.COMPREHENSIONQUESTIONS

**Дайте ответы на вопросы:**



1. When does the person have the right to study at the university?
2. What are the main entrance requirements?

### **Критерии оценки:**

Оценка «5» -если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить основные факты, умеет догадываться о значении незнакомых слов из контекста; может полностью ответить на заданные вопросы; при выполнении задания к тексту допускает незначительные ошибки.

Оценка «4» -если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить отдельные факты. Однако у него недостаточно развита языковая догадка, и он затрудняется в понимании некоторых незнакомых слов, он вынужден чаще обращаться к словарю; допускает 1-2 ошибки при ответе на вопросы; имеются ошибки при выполнении задания к тексту.

Оценка «3» - ставится, если обучающийся не совсем точно понял основное содержание прочитанного, умеет выделить в тексте только небольшое количество фактов, совсем не развита языковая догадка; имеет затруднения при ответе на вопросы; допускает большое количество ошибок при выполнении задания.

Оценка «2» -выставляется в том случае, если обучающийся не понял текст или понял содержание текста неправильно, не ориентируется в тексте при поиске определенных фактов, не умеет семантизировать (понимать значение) незнакомую лексику; не может выполнить задание.

### **Практическая работа № 20**

1. Тема: Крупнейшие университеты.
2. Цель: развитие навыков и умений восприятия и понимания англоязычного текста; расширение лексического запаса учащихся, умение грамотно построить вопросы к тексту, соблюдая порядок слов.
3. Количество часов на выполнение работы - 2
4. Осваиваемые компетенции: ОК 4, ОК,5, ОК 6, ОК 8, ОК 9
5. Оснащение: учебник, рабочая тетрадь, раздаточный материал.
6. Содержание задания

### **I. READ AND TRANSLATE**

**Прочитайте и переведите текст.**

#### **Universities of Great Britain**

Education is a process of teaching and learning, gaining new knowledge, experience, and practice. It is a very valuable possession for every person, as the earlier you start, the deeper knowledge you are going to have. We have been taught for all our life since the birth. Our first teacher is our mum, later we receive useful information in the kindergarten, then we develop our skills at school, but eventually each intelligent person makes a decision to enter a higher educational establishment. If you desire to become a student of the university, you should work hard to prepare for it. Usually the choice of the university is a very serious decision, so no wonder that more and more school graduates want to study in the best educational establishments. Many European teenagers head for Great Britain, as its universities are famous all around the world and their diplomas are valued everywhere.

Here are several types of universities in Great Britain. The first type is the ancient ones. All of them were founded between the 16th and the 19th centuries and are very reputable. The top place of them is divided between two well-known universities: Oxford and Cambridge, both known as Oxbridge. Though they have rivalry, there is also a great cooperation between them. A

lot of elite people are the graduates of these universities, though they have differences in educational process. Each of them is divided into more than thirty colleges. Colleges at Oxford suggest only those subjects for the students that depend on the field of their study, but Cambridge colleges give a chance to choose the subjects from the list according to your preferences. Oxford University was founded in 1096 and now more than 20,000 students attend it. It offers a broad array of courses, cooperates with numerous organizations, but a degree there will cost you a pretty penny. Cambridge University is also known as the biggest public research center and was founded in 1209 by scholars, who had escaped to Cambridge from Oxford. There are more than 18,000 students there and some of the colleges admit only women. Students attend not only group teaching sessions, but also have supervisions. Each of the graduates remains a member of the college forever.

The second type of the universities is red brick ones. They got their name because of the material they are built with and are located in Manchester, Birmingham and Leeds. They were established during Queen Victoria's reign and before World War II. They differ from the ancient ones because of being non-collegiate and they have taught only locals. They used to admit only men and focus only on "practical subjects". Red Brick Universities were started as preparatory courses, but nowadays they award with their own degrees.

## II. QUESTION PRACTICE

**Ask your own questions (Составьте 15 вопросов к тексту).**

### **Критерии оценки:**

Оценка «5» -если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить основные факты, умеет догадываться о значении незнакомых слов из контекста; может вопросы к тексту.

Оценка «4» -если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить отдельные факты. Однако у него недостаточно развита языковая догадка, и он затрудняется в понимании некоторых незнакомых слов, он вынужден чаще обращаться к словарю; допускает 1-2 ошибки составлении вопросов.

Оценка «3» - ставится, если обучающийся не совсем точно понял основное содержание прочитанного, умеет выделить в тексте только небольшое количество фактов, совсем не развита языковая догадка; имеет затруднения при составлении вопросов.

Оценка «2» -выставляется в том случае, если обучающийся не понял текст или понял содержание текста неправильно, не ориентируется в тексте при поиске определенных фактов, не умеет семантизировать ( понимать значение) незнакомую лексику; не может задать вопросы к тексту.

### **Практическая работа № 21**

1. Тема: Известные ученые
  2. Цель: отработка грамматических навыков построения предложения и выбор правильной временной формы глагола; развитие навыков и умений восприятия и понимания англоязычного текста.
  3. Количество часов на выполнение работы - 2
  4. Осваиваемые компетенции: ОК 1-ОК 10
  5. Оснащение: учебник, рабочая тетрадь, таблица времен английского глагола, раздаточный материал.
  6. Содержание заданий:  
Выполнение грамматических упражнений
- 1) Подчеркните правильный вариант ответа. Underline the correct form to make conditional sentences.
    1. If Rita opens /will open a boutique in the High Street, she'll make lots of money.
    2. If the economy doesn't improve, lots of businesses will close / would close down.

3. This burglar alarm is so sensitive: it goes off if a mouse runs / will run across the floor.
4. George may go to prison unless he won't pay / pays his taxes.
5. The company was / would be more successful if it spent more money on advertising.
6. If the employees of a company are/were happy, they work harder.
7. We might sell our business if it makes / would make another loss this year.
8. It looks like Molly'll be okay, unless something new will happen / happens.
9. Unless Shelly had read him wrong, Jack would find /would have found her unorthodox approach irresistible.
10. Mat would not trust/ didn't trust that unless he had to.

## 2) Прочитайте и переведите текст.

Adam Smith

Late in the 16th and the first half of the 17th century Britain became the centre of the development of science and materialistic philosophy. It was an age of experiment and new thought changing men's ideas of the world.

It was the time when English classical school of political economy emerged whose teaching proved that economic progress depended on the free enterprise and free trade. This theory had first been developed by Sir William Petty (1623-1687) who is considered the founder of political economy.

One of the greatest representatives of English classical political economy was Adam Smith (1723-1790). He proclaimed to the world the economic philosophy of "the obvious and simple system of natural liberty". His work "Enquiry into Nature and Causes of the Wealth of Nations" which was published in 1776 was a great event in economic science. Adam Smith was the first real advocate of free enterprise and free trade.

"... Every man as long as he does not violate the laws of justice is left perfectly free to pursue his own interest in his own way and to bring both his industry and capital with those of any other man".

He proved that a country's wealth lies not in money but in the goods people use and in their skill to produce them. His ideas were further developed in the books by David Ricardo (1772-1823).

Критерии оценки:

Оценка «5» -если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить основные факты, умеет догадываться о значении незнакомых слов из контекста; может полностью ответить на заданные вопросы; при выполнении грамматического задания допускает незначительные ошибки.

Оценка «4» -если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить отдельные факты. Однако у него недостаточно развита языковая догадка, и он затрудняется в понимании некоторых незнакомых слов, он вынужден чаще обращаться к словарю; допускает 1-2 ошибки при ответе на вопросы; имеются ошибки при выполнении грамматического задания.

Оценка «3» - ставится, если обучающийся не совсем точно понял основное содержание прочитанного, умеет выделить в тексте только небольшое количество фактов, совсем не развита языковая догадка; имеет затруднения при ответе на вопросы; допускает большое количество ошибок при выполнении грамматического задания.

Оценка «2» -выставляется в том случае, если обучающийся не понял текст или понял содержание текста неправильно, не ориентируется в тексте при поиске определенных фактов, не умеет семантизировать ( понимать значение) незнакомую лексику; не может выполнить грамматическое задание.

## Практическая работа № 22

### 1. Тема: Роль английского языка.

2. Цель: развитие коммуникативных навыков учащихся.
3. Количество часов на выполнение работы - 2
4. Осваиваемые компетенции: ОК 4, ОК 5, ОК 6, ОК 8, ОК 9
5. Оснащение: учебник, рабочая тетрадь.
6. Содержание заданий

### **I. Прочитайте и переведите диалог.**

Question: Lynne, I'd like to ask you first, at what age do people start learning English these days?

LYNNE: Well, in many countries children start learning English when they go to school but I think in some countries they're starting to teach English to much younger children and I think this will become more and more common around the world.

GREG: That's certainly true 'cause I know that in some countries they're even having English lessons for six-year-old children, so they'll certainly be learning as soon as they start school, if not before.

Q: And do you think that English will soon be the universal language?

LYNNE: Oh, I think most adults already speak some English, even if it's only a word or two here and there, because English is very common and very useful.

Q: What about you Greg?

GREG: Well, I think that's right. Because already there are so many words that are in English and that are used internationally, for example, "radio, television, football", these are all international words — English words though. So I think in years to come there'll be very few people who don't speak English.

Q: And, do you think, Lynne, that teachers will start using English to teach other subjects, for instance, geography or science, and that it'll be used in schools all over the world?

LYNNE: Yes, I do. I think that teachers will start experimenting with that. I think in many ways it's the best way of learning English.

GREG: I'm not sure about that actually, I don't think that's right. I think some will be in English certainly, for example, lessons in science, say. But I think quite a lot won't be in English — other lessons.

Q: Now, what about British and American life and habits, institutions, do you think that it's important to know about those?

LYNNE: I don't think that English as a language has anything to do with double-decker buses, and bowler hats, and hamburgers and yellow taxis. It's an international language and it can be used for communication between people who don't know each other's language, as a tool really. So, I don't think that the cultural roots of English are important at all.

GREG: I really do disagree there, because I think you have to understand the culture of a country, simply because there are some words that mean different things to different people depending on what country they're in, for example, the word 'tea' can be a drink to some people in one country and in another country it means an entire meal. The word 'police' means different things to different people. You always have to know a little bit about the background and the culture of a country before you can fully understand the language.

Q: What about in the work? How important is English there, what's its role?

LYNNE: Well, I think it's really important and more and more people will use it at work — it's easily understood wherever you come from and actually, everyone will need to use more English for their work.

GREG: I think some people will need to use more English, particularly people working in big companies who have to travel a lot and do a lot of business between countries, but for the

majority of the population in any country who aren't involved in international business or moving around or travelling they'll be very happy sticking to their own language.

Q: And the traditional language class as we know it — do you think that that will continue or will there be other forms of teaching, such as, teaching involving television and computers?

LYNNE: Well, I think that the traditional language class will still exist. The personal contact is very important with the language teacher and of course, there is more than one person in a class, you can interact with the other students and I think that that's much more valuable often than just relating to a computer screen or listening to cassettes.

Q: Do you agree with that Greg?

GREG: Not entirely. I think that we live in a computer age now and, it's highly likely that computers and other, videos for example — all those interactive programmes that you use with videos — will allow people to learn foreign languages in a different way on their own, so that you aren't dependent on teachers and other students.

Q: And finally, do you think that English will ever become more important than the language of the native speaker?

LYNNE: Well, no. I think obviously English is important, but I think your own language and your own culture and traditions are more important to you and I think it's good to respect those and to hold on to them.

GREG: Yes, I agree. I think it would be very arrogant to think that English would be more important than your own language, 'cause your own culture and your personal identity and your national identity are, after all, far more important, aren't they?

## II. DISCUSSION QUESTIONS

1. Do you think English will soon be the universal language?
2. At what age do people start learning English these days?
3. Do you think that it's important to know about British and American life and habits?
4. Do you think that teachers will start using English to teach other subjects, for instance, geography or science, and that they'll be used in schools all over the world?
5. And the traditional language class as we know it — do you think that that will continue or will there be other forms of teaching, such as, teaching involving television and computers, using those sorts of technologies?
6. Do you think that, English will ever become more important than the language of the native speaker?
7. How important is English, what's its role?

## VOCABULARY

arrogant — высокомерный

bowler hat — цилиндр

root — источник, корень, первопричина

background — истоки, происхождение

tool — инструмент

to hold on to — придерживаться

to be involved — вовлекать, включать, предполагать

to stick to — придерживаться

to interact — взаимодействовать

valuable — ценный

## Критерии оценки:

Оценка «5» -если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить основные факты, умеет догадываться о значении незнакомых слов из контекста; может полностью ответить на заданные вопросы.

Оценка «4» -если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить отдельные факты. Однако у него недостаточно развита языковая догадка, и он затрудняется в понимании некоторых незнакомых слов, он вынужден чаще обращаться к словарю; допускает 1-2 ошибки при ответе на вопросы.

Оценка «3» - ставится, если обучающийся не совсем точно понял основное содержание прочитанного, умеет выделить в тексте только небольшое количество фактов, совсем не развита языковая догадка; имеет затруднения при ответе на вопросы.

Оценка «2» -выставляется в том случае, если обучающийся не понял текст или понял содержание текста неправильно, не ориентируется в тексте при поиске определенных фактов, не умеет семантизировать (понимать значение) незнакомую лексику.

## **Тема 2.2.Будущая профессия**

### **Практическая работа № 23**

1. Тема: «Профессии».
2. Цель: развитие навыков и умений восприятия и понимания англоязычного текста.
3. Количество часов на выполнение работы - 2
4. Осваиваемые компетенции: ОК 4, ОК 5, ОК 6, ОК 8, ОК 9
5. Оснащение: учебник, рабочая тетрадь, раздаточный материал.
6. Содержание заданий

### **I. READ AND TRANSLATE**

**Прочитайте и переведите текст.**

#### **Planning a Career**

Having a job and having a career are two very different things. A *job* is something you do to make money. You may enjoy the job, work hard at it and do well, but you are primarily doing it for the money to satisfy your other interests outside of the work environment. A *career* is something that integrates your desires and interests so that it gives you satisfaction above and beyond the money you make. A *profession* is a type of job that needs a high level of education. To have a career means commitment and development but first of all planning.

This process can begin at any age. For some people it starts when they are small children and visit mom or dad at their place of work. For others it can come later through the inspiration of a teacher or exposure to a wider range of fields.

It is up to each individual to decide whether a job or career is best for them. People may share the same talent and interest but other aspects of their personality will dictate which direction to go with that interest. For example, one guitar player may decide to plan a career as a professional musician. Another may decide that the financial insecurity is too much for him, get a regular job satisfy his musical interests in his free time.

Whether you decide to get a job or plan a career, the job market today is quite different from that of your parents. In the Soviet system young people were guaranteed a job upon graduation. Now, there are no guarantees after university, institute or school.

The young person in today's Russia faces a very competitive job market.

What do the new dynamics of the Russian job market mean for young people? First, if they have decided they want a career, they must start early in their academic life to plan and take steps to develop their professional careers. Second, in addition to a suitable background for a desired career, creativity, self-promotion and preparation are absolutely vital for any sort of success in the job search. Last, students must develop confidence in themselves and recognize the power that each of them has to take control of their future and shape it in a way that is best for them.

## II. TRUE/FALSE

Прочитайте текст и укажите, правда или ложь указана в предложениях.

1. Having a job and having a career are two very different things.
2. Planning a career can begin at any age.
3. The choice of a career doesn't only depend on a person's talents and interests.
4. To face a competitive job market is to have no guarantees for getting a job.
5. To take control of the future and to be well-prepared for the challenges of the job market one should take several very important steps.

## II.DISCUSSIONQUESTIONS

Дайте ответы на вопросы:

1. Is career an important part in your life?
2. What is your idea of an ideal job?
3. What are some good jobs to have and why?
4. What are the worst jobs and why?
5. What job would you like to get after you graduate from the University?
6. You have won or inherited a lot of money. Would you continue working?
7. Would you agree to get married and not to work?
8. At what age can you get a part-time job in your country?
9. What are the most popular jobs for young men and women?
10. Would you like your work to be indoors or outdoors?
11. Would you like to have your own business? Why?
12. Do you prefer to have a job for which no further training is required or further training is necessary?
13. Would you like to work for a big organization?
14. Would you like a job that involved making things with your hands?
15. What does your future profession demand from you?
16. What are the main advantages and disadvantages of your future profession?

### Критерии оценки:

Оценка «5» -если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить основные факты, умеет догадываться о значении незнакомых слов из контекста; может полностью ответить на заданные вопросы; при выполнении задания допускает незначительные ошибки.

Оценка «4» -если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить отдельные факты. Однако у него недостаточно развита языковая догадка, и он затрудняется в понимании некоторых незнакомых слов, он вынужден чаще обращаться к словарю; допускает 1-2 ошибки при ответе на вопросы; имеются ошибки при выполнении задания.

Оценка «3» - ставится, если обучающийся не совсем точно понял основное содержание прочитанного, умеет выделить в тексте только небольшое количество фактов, совсем не развита языковая догадка; имеет затруднения при ответе на вопросы; допускает большое количество ошибок при выполнении задания.

Оценка «2» -выставляется в том случае, если обучающийся не понял текст или понял содержание текста неправильно, не ориентируется в тексте при поиске определенных фактов, не умеет семантизировать ( понимать значение) незнакомую лексику; не может выполнить задание.

### Практическая работа № 24

1. Тема: «Профессиональные качества».
2. Цель: отработка коммуникативных и грамматических навыков.
3. Количество часов на выполнение работы - 2

4. Осваиваемые компетенции: ОК 4, ОК 5, ОК 6, ОК 8, ОК 9
5. Оснащение: учебник, рабочая тетрадь, таблица с временами английского глагола.
6. Содержание задания

## I. READ AND TRANSLATE

**Прочитайте и переведите текст.**

### SKILLS AND COMPETENCIES

Making a positive career choice is a problem which worries many people nowadays. What am I good at? How can I find a well-paid job? What kind of knowledge and what traits of character should I have to succeed? These are the questions that people often ask themselves. Nowadays employers demand perfect knowledge, work experience, a range of skills and such qualities as efficiency, punctuality, practicality, creativity and many others. If you want to get a good job, you must convince your employer that you are the best candidate for it.

If you want to become a good specialist, to keep your job and to get a promotion, you should be competent. Competence is a requirement for a person to properly perform a specific job. In other words, it is a combination of knowledge, skills and behavior, the ability to perform a specific role.

There are a lot of competencies but as a rule they are divided into two large groups: technical competencies and personal competencies. Technical competencies comprise the skills and knowledge that are essential in order for a person to do a particular job appropriately (for example word processing). Personal competencies include characteristics that people use together with their technical competencies in order to do their work well (for example, initiative and sociability).

Competence development is a long process that requires training and personal development. Competence grows through experience.

The ability to make the right decision is crucial in the world of business. A well -considered decision will lead your team to success; a poor decision can result into failure. A good employee should demonstrate problem-solving capability and think about what is to be achieved and how it is to be achieved.

Many companies need people who can work effectively in different countries and cultures, in other words, people who can function in a global context. Therefore it is important to develop intercultural competence. This requirement stems from the mass globalization of business and the development of cross-cultural contacts. Intercultural competence is the ability to understand people of other cultures and to work effectively with them. A person must remember that the traditions and customs that he or she is used to may be inadmissible in another country. That is why one should be aware of intercultural differences to avoid mistakes, misunderstanding or offence and to achieve one's business goals.

Relationship-building is a new popular term that means building good relationships with partners and clients. You should understand their needs and respect their rights.

## II.DISCUSSIONQUESTIONS

**Дайте ответы на вопросы:**

1. What are employers looking for?
2. What competencies or skills have you recently developed?
3. Where are you focusing in developing your competencies?
4. Do you prefer to work for large or small employers?
5. Are you self-motivating or do you require external motivators?
6. Do you find it difficult to motivate others?
7. How do you influence the behavior of others?



8. How would you describe your personal work style?
9. Do you spend more time planning or more time doing your work?
10. What is your greatest strength?
11. What is your greatest weakness?
12. What is your long-range objective?
13. How has your education prepared you for your career?
14. What qualities do you feel a successful designer should have?
15. How would you describe your ideal job?

### III. WORDSEARCH

**Перепишите предложение, подставляя нужные слова:**

*occupation, career, creative, architect, vet, responsible, noble, prestigious, librarian, fireman.*

1. The profession of a photographer is very.....
2. I think teaching is a ..... profession.
3. We have always thought that any job in the hospital is.....
4. Careers of computers programmers are very..... nowadays.
5. My cousin wants to be an.....
6. Will you write your..... on this form?
7. A..... is a person who works in the library to help people to choose books to read.
8. I am sure that the profession of a..... is rather dangerous.
9. His ..... As a driver came to the end after a road accident.
10. I am going to be a..... because I like animals and birds.

### IV. GRAMMAR

**Раскройте скобки, употребляя герундий.**

1. The doctor insisted on (send) the sick man to hospital.
2. He was good at (repair) cars.
3. She was sorry for (come) late.
4. The children ran out the room and began (play).
5. He seemed sorry for (be) rude.
6. The girl had no talent for (dance).
7. After (check) the students' papers, the teacher handed them back.
8. Excuse her for (break) her cup.
9. She was proud of (win) the prize.
10. She accused the boy of (steal) her purse.
11. I don't mind (open) the window.
12. I objected to my mother (do my room).
13. They enjoy (watch) her dancing.
14. She doesn't feel like (see) him.
15. She never approved of her daughter (drink) so much coffee.

### **Критерии оценки:**

Оценка «5» - обучающийся может полностью ответить на заданные вопросы; при выполнении грамматического задания допускает незначительные ошибки.

Оценка «4» - обучающийся допускает 1-2 ошибки при ответе на вопросы; имеются ошибки при выполнении грамматического задания.

Оценка «3» - обучающийся имеет затруднения при ответе на вопросы; допускает большое количество ошибок при выполнении грамматического задания.

Оценка «2» - не может выполнить грамматическое задание и ответить на вопросы

1. Тема: «Известные люди в профессии»
2. Цель: развитие навыков и умений восприятия и понимания англоязычного текста; расширение лексического запаса учащихся.
3. Количество часов на выполнение работы - 2
4. Осваиваемые компетенции: ОК 4, ОК 5, ОК 6, ОК 8, ОК 9
5. Оснащение: учебник, рабочая тетрадь, раздаточный материал.
6. Содержание заданий:

## I. READ AND TRANSLATE

**Прочитайте и переведите текст.**

### WHY DO WE NEED THE LAW?

Almost everything we do is governed by some set of rules. There are rules for games, for social clubs, for sports and for adults in the workplace. There are also rules imposed by morality and custom that play an important role in telling us what we should and should not do. However, some rules - those made by the state or the courts - are called "laws". Laws resemble morality because they are designed to control or alter our behavior. But unlike rules of morality, laws are enforced by the courts; if you break a law - whether you like that law or not -- you may be forced to pay a fine, pay damages, or go to prison. Are some rules so special that they are made into laws? Why do we need rules that everyone must obey? In short, what is the purpose of law? We did not live in a structured society with other people, laws would not be necessary. We would simply do as we please, with little regard for others. But ever since individuals began to associate with other people - to live in society - laws have been the glue that has kept society together. For example, the law in our country states that we must drive our cars on the right-hand side of a two-way street. If people were allowed to choose at random which side of the street to drive on, driving would be dangerous and chaotic. Laws regulating our business affairs help to ensure that people keep their promises. Laws against criminal conduct help to safeguard our personal property and our lives. In a well-ordered society, people have disagreements and conflicts arise. The law must provide a way to resolve these disputes peacefully. If two people claim to own the same piece of property, we do not want the matter settled by a duel: we turn to the law and to institutions like the courts to decide who is the real owner and to make sure that the real owner's rights are respected. Need law, then, to ensure a safe and peaceful society in which individuals' rights are respected. But we expect even more from our law. Some totalitarian governments have cruel and arbitrary laws, enforced by police forces free to arrest and punish people without trial. Strong-arm tactics may provide a great deal of order, but we reject this form of control. The legal system should respect individual rights while, at the same time, ensuring that society operates in an orderly manner. And society should believe in the Rule of Law, which means that the law applies to every person, including members of the police and other public officials, who must carry out their public duties in accordance with the law. Our society, laws are not only designed to govern our conduct: they are also intended to give effect to social policies. For example, some laws provide for benefits when workers are injured on the job, for health care, as well as for loans to students who otherwise might not be able to go to university. Goal of the law is fairness. This means that the law should recognize and protect certain basic individual rights and freedoms, such as liberty and equality. The law also serves to ensure that strong groups and individuals do not use their powerful positions in society to take unfair advantage of weaker individuals, despite the best intentions, laws are sometimes created that people later recognize as being unjust or unfair. In a democratic society, laws are not carved in stone, but must reflect the changing needs of society. In a democracy, anyone who feels that a particular law is flawed has the right to speak out publicly and to seek to change the law by lawful means.

**Подберите к английским словосочетаниям из текста русские эквиваленты:**

|                       |                                      |
|-----------------------|--------------------------------------|
| 1. the purpose of law | а) уважать права отдельного человека |
|-----------------------|--------------------------------------|

|  |   |
|--|---|
| 2. to live in society                                | b) отражать изменяющиеся потребности общества           |
| 3. to choose at random                               | с) иметь разногласия и конфликты                        |
| 4. to safeguard our personal property and our lives. | d) верить в верховенство закона                         |
| 5. to have disagreements and conflicts               | е) защищать основные права и свободы                    |
| 6. to resolve disputes peacefully                    | f) назначение (цель) права                              |
| 7. to turn to the law                                | g) иметь право открыто высказать свое мнение            |
| 8. to respect individual rights                      | h) жить в обществе                                      |
| 9. to arrest and punish people without trial         | i) выбирать что-либо наугад                             |
| 10. to believe in the Rule of Law                    | j) стремиться изменить закон мирными средствами         |
| 11. in accordance with the law                       | к) арестовывать и наказывать людей без суда и следствия |
| 12. to protect basic individual rights and freedoms  | l) охранять нашу собственность и жизнь                  |
| 13. to reflect the changing needs of society         | m) в соответствии с законом                             |
| 14. to have the right to speak out publicly          | n) обращаться к закону                                  |
| 15. to seek to change the law by lawful means        | о) разрешать споры мирными средствами                   |

Выразите согласие/несогласие со следующими утверждениями, используя ту или иную речевую модель.

Model: a) I fully agree with the statement.) I am afraid, I can't agree with it.

1. Not everything we do is governed by some set of rules.
2. We need rules that everyone must obey.
3. Laws against criminal conduct don't help to safeguard our personal property and our lives.
4. In well-ordered society conflicts never arise.
5. It is impossible to resolve disputes peacefully.
6. If individual's rights are respected it means that we live in a safe and peaceful society.
7. Totalitarian governments have cruel and arbitrary laws.
8. Strong-arm tactics may provide a great deal of order ensuring the society operates in an orderly manner.
9. Laws should be applied to every person in the society.
10. The only goal of the law is fairness.

#### Критерии оценивания

Оценка «5» -если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить основные факты, умеет догадываться о значении незнакомых слов из контекста; может полностью ответить на заданные вопросы; при выполнении задания допускает незначительные ошибки.

Оценка «4» -если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить отдельные факты. Однако у него недостаточно развита языковая догадка, и он затрудняется в понимании некоторых незнакомых слов, он вынужден чаще обращаться к словарю; допускает 1-2 ошибки при ответе на вопросы; имеются ошибки при выполнении задания.

Оценка «3» - ставится, если обучающийся не совсем точно понял основное содержание прочитанного, умеет выделить в тексте только небольшое количество фактов, совсем не развита языковая догадка; имеет затруднения при ответе на вопросы; допускает большое количество ошибок при выполнении задания.

Оценка «2» -выставляется в том случае, если обучающийся не понял текст или понял содержание текста неправильно, не ориентируется в тексте при поиске определенных фактов, не умеет семантизировать ( понимать значение) незнакомую лексику; не может выполнить задание.

### Практическая работа № 26

1. Тема: «Моя специальность»
2. Цель: развитие коммуникативных навыков и навыков построения текста на английском языке.
3. Количество часов на выполнение работы - 2
4. Осваиваемые компетенции: ОК 4, ОК 5, ОК 6, ОК 8, ОК 9
5. Оснащение: учебник, рабочая тетрадь, раздаточный материал.
6. Содержание задания:

#### I. READ AND TRANSLATE

It is rather important for every one to make the right choice of profession, because what we choose defines the largest part of our life. If someone chooses to be a teacher, he or she will spend most of the time dealing children. Those, who choose to become doctors, spend most of their adult life helping people to cope with various diseases. I chose to discuss different matters and argue about them.

Basically, I want to become a lawyer. On daily basis I like investigating, finding out the truth, arguing and winning. So, people who know me well, agree that I would make an excellent lawyer. In my opinion, justice is valuable in modern world. That's why this profession is rather demanded and respected in every country.

To become a qualified professional I should enter a decent Law school. My parents have found vocational law courses for me, where I will be studying for the next two years. After that I can either start working at the Investigation Department or continue studying at the university to become a legist or attorney. I would prefer the second option, because I really want to work at court and to deal with criminal charges.

As I've mentioned before I like investigating the cases and detecting the truth, so the profession of a lawyer seems to be suitable for me. Apart from that, I think that such legal professions are highly respected in the society. In my opinion, each lawyer should look smart and neat. That's one of the main reasons why people look up to these professionals and trust them.

Today a good lawyer is of great demand, so I hope to become one someday.

#### Критерии оценки

Оценка «5» -коммуникативная задача решена, соблюдены основные правила оформления текста, очень незначительное количество орфографических и лексико-грамматических погрешностей. Логичное и последовательное изложение материала с делением текста на абзацы. Правильное использование различных средств передачи логической связи между отдельными частями текста. Обучающийся показал знание большого запаса лексики и успешно использовал ее с учетом норм иностранного языка. Практически нет ошибок. Соблюдается правильный порядок слов.

Оценка «4» -коммуникативная задача решена, но лексико-грамматические погрешности, в том числе выходящих за базовый уровень, препятствуют пониманию. Мысли изложены в основном логично. Допустимы отдельные недостатки при делении текста на абзацы и при использовании средств передачи логической связи между отдельными частями текста или в формате письма. Обучающийся использовал достаточный объем лексики, допуская отдельные неточности в употреблении слов или ограниченный запас слов, но эффективно и правильно, с учетом норм иностранного языка. В работе имеется ряд грамматических ошибок, не препятствующих пониманию текста.

Оценка «3» -коммуникативная задача решена, но языковые погрешности, в том числе при применении языковых средств, составляющих базовый уровень, препятствуют пониманию текста. Мысли не всегда изложены логично. Деление текста на абзацы недостаточно последовательно или вообще отсутствует. Ошибки в использовании средств передачи логической связи между отдельными частями текста. Много ошибок в формате письма. Обучающийся использовал ограниченный запас слов, не всегда соблюдая нормы иностранного языка. В работе либо часто встречаются грамматические ошибки элементарного уровня, либо ошибки немногочисленны, но так серьезны, что затрудняют понимание текста.

Оценка «2» -коммуникативная задача не решена. Отсутствует логика в построении высказывания. Не используются средства передачи логической связи между частями текста. Формат письма не соблюдается. Обучающийся не смог правильно использовать свой лексический запас для выражения своих мыслей или не обладает необходимым запасом слов. Грамматические правила не соблюдаются. Правила орфографии и пунктуации не соблюдаются.

#### Практическая работа №27

1. Тема: «Введение в специальность».
2. Цель: развитие навыков и умений восприятия и понимания англоязычного текста; расширение лексического запаса учащихся.
3. Количество часов на выполнение работы - 2
4. Осваиваемые компетенции: ОК 1-ОК 10
5. Оснащение: учебник, рабочая тетрадь, таблица с временами английского глагола, раздаточный материал.
6. Содержание задания

Работа с текстом: чтение и перевод текста, выполнение заданий

The world was at a very primitive stage of development there were no laws to regulate life of people. If a man chose to kill his wife or if a woman succeeded in killing her husband that was their own business and no one interfered officially. Things never stay the same. The life has changed. We live in a complicated world. Scientific and social developments increase the tempo of our daily living activities, make them more involved. Now we need rules and regulations which govern our every social move and action. We have made laws of community living. Laws are based on the reasonable needs at the community we often don't notice them. If our neighbor plays loud music late at night, we probably try to discuss the matter with him rather than consulting the police, the lawyer or the courts. When we buy a TV set, or a train ticket or loan money to somebody a lawyer may tell us it represents a contract with legal obligations. But to most of us it is just a ticket that gets us on a train or a TV set to watch. When a neighbor refuses to behave reasonably or when we are injured in a train accident, the money wasn't repaid, the TV set fails to work and the owner of the shop didn't return money or replace it, we do start thinking about the legal implications of everyday activities. May wish to take legal action to recover your loss. You may sue against Bert who didn't pay his debt. Thus you become a plaintiff and Bert is a defendant. At the trial you testified under oath about the loan. Bert, in his turn, claimed that it was a gift to him, which was not to be returned. The court after the listening to the testimony of both sides and considering the law decided that it was a loan and directed that

judgment be entered in favor of you against Bert. Transactions in modern society are so complex that few of us would risk making them without first seeking legal advice. For example, buying or selling a house, setting up a business, or deciding whom to give our property to when we die. The whole it seems that people all over the world are becoming more and more accustomed to using legal means to regulate their relations with each other. Multinational companies employ lawyers to ensure that their contracts are valid whenever they do business.

1. Ответьте на вопросы:

1. Were there any laws when the world was at a very primitive stage of development?
2. Why do we need rules and regulations nowadays?
3. Do we notice laws? Why?
4. When do we start thinking about the legal implications of our everyday activities?
5. In what case may we sue against Berth?
6. Where do we testify under oath?
7. Did Berth win or lose the case?
8. In what cases do people seek legal advice?
9. Why do companies employ lawyers?
1. Выразите согласие/несогласие со следующими утверждениями, используя ту

или иную речевую модель

Model:

- a) I think it is true. The text tells us that .....
- b) To my mind, it is false because .....
1. We usually think about the legal implications of everyday activities.
2. Few of us would risk making transactions without first seeking legal advice.
3. People all over the world are becoming more and more accustomed to using legal means to regulate their relations with each other.
4. Even though the TV set fails to work and the owner of the shop didn't return your money or replace the TV set, we don't start thinking of taking legal advice.
5. When you buy a train ticket a lawyer may tell you it represents a contract with legal obligations.
6. You may not sue against the person who didn't pay his debt.
7. You can testify at the doctor's.
8. A defendant can accuse a plaintiff.
9. The court may listen to testimony of one side.
10. All transactions in modern society are very complex.
11. Nobody should have basic knowledge of law.

### Критерии оценки

Оценка «5» -если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить основные факты, умеет догадываться о значении незнакомых слов из контекста; может полностью ответить на заданные вопросы; при выполнении задания допускает незначительные ошибки.

Оценка «4» -если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить отдельные факты. Однако у него недостаточно развита языковая догадка, и он затрудняется в понимании некоторых незнакомых слов, он вынужден чаще обращаться к словарю; допускает 1-2 ошибки при ответе на вопросы; имеются ошибки при выполнении задания.

Оценка «3» - ставится, если обучающийся не совсем точно понял основное содержание прочитанного, умеет выделить в тексте только небольшое количество фактов, совсем не развита языковая догадка; имеет затруднения при ответе на вопросы; допускает большое количество ошибок при выполнении задания.

Оценка «2» -выставляется в том случае, если обучающийся не понял текст или понял содержание текста неправильно, не ориентируется в тексте при поиске определенных фактов, не умеет семантизировать ( понимать значение) незнакомую лексику; не может выполнить задание.

### **Тема 2.3.Экология**

#### **Практическая работа № 28**

1. Тема: «Защита окружающей среды».
2. Цель: развитие навыков и умений восприятия и понимания англоязычного текста; расширение лексического запаса учащихся.
3. Количество часов на выполнение работы - 2
4. Осваиваемые компетенции: ОК 4, ОК 5, ОК 6, ОК 8, ОК 9
5. Оснащение: учебник, рабочая тетрадь, раздаточный материал.
6. Содержание задания:

#### **I. READ AND TRANSLATE**

**Прочитайте и переведите текст.**

#### **Environmental Protection in Great Britain**

We are living in the time of rapid scientific and technological progress, which is accompanied by an increasing consumption of the world's natural resources. Such vital sources of life as air, water, minerals as well as fauna and flora are being wasted and destroyed.

The protection of nature has become of international importance. Great Britain stresses the need for improvement of environmental protection too. Integrated pollution control restricts emissions to air, land and water from the most harmful process. Responsibility for pollution control rests with local and central government. Great Britain has adopted a phased programme of reductions in sulphur dioxide emissions from existing large combustion plants of up to 60 per cent by 2003. Over 95 per cent of petrol stations in Britain stock unleaded petrol. Strict controls have reduced carbon monoxide, hydrocarbon and nitrogen oxide emissions.

The Government worked out the rules for the use of the Earth's atmosphere. Total emissions of smoke in the atmosphere have fallen by over 85 per cent since 1960. Sulphur dioxide emissions have fallen by about 40 per cent since 1970.

The Government is committed to the elimination of chlorofluorocarbons which damage the ozone layer. They also contribute to the green-house effect, which leads to global warming and a rise in sea levels.

There are nearly 500,000 protected buildings and 7,000 conservation areas of architectural or historical interest in Great Britain.

The Government attaches great importance to the protection of national parks (they cover 9 per cent of the total land area of England and Wales). Great care is taken of three regional parks and forty national scenic areas, which cover 13 per cent of Scotland. The territorial waters of most nations are already being spoiled, but the National Rivers Authority of Great Britain protects its inland waters in England and Wales. In Scotland the river purification authorities are responsible for water pollution control.

Under such strict regime the mineral and other resources of the oceans and seas would become reserves not only for use by this generation but the following generations as well.

#### **VOCABULARY**

1. rapid - быстрый
2. accompany - сопровождать
3. consumption - поглощение
4. reduction in sulphur dioxide emissions –сокращение выбросов диоксида серы
5. combustion [kəm'blʌʃ(ə)n] - сгорание
6. petrol stations - бензоколонки

7. workout - разрабатывать
8. ozonlayer—озоновый слой
9. conservation area—охранная зона
10. purification|ˌpjʊəˈrɪfɪˈkeɪʃən| - очистка, очищение

## II.COMPREHENSION QUESTIONS

**Дайте ответы на вопросы:**

1. What programme has Great Britain adopted?
2. What did the Government work out for the use of the Earth's atmosphere?
3. Which factors lead to global warming and a rise in sea levels?
4. How many protected buildings and conservation areas are there in Great Britain?
5. Why does the Government of Great Britain attach great importance to the protection of national parks and purification of the territorial waters?

### **Критерии оценки**

Оценка «5» - если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить основные факты, умеет догадываться о значении незнакомых слов из контекста; может полностью ответить на заданные вопросы. Оценка «4» - если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить отдельные факты. Однако у него недостаточно развита языковая догадка, и он затрудняется в понимании некоторых незнакомых слов, он вынужден чаще обращаться к словарю; допускает 1-2 ошибки при ответе на вопросы.

Оценка «3» - ставится, если обучающийся не совсем точно понял основное содержание прочитанного, умеет выделить в тексте только небольшое количество фактов, совсем не развита языковая догадка; имеет затруднения при ответе на вопросы.

Оценка «2» -выставляется в том случае, если обучающийся не понял текст или понял содержание текста неправильно, не ориентируется в тексте при поиске определенных фактов, не умеет семантизировать ( понимать значение) незнакомую лексику.

## Практическая работа № 29

1. Тема: «Загрязнения».
2. Цель: развитие навыков и умений восприятия и понимания англоязычного текста; расширение лексического запаса учащихся, отработка грамматических навыков.
3. Количество часов на выполнение работы - 2
4. Осваиваемые компетенции: ОК 4, ОК 5, ОК 6, ОК 8, ОК 9
5. Оснащение: учебник, рабочая тетрадь, раздаточный материал.
6. Содержание заданий:

### I. READ AND TRANSLATE

**Прочитайте и переведите текст.**

#### **Natural Catastrophes**

We, humans, now dominate the Earth — and our planet is in grave danger of suffering from our activities.

But from time to time the Earth threatens us, warns of the danger of killing the planet and ourselves. We have to be very careful what we do with nature, provoking to some extent natural disasters like drought, sandstorm and famine in Africa, flood in Netherlands, hurricanes in the USA, volcanoes and earthquakes in Turkey, Japan, Mexico, Italy, Armenia, typhoons and tidal waves, landslide and fire. Natural disasters make big problems and people all over the world come to help the regions where the catastrophe has happened. Different countries send to the



area of the natural disaster food and medical supplies, as well as doctors, nurses, blankets, tents and clothes.

Natural catastrophes, being great tragedies, teach us to be merciful to the other people and to our planet — the Earth.

### **Vocabulary**

1. dominate - властвовать
2. threaten - угрожать
3. warn - предупреждать
4. disaster - катастрофа
5. drought [draut] - засуха
6. famine ['fæmɪn] - голод
7. earthquake –землетрясение

### **II.DISCUSSIONQUESTIONS**

**Дайте ответы на вопросы:**

1. Why is our planet in grave danger?
2. Are we careful with nature?
3. What nature disasters do you know?
4. Do natural disasters make big problems?
5. What do natural catastrophes teach us?
6. What causes climate to change – and how much can it change?
7. Why do people deny the science of climate change?
8. Can earthquakes, volcanic eruptions and their consequences be predicted?
9. Why are volcanic eruptions catastrophic?
10. How can nature make you kinder, happier, and more creative?

### **III.GRAMMAR**

**Закончите предложения в косвенной речи, обратите внимание на изменение местоимений и глаголов.**

Your friend is an exchange student in the USA at the moment. You are speaking with him on the phone and your friend Sue is standing next to you. She is very excited - you have to repeat every sentence to her.

Tom: I'm fine.

Sue: What does he say?

You: He says that \_\_\_\_\_.

Tom: The weather here is great.

Sue: What does he say?

You: He says that \_\_\_\_\_.

Tom: My host family is very nice.

Sue: What does he say?

You: He says that \_\_\_\_\_.

Tom: I have my own room.

Sue: What does he say?

You: He says that \_\_\_\_\_.

Tom: We have a national park here.

Sue: What does he say?

You: He says that \_\_\_\_\_.

Tom: We went there yesterday.

Sue: What does he say?

You: He says that \_\_\_\_\_.

Tom: It was great.  
Sue: What does he say?  
You: He says that \_\_\_\_\_.  
Tom: I'd love to go there again.  
Sue: What does he say?  
You: He says that \_\_\_\_\_.  
Tom: The teachers at my school are very nice.  
Sue: What does he say?  
You: He says that \_\_\_\_\_.  
Tom: My English has improved.  
Sue: What does he say?  
You: He says that \_\_\_\_\_.

### **Критерии оценки:**

Оценка «5» -если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить основные факты, умеет догадываться о значении незнакомых слов из контекста; может полностью ответить на заданные вопросы; при выполнении грамматического задания допускает незначительные ошибки.

Оценка «4» -если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить отдельные факты. Однако у него недостаточно развита языковая догадка, и он затрудняется в понимании некоторых незнакомых слов, он вынужден чаще обращаться к словарю; допускает 1-2 ошибки при ответе на вопросы; имеются ошибки при выполнении грамматического задания.

Оценка «3» - ставится, если обучающийся не совсем точно понял основное содержание прочитанного, умеет выделить в тексте только небольшое количество фактов, совсем не развита языковая догадка; имеет затруднения при ответе на вопросы; допускает большое количество ошибок при выполнении грамматического задания.

Оценка «2» -выставляется в том случае, если обучающийся не понял текст или понял содержание текста неправильно, не ориентируется в тексте при поиске определенных фактов, не умеет семантизировать (понимать значение) незнакомую лексику; не может выполнить грамматическое задание.

### **Практическая работа № 30**

1. Тема: «Глобальное потепление».
2. Цель: развитие навыков и умений восприятия и понимания англоязычного текста; расширение лексического запаса учащихся.
3. Количество часов на выполнение работы - 2
4. Осваиваемые компетенции: ОК 4, ОК 5, ОК 6, ОК 8, ОК 9
5. Оснащение: учебник, рабочая тетрадь, таблица с временами английского глагола, раздаточный материал.
6. Содержание заданий:

#### **I. READ AND TRANSLATE**

**Прочитайте и переведите текст.**

#### **The Global Warming**

Nowadays we are living in the time of rapid scientific and technological progress, which results in an increasing effect on the biosphere (1) of Earth.

I consider that the most destructive problem of nature is global warning. This phenomenon (2) causes the increase in the average temperature of the Earth's near-surface air and oceans in recent decades.

Today the issue of global warming has become a question of vital (3) concern. The global average air temperature near the Earth's surface raised 0.742C during the 100 years ending in 2005. Moreover, the global warming is a terrific climate change, which will cause the global cooling in future. Increasing global temperature will increase the intensity of extreme weather events and change the amount of precipitation.

However, not all of the reasons that cause global warming are of human nature. Natural phenomena such as solar variation combined with volcanoes (4) probably had a small warming effect.

The Earth's climate changes in response to variations in its orbit around the Sun, volcanic eruptions and atmospheric greenhouse gas concentrations. People are responsible for the latter and have to take serious measures as increasing global temperature will cause the level of world ocean to rise. Other effects of global warming include the changes in agricultural yields, species extinctions (6) of flora and fauna and increases in the range of disease vectors.

Global warming could also affect human health, harm wildlife and damage ecosystems. Warming may enhance air pollution, particularly in urban (7) centres, increasing the incidence of respiratory diseases. Asthma and allergic disorders result from climate changes too. Health risks can be solved through various scientific strategies (8) which may include improved and extended medical care services, better housing and air conditioning, water purification (9) and public education.

Most national governments have signed the Kyoto Protocol aimed at reducing greenhouse gas emissions. However, I don't think that is enough to lessen the negative influence of global warming. The next way out would be to stop using fuel and start exploiting alternative natural resources like water, solar and wind power that may provide us with the necessary amount of energy.

We all have to remember that this planet is our home. It gives us so many resources to live on so we have to take care of it as well.

## VOCABULARY

1. biosphere ['baɪəsfiə] - биосфера
2. phenomenon [fɪ'nɒmɪnən] - явление, феномен
3. vital ['vaɪt(ə)] - существенной, жизненно важный
4. volcano [vɒl'keɪnəʊ] - вулкан
5. eruption [ɪ'rʌpʃ(ə)n] - извержение
6. extinction [ɪk'stɪŋkʃ(ə)n] - вымирание
7. urban ['z:b(ə)n] - городской .
8. strategy ['strætədʒɪ] - план, стратегия, разработки
9. purification [ˌpjuəri'fɪkeɪʃ(ə)n] - очистка

## II.DISCUSSIONQUESTIONS

**Дайте ответы на вопросы:**

1. What is the most destructive problem of nature?
2. What does this phenomenon cause?
3. Why has the issue of global warming become a question of vital concern?
4. What reasons cause global warming?
5. What may warming change?

### **Критерии оценки:**

Оценка «5» - если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить основные факты, умеет догадываться о значении незнакомых слов из контекста; может полностью ответить на заданные вопросы.

Оценка «4» - если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить отдельные факты. Однако у него недостаточно развита языковая догадка, и он затрудняется в понимании некоторых незнакомых слов, он вынужден чаще обращаться к словарю; допускает 1-2 ошибки при ответе на вопросы.

Оценка «3» - ставится, если обучающийся не совсем точно понял основное содержание прочитанного, умеет выделить в тексте только небольшое количество фактов, совсем не развита языковая догадка; имеет затруднения при ответе на вопросы.

Оценка «2» -выставляется в том случае, если обучающийся не понял текст или понял содержание текста неправильно, не ориентируется в тексте при поиске определенных фактов, не умеет семантизировать ( понимать значение) незнакомую лексику.

#### Практическая работа № 31

1. Тема: «Экономика и экология».
2. Цель: развитие навыков и умений восприятия и понимания англоязычного текста; расширение лексического запаса учащихся, навыки построения вопросов к тексту.
3. Количество часов на выполнение работы - 2
4. Осваиваемые компетенции: ОК 4, ОК 5, ОК 6, ОК 8, ОК 9
5. Оснащение: учебник, рабочая тетрадь, раздаточный материал.
6. Содержание заданий

#### I. READ AND TRANSLATE

**Прочитайте и переведите текст.**

##### **Green Peace**

In 1971, motivated by their vision of a green and peaceful world, a small team of activists set sail from Vancouver, Canada, in an old fishing boat. These activists, the founders of Greenpeace, believed a few individuals could make a difference.

Their mission was to «bear witness» to US underground nuclear testing at Amchitka, a tiny island off the West Coast of Alaska, which is one of the world's most earthquake-prone regions. Amchitka was the last refuge for 3000 endangered sea otters, and home to bald eagles, peregrine falcons and other wildlife.

Even though their old boat, was intercepted before it got to Amchitka, the journey sparked a flurry of public interest. The US still detonated the bomb, but the voice of reason had been heard. Nuclear testing on Amchitka ended that same year, and the island was later declared a bird sanctuary.

Today, Greenpeace is an international ecological organization that has 2.8 million supporters worldwide, and national as well as regional offices in 41 countries. Its headquarters are based in Amsterdam, the Netherlands.

Greenpeace is a non-profit organization and nongovernmental. It unites people of different colours living in different continents and speaking different languages. The common mission of this organization is preserving life on the earth in its full variety.

Greenpeace does not accept donations from governments, corporations or political parties but relies on contributions from individual supporters and foundation grants. Greenpeace does not support any political party. Nevertheless, its members carry on a dialogue with all political forces and struggle for approving and passing laws for the welfare of our environment.

As a global organization, Greenpeace focuses on the most crucial worldwide threats to our planet's biodiversity and environment. It campaigns to stop climate change, save the oceans, stop whaling, say no to genetic engineering, stop the nuclear threat, eliminate toxic chemicals.

The goal of Greenpeace is to expose environmental criminals, and to challenge government and corporations when they fail to live up to their mandate to safeguard our environment and our future.

#### II. QUESTION PRACTICE

**Ask your own questions (Составьте 15 вопросов к тексту).**

## **I. READ AND TRANSLATE**

**Прочитайте и переведите текст.**

### **ENDANGERED SPECIES**

Today the danger to our natural world is increasing every day and many species are becoming extinct. Modern life is bad for them. The air is not fresh and the water is not clean. They don't often have good things to eat and space to live. Every day people destroy rainforests and when trees are cut down many animals lose their homes. We need to do something soon or else many creatures won't survive.

We can find the names of many animals, fish and birds in the Red Book. These animals are rare – we hardly ever see them in the wild. People must take special care of them all.

For example, Indian tigers are in the Red Book now. People have hunted and killed many tigers in India. Some people killed them to save their domestic animals or their lives. And some people killed the tigers for fun or for their beautiful skin which they can easily sell at high prices. As a result, there are few Indian tigers on the Earth now. Many of them are old animals and most tigers hide from people in deep dark forests. And the question is: "Have these animals got a future?"

We should do whatever we can to make sure endangered species become survive. People must find the right balance between land, people and animals.

## **II. GRAMMAR**

**Переделайте предложения в косвенную речь.**

1. My friend says: "I back the idea of introduction of a school uniform."
2. My friend asks me: "Do you support the idea of a school uniform?"
3. My friend asks me: "What do you think about introduction of a school dress code?"
4. The teacher said: "Write an essay about the problem of a school uniform."
5. The teacher said: "Don't forget to hand in your essays."

**Переделайте предложения в косвенную речь.**

1. The woman said to her son, "I am glad I am here."
2. Mike said, "We have bought these books today."
3. She said to me, "Now I can read your translation."
4. "This man spoke to me on the road," said the woman.
5. The teacher said to the class, "We shall discuss this subject tomorrow."
6. Nellie said, "I read 'Jane Eyre' last year."
7. "You have not done your work well," said the teacher to me.

**Переделайте предложения в косвенную речь.**

1. She said, "I spent my holidays in the Crimea last year."
2. He said, "I am going to a health resort tomorrow."
3. Ann said to us, "They haven't yet come."
4. She said to us, "They arrived in St. Petersburg yesterday."
5. Nick said, "I have never been to London. I think I shall go there next year."
6. He said, "They are leaving next Monday."
7. The clerk said to them, "You can leave the key with the maid upstairs."

### **Критерии оценки:**

Оценка «5» - если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить основные факты, умеет догадываться о значении незнакомых слов из контекста; может вопросы к тексту.

Оценка «4» - если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить отдельные факты. Однако у него недостаточно развита языковая догадка, и он затрудняется в понимании некоторых незнакомых слов, он вынужден чаще обращаться к словарю; допускает 1-2 ошибки составлении вопросов.

Оценка «3» - ставится, если обучающийся не совсем точно понял основное содержание прочитанного, умеет выделить в тексте только небольшое количество фактов, совсем не развита языковая догадка; имеет затруднения при составлении вопросов.

Оценка «2» -выставляется в том случае, если обучающийся не понял текст или понял содержание текста неправильно, не ориентируется в тексте при поиске определенных фактов, не умеет семантизировать ( понимать значение) незнакомую лексику; не может задать вопросы к тексту.

1. Практическое занятие № 32.
2. Тема: «Исчезающие виды животных».
3. Цель:развитие навыков и умений восприятия и понимания англоязычного текста;расширение лексического запаса учащихся; развитие грамматических навыков.
4. Количество часов на выполнение работы - 2
5. Осваиваемые компетенции: ОК 1-ОК 10
6. Оснащение: Учебник, рабочая тетрадь, раздаточный материал, таблица времен.
7. Содержание заданий:

Работа с текстом: чтение, перевод. Задайте 10 вопросов к тексту.

### ENDANGERED SPECIES

Today the danger to our natural world is increasing every day and many species are becoming extinct. Modern life is bad for them. The air is not fresh and the water is not clean. They don't often have good things to eat and space to live. Every day people destroy rainforests and when trees are cut down many animals lose their homes. We need to do something soon or else many creatures won't survive.

We can find the names of many animals, fish and birds in the Red Book. These animals are rare – we hardly ever see them in the wild. People must take special care of them all.

For example, Indian tigers are in the Red Book now. People have hunted and killed many tigers in India. Some people killed them to save their domestic animals or their lives. And some people killed the tigers for fun or for their beautiful skin which they can easily sell at high prices. As a result, there are few Indian tigers on the Earth now. Many of them are old animals and most tigers hide from people in deep dark forests. And the question is: "Have these animals got a future?"

We should do whatever we can to make sure endangered species become survive. People must find the right balance between land, people and animals.

Переделайте предложения в косвенную речь.

1. My friend says: "I back the idea of introduction of a school uniform."
2. My friend asks me: "Do you support the idea of a school uniform?"
3. My friend asks me: "What do you think about introduction of a school dress code?"
4. The teacher said: "Write an essay about the problem of a school uniform."
5. The teacher said: "Don't forget to hand in your essays."

Переделайте предложения в косвенную речь.

1. The woman said to her son, "I am glad I am here." 2. Mike said, "We have bought these books today." 3. She said to me, "Now I can read your translation." 4. "This man spoke to me on the road," said the woman. 5. The teacher said to the class, "We shall discuss this subject tomorrow." 6. Nellie said, "I read 'Jane Eyre' last year." 7. "You have not done your work well," said the teacher to me.

Переделайте предложения в косвенную речь.

1. She said, "I spent my holidays in the Crimea last year." 2. He said, "I am going to a health resort tomorrow." 3. Ann said to us, "They haven't yet come." 4. She said to us, "They arrived in St. Petersburg yesterday." 5. Nick said, "I have never been to London. I think I shall go there next year." 6. He said, "They are leaving next Monday." 7. The clerk said to them, "You can leave the key with the maid upstairs."

Критерии оценки:

Оценка «5» -если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить основные факты, умеет догадываться о значении незнакомых слов из контекста; может полностью ответить на заданные вопросы; при выполнении грамматического задания допускает незначительные ошибки.

Оценка «4» -если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить отдельные факты. Однако у него недостаточно развита языковая догадка, и он затрудняется в понимании некоторых незнакомых слов, он вынужден чаще обращаться к словарю; допускает 1-2 ошибки при ответе на вопросы; имеются ошибки при выполнении грамматического задания.

Оценка «3» - ставится, если обучающийся не совсем точно понял основное содержание прочитанного, умеет выделить в тексте только небольшое количество фактов, совсем не развита языковая догадка; имеет затруднения при ответе на вопросы; допускает большое количество ошибок при выполнении грамматического задания.

Оценка «2» -выставляется в том случае, если обучающийся не понял текст или понял содержание текста неправильно, не ориентируется в тексте при поиске определенных фактов, не умеет семантизировать (понимать значение) незнакомую лексику; не может выполнить грамматическое задание.

## **Тема 2.4.Здоровье**

Практическая работа № 33

8. Тема: «Здоровое питание».

9. Цель: развитие навыков и умений восприятия и понимания англоязычного текста; расширение лексического запаса учащихся.

10. Количество часов на выполнение работы - 2

11. Осваиваемые компетенции: ОК 4, ОК 5, ОК 6, ОК 8, ОК 9

12. Оснащение: учебник, рабочая тетрадь.

13. Содержание заданий:

### **I. READ AND TRANSLATE**

**Прочитайте и переведите текст.**

#### **Healthy Eating**

All food is made up of nutrients which our bodies use. There are different kinds of nutrients: carbohydrates, proteins, fats» vitamins and minerals. Different foods contain different nutrients.

First of all I do not eat animal meat at all. I prefer fish and other sea products. So in the morning I usually have some cottage cheese with kefir, then I have tea with two butter roads. At

dinner I have vegetable soup, a salad and fried fish. I do not have desserts, but only tea with lemon and sugar. For supper I have just a salad and then I eat fruit.

For some food is a source of pleasure, for others - a source of energy. For me food – is a pleasant source of energy. I think that pleasant food is healthy food. To my mind healthy food should be quite simple. I eat complicated dishes only in restaurants. My daily meals consist of the same dishes every day.

The best way is to get into the habit of checking the ingredients and nutritional value on the sides of packets although this isn't always easy to do. Another thing to know is, for example, that we do need fat to live, it's an essential part of our diet and physically we couldn't exist without it.

The food we eat depends on lots of things. Taste is a big factor. Culture, religion and health also play a part in what food we eat. Advertising and social factors also have a big influence. So I love all kinds of milk products, especially kefir, cheese. I prefer cheeses from Russia and Germany. I like different kinds of salads, dressed with olive oil or sour cream. I also love all kinds of potato dishes. I usually drink down food with natural juices or kvass.

Well, of course, on weekends I want to try a new dish. If I have free time, I try to invent a new salad or find an interesting recipe. On weekends I let myself have good red dry wine. Well, many doctors say that red wine in reasonable quantities is very good for health.

I do not buy in shops ready or semi-manufactured food products, because this is unhealthy. It is better to spend some time cooking, than to have problems with overweight and heart.

Income is also an important factor. That is why not surprisingly, money, rather than a lack of knowledge about how to eat well, is at the heart of the problem. Finally, there are three main messages to follow for healthy eating:

First, we should eat less fat, particularly saturated fat.

Secondly, we are to cut down on sugar and salt.

Thirdly, we must eat more fresh fruit and vegetables

Also I prefer to have tea with bitter chocolate or home-made jams. As I do not change my daily dishes, I very seldom have stomach problems. Actually I think that the simpler food is, the better is its taste.

## II. QUESTION PRACTICE

**Ask your own questions (Составьте 15 вопросов к тексту).**

### **Критерии оценки:**

Оценка «5» - если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить основные факты, умеет догадываться о значении незнакомых слов из контекста; может задать вопросы к тексту.

Оценка «4» - если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить отдельные факты. Однако у него недостаточно развита языковая догадка, и он затрудняется в понимании некоторых незнакомых слов, он вынужден чаще обращаться к словарю; допускает 1-2 ошибки составлении вопросов.

Оценка «3» - ставится, если обучающийся не совсем точно понял основное содержание прочитанного, умеет выделить в тексте только небольшое количество фактов, совсем не развита языковая догадка; имеет затруднения при составлении вопросов.

Оценка «2» -выставляется в том случае, если обучающийся не понял текст или понял содержание текста неправильно, не ориентируется в тексте при поиске определенных фактов, не умеет семантизировать ( понимать значение) незнакомую лексику; не может задать вопросы к тексту.

Практическая работа № 34 Тема: «Здоровый образ жизни».



1. Цель: развитие навыков и умений восприятия и понимания англоязычного текста; расширение лексического запаса учащихся.
2. Количество часов на выполнение работы - 2
3. Осваиваемые компетенции: ОК 4, ОК 5, ОК 6, ОК 8, ОК 9
4. Оснащение: учебник, рабочая тетрадь, таблица с временами английского глагола, раздаточный материал.
5. Содержание заданий:

### **Text 1**

#### **I. READ AND TRANSLATE**

**Прочитайте и переведите текст.**

#### **Healthy lifestyle**

Nowadays our life is getting more and more intense. People live under the press of different problems, such as social, ecological, economic and others. They constantly suffer from stress, noise and dust in big cities, diseases and instability. A person should be strong and healthy in order to overcome all difficulties. To achieve this aim people ought to take care of their physical and mental health. There are several ways to do it. The state of your body depends on how much time you spend doing sports. At least everybody must do morning exercises every day. The healthiest kinds of sports are swimming, running and cycling. Healthy food is also a very important factor. Overeating causes many dangerous diseases. The daily menu should include meat, fruit and vegetables, milk product, which are rich in vitamins, fat, proteins and etc. On the other hand modern diets are very popular especially among women. Diets may be harmful, if they are used in the wrong way. To be healthy, people should get rid of their bad habits. It's necessary to stop smoking and drinking much. Everyone should remember that cigarettes, alcohol and drugs destroy both body and brain. Besides according to statistics most of crimes are committed by people under the influence of drugs and alcohol. In addition it is recommended to watch TV less, avoid anxiety and observe daily routine. Certainly it's hard to follow all these recommendations, but every person has to choose between healthy life style and numerous illnesses.

#### **II. WORDSEARCH**

**Найдите в тексте перевод следующих слов и словосочетаний.**

1. страдать от стрессов
2. переедание
3. разрушать мозг
4. под влиянием алкоголя
5. избегать вредных привычек
6. преодолевать трудности
7. делать утреннюю зарядку
8. заниматься спортом
9. соблюдать режим дня
10. богатый белком

#### **III. DISCUSSION QUESTIONS**

**Дайте ответы на вопросы:**

1. What problems do people have nowadays?
2. Why should a person be healthy?
3. What do people do to take care of their health?
4. Is overeating dangerous? Why?
5. What does healthy diet include?
6. Are modern diets harmful or useful?
7. What do you do to be healthy?

### **Text 2**

#### **I. READ AND TRANSLATE**

**Прочитайте и переведите текст.**

#### **Preventative measures: Diet and Exercise**

Two of the most helpful things we can do on our own ironically are two things we loathe to be told to change. With the increase of stress in our lives, caused by different things such as increase in population and traffic flow in addition to all the other stressors we face, we find it hard to not just nap or go right to sleep when we get home from work instead of stopping at the gym. This is a useful expression: "Quality over quantity". We can take exercise as our example, but it applies across the board. Simply put, it is better to do a short quality work out three times per week than to race through poorly organized, high-stress workouts five days a week. Consistency is important, as is giving your muscles time to recover, rebuild, and regenerate. Before starting a new exercise, activity or whole program, go to see your doctor. They will have a battery of tests to determine what your body can handle based on biometrics, physical, and standard lab tests. Keep a journal and report to your MD regularly as well as reporting any changes. As for diet, like exercise, anytime you decide to make a change you should make an appointment with a nutritionist. Making large or broad changes to your diet can not only be unhealthy but dangerous. Your MD and nutritionist will hopefully work together to form a dietary plan which suits your basic nutritional needs as well as maintaining your body's need for balance. Dietary changes must be made slowly and gradually or else disharmony can result; a person can actually do more harm than good in some cases no matter the intention. Avoid fad diets and in particular "rapid change" diets which proclaim incredible sounding weight loss in a short period of time. Remember, if it seems too good to be true, likely it is. Trust your instincts, and consult your nutritionist.

## II.COMPREHENSIONQUESTIONS

### Дайте ответы на вопросы:

1. Explain balance and how it relates to managing diet and exercise.
2. What does consistency mean and how might being consistent help your workout(s)?
3. Why might you want to see your MD before starting or modifying a workout schedule?
4. Same question, but for your nutritionist.
5. What does "If it seems too good to be true..." actually mean?

### Критерии оценки

Оценка «5» -если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить основные факты, умеет догадываться о значении незнакомых слов из контекста; может полностью ответить на заданные вопросы.

Оценка «4» -если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить отдельные факты. Однако у него недостаточно развита языковая догадка, и он затрудняется в понимании некоторых незнакомых слов, он вынужден чаще обращаться к словарю; допускает 1-2 ошибки при ответе на вопросы.

Оценка «3» - ставится, если обучающийся не совсем точно понял основное содержание прочитанного, умеет выделить в тексте только небольшое количество фактов, совсем не развита языковая догадка; имеет затруднения при ответе на вопросы.

Оценка «2» -выставляется в том случае, если обучающийся не понял текст или понял содержание текста неправильно, не ориентируется в тексте при поиске определенных фактов, не умеет семантизировать (понимать значение) незнакомую лексику.

Практическая работа № 35.

## ТЕСТОВОЕ ЗАДАНИЕ №2

Группа - \_\_\_\_\_  
Ф.И. \_\_\_\_\_

## **1 ВАРИАНТ 1-30**

### **CHOOSE THE CORRECT WORD OR WORD COMBINATION**

1. To have law \_\_\_\_\_ good.  
a) is  
b) are  
c) not
2. Hundreds of policeman \_\_\_\_\_ looking for a man who escaped from the prison.  
a) is  
b) are  
c) –
3. He \_\_\_\_\_ in a dark blue prison uniform.  
a) is  
b) has  
c) wear
4. He \_\_\_\_\_ arrested two years ago.  
a) were  
b) was  
c) has been
5. He couldn't understand why the robber \_\_\_\_\_ not in a hurry to attack him.  
a) is  
b) will  
c) was
6. She was \_\_\_\_\_ of stealing documents from the office.  
a) accused  
b) found  
c) discovered
7. He was sentenced \_\_\_\_\_ 5 years.  
a) in  
b) to  
c) of
8. If they rewrote the Constitution we \_\_\_\_\_ in a police state in ten years.  
a) will live  
b) would live  
c) live
9. I \_\_\_\_\_ through the bill, but I don't understand it.  
a) have looked  
b) looks  
c) are looking
10. The head of the United Kingdom is \_\_\_\_\_.  
a) queen  
b) king  
c) government
11. The legislation prepared \_\_\_\_\_ this department is very important.  
a) of  
b) with  
c) by
12. There \_\_\_\_\_ some state institutions regulating the life of the society.  
a) is  
b) are  
c) will be

13. There isn't \_\_\_\_\_ sense in what you suggest.

- a) many
- b) much
- c) few

14. The information is top secret, so \_\_\_\_\_ is interested in \_\_\_\_\_.

- a) nobody/them
- b) everybody/they
- c) everybody/it

15. You had no choice, \_\_\_\_\_ you?

- a) did
- b) hadn't
- c) didn't

16. She \_\_\_\_\_ a lot of books on Law last year.

- a) has read
- b) read
- c) have been reading

17. I \_\_\_\_\_ think about it yet.

- a) didn't
- b) haven't thought
- c) don't

18. The House of Lords \_\_\_\_\_ no influence on the decisions of the Cabinet.

- a) have
- b) has
- c) have been

19. The boy \_\_\_\_\_ hit by the car.

- a) was
- b) had been
- c) didn't

20. Steve \_\_\_\_\_ his story for half an hour already.

- a) is telling
- b) has told
- c) has been telling

21. The Queen \_\_\_\_\_ opens the new session of Parliament.

- a) always
- b) usually
- c) seldom

22. Nowadays the speaker \_\_\_\_\_ takes part in debates as other members do.

- a) any longer
- b) no long
- c) no longer

23. \_\_\_\_\_ practice the electors must vote for the candidate who gets majority of votes in their states.

- a) On
- b) In
- c) By

24. \_\_\_\_\_ US constitution guarantees every citizen the right to vote.

- a) —
- b) The
- c) An

25. \_\_\_\_\_ you and your friend will represent our organization.  
 a) And  
 b) Both  
 c) Either
26. The voter couldn't make a choice \_\_\_\_\_ two candidates.  
 a) among  
 b) between  
 c) with
27. You'd \_\_\_\_\_ hurry up or else we'll be late.  
 a) rather  
 b) should  
 c) better
28. Have you written \_\_\_\_\_ names?  
 a) everybody  
 b) everybody's  
 c) everybodies
29. Let me give you \_\_\_\_\_.  
 a) an advice  
 b) some advices  
 c) some advice
30. \_\_\_\_\_ Jim, who is going to see her off?  
 a) Beside  
 b) Except  
 c) Apart

**Total score: 30**

**Your score:**

### **ТЕСТОВОЕ ЗАДАНИЕ №2**

Группа - \_\_\_\_\_

Ф.И. \_\_\_\_\_

### **2 ВАРИАНТ 31-60**

### **CHOOSE THE CORRECT WORD OR WORD COMBINATION**

31. It was announced on the radio that a criminal \_\_\_\_\_ from the prison and the police were looking for him.  
 a) has escaped  
 b) escaped  
 c) had escaped
32. Elizabeth II \_\_\_\_\_ the Queen of England for forty-six years.  
 a) will be  
 b) had been  
 c) has been
33. \_\_\_\_\_ for a living? – I'm a barrister.  
 a) What are you doing?  
 b) How do you do?  
 c) What do you do?
34. The programme examines what \_\_\_\_\_ people feel about a new president.  
 a) average

- b) ordinary
- c) typical

35. Let me \_\_\_\_\_ a try!

- a) have
- b) do
- c) take

36. Please write \_\_\_\_\_ ink.

- a) in
- b) with
- c) by

37. Don't worry. He is \_\_\_\_\_ on the danger list.

- a) no more
- b) not longer
- c) no longer

38. Of two evils choose the \_\_\_\_\_.

- a) less
- b) little
- c) least

39. I wish you \_\_\_\_\_ me something about the Criminal Law of Great Britain.

- a) would tell
- b) have told
- c) are telling

40. I like to watch the planes \_\_\_\_\_.

- a) take off
- b) to take off
- c) to be taking off

41. Who \_\_\_\_\_ America?

- a) did discover
- b) has discovered
- c) discovered

42. Don't call on me. I \_\_\_\_\_ for London by noon.

- a) should leave
- b) shall have left
- c) will leave

43. I was made \_\_\_\_\_ at home.

- a) to stay
- b) stay
- c) staying

44. I needed a holiday and \_\_\_\_\_ Ann.

- a) so does
- b) so did
- c) so is

45. How long \_\_\_\_\_ you to answer all the questions?

- a) was it taken
- b) did it take
- c) it took

46. Be \_\_\_\_\_ that step. It's broken and you might fall.

- a) careful about
- b) careful of
- c) careful with

47. The report will be ready \_\_\_\_\_ two days.
- for
  - after
  - in
48. Will you help me to \_\_\_\_\_ the table, Mary?
- lay
  - lie
  - put on
49. I'll see you \_\_\_\_\_ twenty minutes.
- in
  - after
  - past
50. She always \_\_\_\_\_ if you mention a subject that embarrasses her.
- reddens
  - goes red
  - reds
51. While you are out, could you please buy a couple of \_\_\_\_\_?
- soaps
  - bars of soap
  - soap
52. I didn't \_\_\_\_\_ that such a simple matter could become as complicated as it has.
- forecast
  - tell
  - foresee
53. You are introduced to a stranger, so you say, "\_\_\_\_\_?"
- How are you
  - How do you do
  - What do you do
54. They put the accident down to his \_\_\_\_\_.
- carelessly
  - careless
  - carelessness
55. \_\_\_\_\_ men declare war. But it is the young that fight and die.
- Oldest
  - Older
  - Elder
56. If the strike's still on we'll have to \_\_\_\_\_ our trip till another time.
- put off
  - call off
  - carry on
57. Self-defense is the right to defend oneself from \_\_\_\_\_.
- taxes
  - penalty
  - personal harm
58. A consumer is a person who \_\_\_\_\_ goods and services.
- sells
  - buys
  - supplies
59. The federal, state and local governments have laws that protect \_\_\_\_\_.
- sellers
  - consumers
  - companies
60. The Crown Prosecution Service was established in \_\_\_\_\_ by the Prosecution of Offences Act 1985.
- England
  - Wales

**Total score: 30**

**Your score:**

**Критерии оценки выполнения письменных заданий**

1. За письменные работы (контрольные работы) оценка вычисляется исходя из процента правильных ответов:

| Виды работ         | Оценка «3»    | Оценка «4»    | Оценка «5»     |
|--------------------|---------------|---------------|----------------|
| Контрольные работы | От 50% до 69% | От 70% до 90% | От 91% до 100% |

**Отлично «5»:**

1. Ставится за работу, выполненную без грамматических, лексических и орфографических ошибок с соблюдением норм лексико-грамматического и стилистического оформления письменной речи. Допускаются незначительные поправки. Содержание отвечает поставленным задачам.
2. Языковые ошибки не существенны.

**Хорошо «4»:**

1. Ставится за работу, выполненную с отдельными грамматическими ошибками, не затрудняющими понимание.
2. Возможно наличие негрубых орфографических и лексических ошибок, не влияющих на понимание содержания.

**Удовлетворительно «3»:**

1. Ставится за работу, выполненную с наличием не очень грубых грамматических, лексических и орфографических ошибок, но значительно затрудняющих понимание.
2. Диапазон языковых средств заметно ограничен, есть нарушения связанные с нормами оформления письменной речи.

**Неудовлетворительно «2»:**

1. Ставится за работу, выполненную с наличием грубых грамматических, лексических и орфографических ошибок, значительно затрудняющих понимание.
2. Содержание не отвечает поставленным задачам.

**Тема 2.5. Карьера**

Практическая работа № 36.

1. Тема: «Резюме».
2. Цель: активизировать процесс запоминания излагаемого лексического материала путём комбинирования новых и ранее усвоенных лексических единиц.
3. Количество часов на выполнение работы - 2
4. Осваиваемые компетенции: ОК 4, ОК 5, ОК 6, ОК 8, ОК 9
5. Оснащение: Учебник, рабочая тетрадь, раздаточный материал.
6. Содержание заданий:

**Составление резюме.**



Прочитать резюме и составить свое резюме по образцу:

**DR. ALEXANDR IVANOVICH CHUTRENOV**

**Ul. Finnskaya, 31/2-34**

**Moscow, RUSSIA**

Tel: +7 (095) 874 2854

Email: a.chutrenov@moskdat.ru

**OBJECTIVE**

**Clinical Research Associate**

Having completed many years in my specialist field of treatment of leukaemia, I have decided that the time is right for a change in area of specialisation. Completing my Ph.D. was one of the most exciting and challenging periods of my life and I want to experience such a steep learning curve again in another medical field. The position of Research Associate would therefore be very suitable for me as I have many years' experience at prestigious medical institutes and have studied in Russia, Germany and in the United States. My level of language is therefore exceptional, and my communication skills have been thoroughly tested. I am looking to broaden my knowledge of medicine, to which I have devoted my life and feel that I would be a particularly suitable candidate for the position.

**PERSONAL DETAILS**

Date of Birth: 12 April 1969

Marital Status: Married

**EDUCATION**

|            |  |
|------------|--|
| 1993-1996: | <b>New York University of Medicine</b><br>-Major field of studies:<br>-Research into Pharmaceuticals of Treatment of Leukaemia                               |
| 1987-1993: | <b>Moscow State University (MGU)</b><br>-Major field of studies:<br>-Medicine and Pharmaceutical Research<br>-Qualification: Doctor of Pharmaceuticals (PhD) |

**WORK EXPERIENCE**

|                          |  |
|--------------------------|--|
| August 2002–<br>present: | <b>Pharmaceutical Researcher at Pfizer, UK</b><br>- Research into the effective treatment of leukaemia<br>- Focusing on the reduction of treatment side-effects<br>- Organising personal funding of research and funding of departmental research<br>- Organising pharmaceutical testing<br>- Liaising with other research departments<br>- Organising interns and student work experience |
| Oct 1996–June 2002       | <b>Research Assistant, Pfizer, Germany</b><br>- Research into alternative therapies of renal cancer and leukaemia<br>- Organising departmental funding   |
| Sept 1993–June 1995      | <b>Research Assistant, New York, USA</b><br>- Research into alternative therapies for cancer patients  |

**ADDITIONAL SKILLS**

|                  |   |
|------------------|---|
| Languages:       | -English – Advanced Level / Cambridge Proficiency<br>-German – Advanced Level   |
| Computer skills: | -Experienced with MS Word, Excel, Internet Explorer and Outlook Express, Turbo Cad, many analytic programs.   |
| Driving Licence: | -Driving Licence Category A<br>-Qualified and highly-professional; highly-motivated; enthusiastic; good communication skills; eager to experience and learn new skills. |

### Критерии оценки:

Оценка «5» -составление резюме без ошибок.

Оценка «4» -допускает 1-2 ошибки при составлении резюме.

Оценка «3» - имеет затруднения при составлении резюме.

Оценка «2» -не может составить резюме.

### Практическая работа № 37.

1. Тема: «Устройство на работу».
2. Цель: отработка коммуникативных качеств.
3. Количество часов на выполнение работы - 2
4. Осваиваемые компетенции: ОК 2, ОК 3, ОК 9, ОК 10
5. Оснащение: Учебник, рабочая тетрадь, раздаточный материал.
6. Содержание заданий:

Работа с фразами: составление текста о себе для устройства на работу..

**1. I have ... years' experience in the field** – У меня ... лет опыта в сфере ...

**2. I resigned to focus on ...** – Я уволился (с предыдущего места работы. – **ред.**), чтобы сосредоточиться на ...

**3. I am a skilled salesman with over ten years of experience.** – Я опытный (название профессии, например, менеджер по продажам) с опытом больше десяти лет.

А такие стандартные фразы на английском пригодятся, если необходимо объяснить, о какой работе вы мечтаете:

**4. I'm looking for a company where I can ... (contribute and grow)** – Я ищу компанию, где смогу ... (например, сделать вклад, расти)

**5. I am interested in a new challenge and an opportunity to use my skills and experience.** – Мне интересен новый вызов, а также возможность использовать свои навыки и опыт.

Следующие английские фразы нужны, чтобы детализировать ваши цели и планы:

**6. Over the next five years I want to gain a deeper understanding of the market, build a list of clients ...** – В течение следующих 5 лет я хочу более глубоко понять рынок, наработать базу клиентов ...

**7. First I want to gain experience as ...** – В первую очередь я хочу получить опыт на должности ...

А какие основные фразы на английском пригодятся, если вам необходимо уточнить вопрос?

**8. Could you repeat please?** – Вы не могли бы повторить, пожалуйста? (например, если вы не поняли вопрос)

Такие популярные фразы на английском помогут вам подчеркнуть свои преимущества:

**9. I've learned to make my perfectionism work to my advantage.** – Я добился/научился, чтобы мой перфекционизм приносил мне результат.

**10. I like to make sure that my work is perfect, so I tend to perhaps spend a little too much time checking it.** – Мне нравится достигать идеального результата, так что иногда я слишком долго/тщательно проверяю свою работу.

Вот несколько английских фраз, которые можно использовать, чтобы привести примеры своих качеств:

**11. I'm a creative thinker.** – Я креативный человек.

**12. I like to explore alternative solutions to problems.** – Мне нравится находить альтернативные решения.

**13. I'm an extremely organized person who is focused on producing results.** – Я очень организованный человек и фокусируюсь на достижении результата.

Критерии оценки

Оценка «5» - ставится обучающемуся, который сумел решить речевую задачу, правильно употребив при этом языковые средства.

Оценка «4» - обучающийся решил речевую задачу, но произносимые в ходе речи были несколько сбивчивыми.

Оценка «3» - обучающийся решил речевую задачу не полностью.

Оценка «2» - обучающийся не справился с решением речевой задачи.

Практическая работа № 38.

1. Тема: «Должностные обязанности».

2. Цель: отработка коммуникативных качеств.

3. Количество часов на выполнение работы - 2

4. Осваиваемые компетенции: ОК 4, ОК 5, ОК 6, ОК 8, ОК 9

5. Оснащение: Учебник, рабочая тетрадь, раздаточный материал.

6. Содержание заданий:

Работа с текстом: чтение, перевод.

An accountant is a professional who works for a company and is responsible for recording all of the financial aspects related to all type of taxes, income and expenditures, budgets, and many other things. General and primary accountant responsibilities include, preparing general entries, maintaining balance sheets, ledgers and petty cash accounts on everyday basis. Given below are some of the additional accountant duties that are included in account job descriptions of many companies.

1. Maintaining daily accounts.

2. Preparing profit and loss statements annually or whenever required.

3. Maintaining the document of daily transactions on the computer as well as in hard copy format.

4. Preparing financial accounting reports and sending them to concerned authorities.

5. Paying attention to taxation issues and preparing taxation reports.

6. Dealing with accounting and financial irregularities.

7. Analyzing financial information and preparing financial transaction reports.

8. Finishing the given tasks within financial deadlines.

9. Establishing sound accounting procedures.

10. Coordinating implementation of financial rules and regulations.

11. Reviewing the budgets of the company allotted to different tasks.

12. Explaining staff members, clients, business partners, investors, and associated about the billing invoices and financial and accounting policies of the company.

13. Assigning tasks to junior accountants and supervising all the data documentation and complete accounting procedures.

1. An eye for details

2. Accuracy and perfection

3. Planning and prioritizing, and organizing skills

4. Knowledge of economics and accounting process

5. Networking and communication skills

1. Зоркий глаз на детали (мелкие подробности).

2. Аккуратность и привычка к завершенности.

3. Навыки планирования, расстановки приоритетов и организации.

4. Знание экономики и учетного процесса.

5. Умение устанавливать контакт и общительность (можно перевести иначе: навыки работы в сети и обмена информацией).

- |  |  |
|--|--|
| 6. Knowledge of relevant financial policies, laws, rules and regulations | 6. Знание соответствующих финансовых политик, законов, правил и регулирующих документов. |
| 7. Knowledge of relevant accounting software                             | 7. Знание соответствующего бухгалтерского программного обеспечения.                      |
| 8. Problem solving skills  | 8. Навыки решения проблем.   |
| 9. Ability to handle pressures   | 9. Способность справляться со стрессовыми ситуациями.                                    |
| 10. Neat and tidy work practices   | 10. Опрятные и аккуратные методы выполнения работ.                                       |

#### Критерии оценки:

Оценка «5» -если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить основные факты, умеет догадываться о значении незнакомых слов из контекста; может полностью ответить на заданные вопросы. Оценка «4» -если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить отдельные факты. Однако у него недостаточно развита языковая догадка, и он затрудняется в понимании некоторых незнакомых слов, он вынужден чаще обращаться к словарю; допускает 1-2 ошибки при ответе на вопросы.

Оценка «3» - ставится, если обучающийся не совсем точно понял основное содержание прочитанного, умеет выделить в тексте только небольшое количество фактов, совсем не развита языковая догадка; имеет затруднения при ответе на вопросы.

Оценка «2» -выставляется в том случае, если обучающийся не понял текст или понял содержание текста неправильно, не ориентируется в тексте при поиске определенных фактов, не умеет семантизировать (понимать значение) незнакомую лексику.

#### Практическая работа № 39.

1. Тема: «Деловое письмо».
2. Цель: активизировать процесс запоминания излагаемого лексического материала путём комбинирования новых и ранее усвоенных лексических единиц.
3. Количество часов на выполнение работы - 2
4. Осваиваемые компетенции: ОК 4, ОК 5, ОК 6, ОК 8, ОК 9
5. Содержание задания

Составление делового письма:

#### Структура делового письма:

1. Компания и адрес отправителя – Sender's address
2. Имя, должность, компания, адрес получателя – Addressee's name, title, company, address
3. Исходящий номер адресата и отправителя – Your ref / Our ref/
4. Дата – Date
5. Обращение – Salutation(Dear...)
6. Тема письма – Subject
7. Содержаниеписьма – Letter Content (Body of the Letter)
8. Окончание – Complimentary close (Yours.....)
9. Подпись – Signature
10. Имя и должность отправителя – Sender's name and title
11. Вложение/ приложение – Enclosure.

Следующие фразы взяты из двух разных писем: приглашение на собеседование и письмо о приёме на работу. Фразы даны вразброс. Поставьте их в правильном порядке, и вы получите 2 разных письма (Letter of invitation and Letter of acceptance).

a) We would like to invite you to the interview on Thursday 28-th April at 2 p.m. Please, contact us either by fax, e-mail or by phone if this time suits you.

b) We are glad to inform you that we were very impressed by your qualifications and your work experience. We came to the conclusion to offer you the job you have applied for.

c) Dear Mr. Johnson,

Thank you for your letter of application for the post of a marketing manager.

d) Please, confirm your acceptance of the post within the next five days.

e) We look forward to meeting you.

Yours sincerely,

Simon Lavingston

Simon Lavingston

Personnel Manager

f) We look forward to welcoming you to our staff.

Yours sincerely,

Simon Lavingston

Simon Lavingston

Personnel Manager

g) Dear Mr. Johnson,

Thank you for attending the interview for the post of a marketing manager.

h) Please, bring your qualification certificates, if you have any, with you to the interview.

### **Критерии оценки:**

Оценка «5» -составление делового письма без ошибок.

Оценка «4» -допускает 1-2 ошибки при составлении делового письма.

Оценка «3» - имеет затруднения при составлении делового письма.

Оценка «2» -не может составить делового письма.

### **Практическая работа № 40.**

1. Тема: «Деловой этикет».

2. Цель: развитие коммуникативных навыков.

3. Количество часов на выполнение работы - 2

4. Осваиваемые компетенции: ОК 4, ОК 5, ОК 6, ОК 8, ОК 9

5. Содержание задания

Работа с фразами речевого этикета, составление диалога.

Я приехал в ..., чтобы обсудить вопрос о ...

I've come to ... to discuss the point of ...

Чем могу быть полезен?

What can I do for you?

С чего мы начнем (сегодня)?

What shall we start with (today)?

Я думаю, мы начнем с ...

I think we can (shall) start with ...

Дело в том, что ...

The point (The matter / The fact) is that ...

Давайте приступим к делу (к вопросу о ...)

Let's get down to business

Let's get on to the point of ...

Давайте говорить по существу

Let's speak to the point

Мне хотелось бы выяснить вопрос о ...

I'd like to clear up the point of ...

### **Промежуточные фразы**

Хотелось бы выяснить еще один вопрос

### **Intermediate Phrases**

I'd (We'd) like to clear up one more point

А теперь второй (третий) вопрос

Now comes the next (third) point

А как насчет ...?

What about ...? How about ...?

|   |   |
|---|---|
| Давайте перейдем к вопросу о ...          | Let's get on (pass on) to ...                 |
| Между прочим, мы хотели бы посмотреть ... | By the way we'd like to see (look at) ...     |
| Вы еще что-нибудь хотите обсудить?        | Is there anything else you'd like to take up? |
| Во-первых ..., во-вторых ...              | In the first place ..., in the second place   |
|   | First ..., then ...                           |
| С одной стороны ..., с другой стороны ... | On the one hand ..., on the other hand ...    |

### **Заключительные фразы**

Я думаю, вопрос можно считать решенным  
 Хорошо, я свяжусь со своими коллегами и посоветуюсь с ними  
 Хорошо, жду от вас известий (вашего ответа, следующего визита)  
 Я позвоню вам сегодня (завтра, во второй половине дня)

### **Closing Phrases**

I believe we can consider the matter closed  
 All right, I'll get in touch with my friends (colleagues, people) and consult them  
 All right, I'll be expecting to hear from you (your reply, your next visit)  
 I'll phone you (ring you up, call you up) today (tomorrow, in the afternoon)

### **Критерии оценки**

Оценка «5» - ставится обучающемуся, который сумел решить речевую задачу, правильно употребив при этом языковые средства. В ходе диалога умело использовал реплики, в речи отсутствовали ошибки, нарушающие коммуникацию.

Оценка «4» - обучающийся решил речевую задачу, но произносимые в ходе диалога реплики были несколько сбивчивыми. В речи были паузы, связанные с поиском средств выражения нужного значения. Практически отсутствовали ошибки, нарушающие коммуникацию.

Оценка «3» - обучающийся решил речевую задачу не полностью. Некоторые реплики партнера вызывали у него затруднения. Наблюдались паузы, мешающие речевому общению.

Оценка «2» - обучающийся не справился с решением речевой задачи. Затруднялся ответить на побуждающие к говорению реплики партнера. Коммуникация не состоялась.

## **Тема 2.6 Землеустройство**

### **Практическая работа № 41.**

1. Тема: «Основные области землеустройства».
2. Цель: активизировать процесс запоминания излагаемого лексического материала путём комбинирования новых и ранее усвоенных лексических единиц.
3. Количество часов на выполнение работы - 2
4. Осваиваемые компетенции: ОК 1-ОК 10
5. Оснащение: Учебник, рабочая тетрадь, раздаточный материал.
6. Содержание заданий:  
Землеустройство

### **Lesson 1. COMMON UNDERSTANDING OF LAND USE PLANNING**

#### **1. Прочитайте следующие слова:**

Land, inhabitants, development, planning, provide, profoundly, gift, use, surveying, basis, nature, qualified, directly, ownership, prosperous, skills, peasant, important.

#### **2. Прочитайте и переведите следующие словосочетания:**

Land use, land use planning, land surveying, a land surveyor, profoundly educated, land information, advanced countries, to sustain life, to pose a question, opposite situation, a simple answer, individual basis, an aspect of survival, land ownership.

#### **3. Прочитайте и переведите текст 1А:**

Text 1A

## The Individual and Society

It is obvious that any textbook on land use planning begins by posing the question, “What is land use planning about?” It is not a difficult problem to give a simple answer to this basic question. Land use planning or land surveying is a process of managing the use and development of land resources in a sustainable way. It is essentially a study of the methods in which land use planners apply their knowledge, skills and efforts to the gifts of nature in order to satisfy their needs and wants.

Effective land use planning is impossible without land information. Such information includes land resource capacity, land tenure, land ownership and land use. Even in the prosperous, economically advanced countries there is an aspect of survival. Land helps people to survive. That’s why lands are very important resources for men.

Some people have the abilities to sustain life without outside assistance. But a large percentage of the human race of the third world still lives in very small self-sufficient peasant communities. These people experience great poverty, but they provide on an individual basis, for their own survival. They have a degree of economic independence.

The inhabitants of cities are totally incapable of providing for themselves, directly, the means of survival. Here we can observe the opposite situation — a high level of living together with an extreme economic dependence. Such people depend upon the efforts and cooperation of many thousands of specialist workers, among them land use planners. Land use planning is concerned with land cadaster, land relations, land improvement, agriculture, soil sciences, law, geodesy, geography, computer science, etc. To solve these problems land use planners must be not only qualified but profoundly educated specialists.

4. Найдите синонимы среди следующих слов:

Skill, trucks, land use planning, make, a land surveyor, community, compel, society, automobiles, a land use planner, land surveying, level, knowledge, standard.

5. Найдите антонимы среди следующих слов:

Capable, independence, possible, easy, directly, impossible, large, incapable, difficult, dependence, small, indirectly.

6. Переведите следующие словосочетания с русского языка на английский:

Глубоко образованный специалист, большой процент, ставить вопрос, регулировать землеустройство, простой ответ, решать проблему, информация о земле, помощь извне, трудный вопрос, экономическая независимость, поддерживать жизнь, средство выживания, противоположная ситуация, для того, чтобы удовлетворить нужды.

7. Переведите следующие предложения с русского языка на английский:

1. Землеустройство — древняя наука. 2. Информация о земле включает землевладение, землепользование и потенциал земельных ресурсов. 3. Эффективное землеустройство невозможно без информации о земле. 4. Люди используют свои знания и навыки, чтобы удовлетворить свои нужды. 5. Даже в процветающих странах существует аспект выживания. 6. Землеустроитель может дать правильные ответы на многие вопросы.

8. Заполните пропуски соответствующей формой глагола to be:

1. Who ... the best specialist? 2. There ... vast land resources in Russia. 3. Last year there ... the highest crop in this region. 4. Next year you ... a land use planner. 5. I ... a second year student. 6. Land use planning ... concerned with different sciences. 7. In future effective land use planning ... impossible without land information.

9. Поставьте предложения в вопросительную и отрицательную формы:

1. It is a difficult matter to give a simple answer to the basic question. 2. Land use planning is impossible without land information. 3. Such information includes land resources capacity et al. 4. Lands are very important resources for men. 5. People of the third world experience great poverty. 6. We observe a high level of living in some developed countries. 7. They have a degree of economic independence.

10. Заполните пропуски предложениями:

1. Land use planning is a process ... managing the use and development ... land resources ... a sustainable way. 2. Land helps people ... survive. 3. Many textbooks begin ... posing the basic question. 4. It is not a difficult problem ... give a right answer ... the main question. 5. ... order ... satisfy men's needs and wants people apply their knowledge ... the gifts ... nature.

11. Задайте вопросы к выделенным словам:

1. A land surveyor solves many problems. 2. The inhabitants decide problems of survival. 3. This information includes land ownership and land tenure. 4. Some people have the ability to sustain life without outside assistance. 5. A large percentage of the human race still lives in very small self-sufficient peasant communities.

12. Заполните пропуски, используя глаголы, данные в скобках:

1. This textbook ... by posing the basic question (to begin). 2. Effective land use planning ... impossible without land information (to be). 3. Some people ... knowledge and skills to satisfy their wants (to apply). 4. Land ... people to solve different problems (to help). 5. Nature ... men's needs and wants in many ways (to satisfy).

13. Ответьте на следующие вопросы:

1. What do most textbooks on land use planning begin by? 2. Why do people apply their knowledge and skills? 3. What is effective land use planning impossible without? 4. Are lands very important resources for men? 5. How does a large percentage of the human race still live? 6. What does land information include? 7. Do we observe a high level of living in large cities? 8. Is it important to have economic independence?

## Практическая работа № 42

1. Тема: «Принципы землеустройства»

2. Цели: активизировать процесс запоминания излагаемого лексического материала путём комбинирования новых и ранее усвоенных лексических единиц.

4. Осваиваемые компетенции: ОК 1-ОК 10

5. Оснащение: Учебник, рабочая тетрадь, раздаточный материал.

5. Осваиваемые умения (компетенции) ОК1, ОК2, ОК3, ОК4, ОК5, ОК6, ОК7, ОК8, ОК9,

6. Оснащение: Учебник, рабочая тетрадь, раздаточный дидактический материал

### Principles of Land Use Planning

On the basis of long-term investigations some principles of land use planning are presented.

Land use planning is a dialogue, creating the prerequisites for the successful negotiation and cooperation among stockholders.

The core task of land use planning consists of initiating a communication and cooperation process which "allows all participants. Relate their interests and objectives in the dialogue". On the basis of sound decisions a sustainable form of land use is proposed "whereby the

aims and interests of other participating group are taken into account to the greatest possible extent".



Traditional rural societies have their own way of approaching problems and settling conflicts concerning land use. In the process of land use planning, such mechanisms have to be recognized, understood and taken into account.

Land use planning requires transparency. Therefore, free access to information for all participants is a prerequisite.

Land use planning is implementation-oriented. Land use planning has to consider how the negotiated decisions are to be implemented.

Land use planning does not end with the land use plan.

The implementation of limited measures (e.g. the development of cultivation techniques which conserve land resources) plays an important role in increasing the trust of the people in the village as far as the planning process is concerned.

#### 7. Критерии оценки:

Оценка «5» -если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить основные факты, умеет догадываться о значении незнакомых слов из контекста; может выполнить задания после текста.

Оценка «4» -если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить отдельные факты. Однако у него недостаточно развита языковая догадка, и он затрудняется в понимании некоторых незнакомых слов, он вынужден чаще обращаться к словарю; допускает 1-2 ошибки составления аргументов.

Оценка «3» - ставится, если обучающийся не совсем точно понял основное содержание прочитанного, умеет выделить в тексте только небольшое количество фактов, совсем не развита языковая догадка; имеет затруднения при составлении вопросов.

Оценка «2» -выставляется в том случае, если обучающийся не понял текст или понял содержание текста неправильно, не ориентируется в тексте при поиске определенных фактов, не умеет семантизировать (понимать значение) незнакомую лексику; не может задать вопросы к тексту.

#### Практическая работа № 43

Тема: Земельный кадастр

3.Цели: развитие лексико-грамматических навыков, развитие коммуникативных навыков по теме «Земельный кадастр»

4. Количество часов на выполнение работы –2

5.Осваиваемые умения (компетенции) ОК1, ОК2, ОК3, ОК4, ОК5, ОК6, ОК7, ОК8, ОК9, ОК 10

6.Оснащение: Учебник, рабочая тетрадь, таблица времен английского глагола раздаточный дидактический материал

7.Примеры заданий (для практической работы)

Упражнение 1. Прочитайте текст

### Rural and Agricultural Land Use Planning

Land use planning can be defined as the systematic assessment of land and water potential, alternative systems of land use and other physical, social and economic conditions. The purpose is to select and adopt land use options which are the most beneficial to land users without degrading the resources or the environment, together with the selection of measures most likely to encourage such land uses. In the broadest meaning of the term, land use planning deals with planning for all types of land use (rural, urban, industrial, recreational, etc.).

Land use planning involves many aspects of planning such as designing planning options, evaluation of feasibility (economic, environmental, social impact assessment), providing assistance to decision maker, implementation and monitoring of plans.

Rural land use planning is concerned with all (economic) activities in rural areas, such as agriculture, pastoralism, forestry, wildlife conservation and tourism. Besides evaluation of the potential of different activities, rural land use planning assists in resolving conflicts of interests

between groups of land users. Some of the key aspects of agricultural land use planning are physical and socio-economic ones.

Physical aspects involve land evaluation (mapping, analysis, suitability matching), identification of opportunities for change (improve existing land use system, suggest new land use systems), natural resources management (sustainable land use systems).

The objectives of socio-economic aspects include identification of target groups, weighting options and connection with other administration/planning. Such land legislation as access to land, ownership of resources, land reforms are also included in socio-economic aspects as well as training technical staff, farmers and financial framework like credit schemes and products marketing.

Land is a limited resource and the misuse of land can lead to such problem as non-sustainable land use: processes of overexploitation (overgrazing, deforestation, erosion hazard).

We need to conserve land resources for future use through sustainable land uses. For successful land use planning it is important to determine the best use of the land. It is necessary to take into consideration efficiency, equity, acceptability and sustainability of the land. At the same time conflicts of interests between land users should be resolved.

#### 9 Критерии оценки:

Оценка «5» -если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить основные факты, умеет догадываться о значении незнакомых слов из контекста; может выполнить задания после текста.

Оценка «4» -если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить отдельные факты. Однако у него недостаточно развита языковая догадка, и он затрудняется в понимании некоторых незнакомых слов, он вынужден чаще обращаться к словарю; допускает 1-2 ошибки составления аргументов.

Оценка «3» - ставится, если обучающийся не совсем точно понял основное содержание прочитанного, умеет выделить в тексте только небольшое количество фактов, совсем не развита языковая догадка; имеет затруднения при составлении вопросов.

Оценка «2» -выставляется в том случае, если обучающийся не понял текст или понял содержание текста неправильно, не ориентируется в тексте при поиске определенных фактов, не умеет семантизировать (понимать значение) незнакомую лексику; не может задать вопросы к тексту.

#### 1. Практическая работа № 44

#### 2.Тема: Кадастровые элементы

#### 3.Цели: развитие лексико-грамматических навыков, развитие коммуникативных навыков по теме «Кадастровые элементы»

#### 4. Количество часов на выполнение работы –2

#### 5.Осваиваемые умения (компетенции) ОК1, ОК2, ОК3, ОК4, ОК5, ОК6, ОК7, ОК8, ОК9, ОК 10

#### 6.Оснащение: Учебник, рабочая тетрадь, таблица времен английского глагола раздаточный дидактический материал

#### 7.Примеры заданий (для практической работы)

Some of the earliest cadastres were ordered by Roman Emperors to recover state owned lands that had been appropriated by private individuals, and thereby recover income from such holdings. One such cadastre was done in AD 77 in Campania, a surviving stone marker of the survey reads "The Emperor Vespasian, in the eighth year of his tribunician power, so as to restore the state lands which the Emperor Augustus had given to the soldiers of Legion II

Gallica, but which for some years had been occupied by private individuals, ordered a survey map to be set up with a record on each 'century' of the annual rental". In this way Vespasian was able to reimpose taxation formerly uncollected on these lands.

With the fall of Rome the use of cadastral maps effectively discontinued. Medieval practice used written descriptions of the extent of land rather than using more precise surveys. Only in the sixteenth and early seventeenth centuries did the use of cadastral maps resume, beginning in the Netherlands. With the emergence of capitalism in Renaissance Europe the need for cadastral maps reemerged as a tool to determine and express control of land as a means of production. This took place first privately in land disputes and later spread to governmental practice as a means of more precise tax assessment.

Оценка «5» -при выполнении задания допускает незначительные ошибки.

Оценка «4» -имеются ошибки при выполнении задания.

Оценка «3» -допускает большое количество ошибок при выполнении грамматического задания.

Оценка «2» -не может выполнить задание.

#### Практическая работа №45

Тема: Кадастр в Великобритании

1.Цели: развитие и закрепление лексико-грамматических навыков по теме «Выдающиеся исторические события и личности. Исторические памятники»

2. Количество часов на выполнение работы –1

3.Осваиваемые умения (компетенции) ОК1, ОК2, ОК3, ОК4, ОК5, ОК6, ОК7, ОК8, ОК9, ОК 10

4.Оснащение: Учебник, рабочая тетрадь, раздаточный дидактический материал

The UK does not have a cadastre which makes it unusual amongst major economies. This raises the question as to whether the absence of a cadastre undermines the efficiency of its property market, particularly land registration and the workings of the mortgage market, or whether the UK has developed other ways of protecting property rights. Land law does not have a concept of ownership of the land itself but rather of rights over land. These are called estates and estates are the building block of the land administration system rather than parcels. Estates are four-dimensional constructs that include time as a dimension. They also can overlay each other as rights to undertake or prevent different activities can be owned by different persons for the same physical space. Although the UK has compulsory land registration and proof of title is through entry in a Torrens-style land register, there is no central record of the precise location of boundaries. Instead a general boundaries rule exists.

Ordnance Survey maps boundary features but has no power to determine private boundaries. Boundaries can be determined using map evidence in conjunction with other sources. Boundaries and boundary disputes are viewed as being a private matter between landowners and not of public interest. This system works because the UK is an old-settled country with a history of re-using boundaries over time. There are common law rules that help the interpretation of boundaries and the doctrine of adverse possession puts a limit as to how far back in time evidence of encroachment is valid. There is no evidence that the absence of a cadastre harms either the economy or the workings of the property market. The British economy is one of the largest in the world and the property market is active and efficient.

Factors like the prevalence of the rule of law, protection of property rights, good standards of corporate and professional governance, and openness and transparency may be more significant than whether there is a cadastre. The value added by a cadastre would be small relative to its cost. At the heart of its absence is a philosophy of where property rights came from and how they should be legitimised. There is no concept in land law that they derived from the

state. Therefore the notion that state permission is required to change boundaries or to divide or unite plots is an alien one.

#### Практическая работа № 46

Тема: «Кадастр в США»

1. Цели: развитие и закрепление лексико-грамматических навыков по теме «Кадастр»
2. Количество часов на выполнение работы – 1
3. Осваиваемые умения (компетенции) ОК1, ОК2, ОК3, ОК4, ОК5, ОК6, ОК7, ОК8, ОК9, ОК10
4. Оснащение: Учебник, рабочая тетрадь, раздаточный дидактический материал

The United States is perhaps the most advanced country in terms of the technology, and we are also one of the richest with a typically vibrant real estate market and a taxation system based on real estate. So how can we not have a cadastre?

I try to explain that our land management and information systems are administered at the community or county level of government. Zoning and land planning are accomplished at the local level. Perhaps most importantly, land valuation and taxation are also dealt with locally, state by state, and community by community. Whatever parcel mapping is accomplished in the United States is usually accomplished locally. For example, in my home state of Massachusetts, parcel mapping (or tax mapping), if any, is carried out by local municipalities. Each municipality has its own specifications and standards and its own schedules and maintenance systems.

Furthermore, our land title recording systems are on a grantor/grantee-based system rather than a parcel system. Our title recording systems have functioned for a couple of centuries without the benefit of a cadastre. In other words, according to the title registers, title insurers, abstractors and attorneys—all of whom are fiercely resistant to change—“If it ain’t broke, don’t fix it.”

Оценка «5» -при выполнении задания допускает незначительные ошибки.

Оценка «4» -имеются ошибки при выполнении задания.

Оценка «3» -допускает большое количество ошибок при выполнении грамматического задания.

Оценка «2» -не может выполнить задание

#### Тема 2.7. Городской кадастр

Практическая работа №47

Тема: «Городской кадастр»

3. Цели: развитие и закрепление лексико-грамматических навыков по теме «Городской кадастр»
4. Количество часов на выполнение работы – 2
5. Осваиваемые умения (компетенции) ОК1, ОК2, ОК3, ОК4, ОК5, ОК6, ОК7, ОК8, ОК9, ОК10
6. Оснащение: словарь русско-английский и англо-русский, раздаточный материал –карточки с заданиями.
7. Ситуационные задания

The Federal Service for State Registration, Cadastre and Cartography (Rosreestr) is the federal executive body that operates in the following fields:

- state registration of property rights and transactions;
- maintenance of the Unified State Register of Property Rights;
- maintenance of the State Real Estate Cadastre;
- public services for cadastre recording of real estate;

- land management;
- state land monitoring and state land supervision;
- geodesy and cartography;
- maintenance of registers and provision of extracts;
- supervision of activities of self-regulated organizations.

Rosreestr was founded in 2009 through the merger of three agencies: the Federal Registration Service, the Federal Agency for Real Estate Cadastre and the Federal Agency for Cartography. Upon its establishment, Rosreestr became responsible for the performance of three functions: the registration of property rights, cadastre maintenance, as well as geodesy and cartography activities.

Rosreestr has two subordinate institutions, FSBI "Federal Cadastre Chamber of Rosreestr" and FSBI "Centre of Geodesy, Cartography and Spatial Data Infrastructure". Rosreestr controls FSBI "Rostekhinventarizatsiya - Federal Bureau of Technical Inventarization".

The Federal Service for State Registration, Cadastre and Cartography is headed by Victoria Abramchenko.

Today, Rosreestr is among the largest providers of public services in Russia, interacting with individuals and businesses using paper-based and electronic documents. Furthermore, Rosreestr is one of the main providers of information required by the state and municipal authorities to provide their services. It provides 11 types of extracts from the Unified State Register of Property Rights and Transactions and the State Real Estate Cadastre.

Rosreestr has the largest cadastre and real estate rights registration system in the world.

The annual scope of operations performed:

- registration of over 25.5 million documents concerning rights, transactions, restrictions and encumbrances on real estate;
- the cadastre records for over 10 million buildings, structures, premises and facilities under construction;
- the cadastre holds records for more than 18.5 million land plots;
- provision of over 56 million documents from the Unified State Register of Property Rights and Transactions, the State Real Estate Cadastre and the cartography fund, including over 27 million e-documents;
- performance of over 400 thousand inspections of compliance with land legislation with over 130 thousand breaches identified.

Rosreestr works to meet the current public needs and actively develops new standards of work. Leading the public services sector, Rosreestr follows the principle of transparency and seeks to improve the quality and accessibility of the services it provides.

Rosreestr continuously works to improve the real estate recording and registration system. The Russian Federation came 12th for "property registration" in the international rating Doing Business-2015, published by the World Bank. For the last 2 years, Russia has managed to jump in 34 places in "property registration". Overall, Russia came 62nd in Doing Business-2015, finding its way into the TOP 100.

Rosreestr Operating Principles

1. Transparency, comfortable conditions and minimum periods for public services provision
2. Development of e-services and innovative services
3. Effective inter-departmental collaboration and cooperation with regional authorities
4. High-quality information resources, reliability and completeness of information
5. Public controls and accountability

## КРИТЕРИИ ОЦЕНКИ

Оценка «5» ставится, если учащийся:

- полностью освоил учебный материал;
- умеет обосновывать свой ответ на английском языке;
- без ошибок выполняет грамматические задания;
- хорошо владеет коммуникативными навыками.

Оценка «4» ставится, если учащийся:

- в основном усвоил учебный материал;
- умеет обосновывать свой ответ на английском языке, допуская небольшое количество речевых и грамматических ошибок;
- допускает несколько ошибок при выполнении грамматического задания.
- хорошо владеет коммуникативными навыками.

Оценка «3» ставится, если учащийся:

- не усвоил существенную часть учебного материала;
- допускает значительные ошибки при ответе на английском языке;
- затрудняется при выполнении грамматического задания;
- слабо владеет коммуникативными навыками.

Оценка «2» ставится, если учащийся:

- почти не усвоил учебный материал;
- не может обосновать свой ответ на английском языке;
- не может выполнить грамматическое задание;
- не владеет коммуникативными навыками.

#### Практическая работа №48

2. Тема: «Городской кадастр в России»

3. Цели: развитие и закрепление лексико-грамматических навыков по теме «Городской кадастр»

4. Количество часов на выполнение работы –2

5. Осваиваемые умения (компетенции) ОК1, ОК2, ОК3, ОК4, ОК5, ОК6, ОК7, ОК8, ОК9, ОК 10

6. Оснащение: словарь русско-английский и англо-русский, раздаточный материал –карточки с заданиями.

7. Ситуационные задания

Прочтите и письменно переведите на русский язык текст.

One can see on the example of the forest cadastre that foreign methods introduced in Russia developed not only in the different social and cultural context, but even in the administrative and management environment.

Navy building had been one of the main priorities of Peter I reign. The regular forest surveys were ordered in 1703. Soon all the timber forests of European Russia - from the Baltic Sea to the Volga were managed by the Admiralty. It meant not only the forests of the crown but also private, common and clergy forests. It became illegal to the owners to cut their timber if not suitable for the navy. The historiographer of the Ministry of State Property Lev Zakharov considers it to be the nationalization of forest resources. Only at the reign of Ekaterina II liberalization of the forest status took place and in 1802 Forest Department became the body of the Ministry of Finances.

All the timber forests were examined and mapped by the officers. All the oaks, lime-trees and pines were counted and measured. It was a forest doomsday indeed. Hundreds of large-scale maps and charts, accompanied with tabular statistics were prepared. Later these documents served as the source for general forest atlases such as well-known "General Atlas of various kinds of forests" from the Hermitage Collection of Manuscript Department of the National Library in Petersburg. These surveys were carried out even where forests were never used later.

The fact that forest surveys were surprisingly detailed and exact so deserved special attention. Taking into consideration that large-scale mapping had been new in the practice of Russian state management, we could see the importance of forest surveys for Peter's administration. It makes clear the great shipbuilding plans of Admiralty and Peter himself, this "Sailor and carpenter", as he was called by Pushkin. The mapped resources of timber forests were much more than the real forest consumption and shipbuilding had ever been at that time or later.

The technology of the forest mapping is well known. It was largely borrowed from the western mapmaking. The aim of Peter's cadastres – navy building – is similar to the one of Colbert's, who managed the French crown estates at the same way. But if the Colbert cadastres managed only forests of the crown, all the Russian forests in practice belonged to the crown for almost a century after implementation of Peter's cadastre. This nationalization seems to have nothing in common with European management of natural resources.

Land cadastres could be opposed to the forest ones. Highly developed in the XVI-XVII th centuries, it degraded during Peter's reign. The reason for it was not the tax reform, but the transformation of feudal state into highly centralized bureaucratic system. Regular land surveys did not take place any more despite the fact that landed nobility remained the source for recruiting military and civil statesmen. The land property of nobility giving them independence was considered as an obstacle to their state service. The implementation of obligatory strict forms of state service for nobility is a confirmation of this statement.

Despite the large map surveys of Peter's geodesists in the internal provinces of Russia, where most of land estates were situated, these maps do not reflect land property rights, as well as land use and evaluation. These documents are similar to the later surveys of Russian frontier and colonial territories of Crimea, Siberia, Mid-Asia. The main aim of those is the use of maps for the effective state management and the search for additional natural resources.

The emergence of "resource" paradigm in Russian geography and implementation of resource cadastres instead of tax ones is the result of Peter's modernization. For long time till now these traits of Russian geographical knowledge remained linked with the active reforms carried out by the central power. Though the scientific basis of forest cadastre of Peter I – the most remarkable of his cadastres – had been borrowed from the European science, this stresses the original way of natural resources management.

Оценка «5» -при выполнении задания допускает незначительные ошибки.

Оценка «4» -имеются ошибки при выполнении задания.

Оценка «3» -допускает большое количество ошибок при выполнении грамматического задания.

Оценка «2» -не может выполнить задание

Практическая работа №49

2.Тема: «Городской кадастр в США»

3.Цели: развитие и закрепление лексико-грамматических навыков по теме «Городской кадастр»

4. Количество часов на выполнение работы –2

5.Осваиваемые умения (компетенции) ОК1, ОК2, ОК3, ОК4, ОК5, ОК6, ОК7, ОК8, ОК9, ОК 10

6.Оснащение: словарь русско-английский и англо-русский, раздаточный материал –карточки с заданиями.

7.Ситуационные задания

Переведите текст

## CADASTRE--U.S.A.

Existing methods of land-plan development in America and elsewhere are examined. The possibility of inclusion of existing data in a new land record system is considered. Accuracy requirements are reviewed and realistic standards of tolerances suggested. A step-by-step procedure of creating a cadastre follows. Old plans, new surveys, parcel identifiers, monumentation, filing of field notes, survey plan, and the cadastral map are briefly described and supported by illustrations.

Оценка «5» -при выполнении задания допускает незначительные ошибки.

Оценка «4» -имеются ошибки при выполнении задания.

Оценка «3» -допускает большое количество ошибок при выполнении грамматического задания.

Оценка «2» -не может выполнить задание

### Практическая работа №50

2.Тема: «Польза городского кадастра»

3.Цели: развитие и закрепление лексико-грамматических навыков по теме «Городской кадастр»

4. Количество часов на выполнение работы –2

5.Осваиваемые умения (компетенции) ОК1, ОК2, ОК3, ОК4, ОК5, ОК6, ОК7, ОК8, ОК9, ОК 10

6.Оснащение: словарь русско-английский и англо-русский, раздаточный материал –карточки с заданиями.

7.Ситуационные задания Польза городского кадастра

Прочтите, переведите текст и сформулируйте основную мысль каждого абзаца:

An accurate and up-to-date cadastre will serve as the basis for urban development. Combined with various socio-economic and ancillary information, the cadastre will provide the basic knowledge for any further spatial analysis and related decision making. We can identify four main benefits provided by an efficient urban cadastre: land tenure and real estate security; access to credit; equity and efficiency of tax collection, and urban management and planning.

Integrated with the registry, the cadastre is one of the factors that guarantees land and real estate security as it represents an objective, public proof of ownership or occupancy. Considering that land tenure and real estate security are essential for social peace, a comprehensive and accurate cadastre is consequently a key condition for the sustainable and peaceful development of the city.

Increasing security of tenure gives owners an incentive to invest on land and real estate or capital equipment for working or using the land and real estate, this is sometimes known as the investment demand or security effect. Finally, increasing security on tenure improves the functioning of land markets and therefore eases the reallocation of land and real estate to their more productive use, this is sometimes known as the efficiency or transaction effect.

A parcel based title can be used as collateral and increases access of the poor to medium and long term credits. Therefore, it can remove constraints to, and reduce the cost of, both capital for long term investments and working capital. This effect is sometimes known as the collateral effect. Nevertheless titling in itself is not sufficient for the development of credit. This must be accompanied by the improvement and strengthening of credit related financial markets and by incentive mechanisms towards owners or occupants who are still remaining reluctant to borrow against their land or their real estate from fear of losing it.



The cadastre represents a comprehensive census of owners and occupants and an objective assessment of land and real estate distribution and values. It is therefore the basic variable to ensure equity and efficiency of tenure based on people's participation, it is important to emphasize that tax collection is not the only objective of a cadastre and that everyone will benefit from the other advantages.

Last but not least, the cadastre is the basis geo-informational layer for urban planning and management as it gives the information about: who is living where and what there is where. The cadastral information is very accurate with enough details for any further urban planning and urban operations. According to the type of analysis to be performed, it will be necessary to supplement the cadastre with additional socio-economic data. In many cases cadastral information is so important for utility and facility private companies that the latter agree to co-finance the establishment of the urban cadastres.

Оценка «5» -при выполнении задания допускает незначительные ошибки.

Оценка «4» -имеются ошибки при выполнении задания.

Оценка «3» -допускает большое количество ошибок при выполнении грамматического задания.

Оценка «2» -не может выполнить задание

Практическая работа №51

Контрольная работа

Вариант № 1

**Выберите правильный вариант ответа:**

- 1 **Who taken the umbrellas with them?**
  - 1) have
  - 2) has
  - 3) had
  - 4) had been
- 2 **The UK is situated on**
  - 1) the south-western coast of Europe
  - 2) the west coast of Europe
  - 3) the north-western coast of Europe
- 3 **The US president lives and works in\_\_\_\_\_.**
  - 1) the Capitol
  - 2) the US Congress
  - 3) the White House
- 4 **He \_\_\_\_\_ to the concert so often before, that he didn't want to go that night.**
  - 1) went
  - 2) has gone
  - 3) had been going
  - 4) had gone
- 5 **The population of the UK is**
  - 1) over 57 mln people
  - 2) over 70 mln people
  - 3) over 50 mln people
- 6 **The symbol of peace in Great Britain is**
  - 1) a red rose
  - 2) a shamrock

3) a poppy

7 **The longest river in the UK is**

- 1) the Severn
- 2) the Thames
- 3) the Spey

8 **If she \_\_\_\_\_ finished work by 4 o'clock, she will go home.**

- 1) will
- 2) is
- 3) has
- 4) ---

9 **If they understood the problem, they \_\_\_\_\_ find a solution, now.**

- 1) will
- 2) would
- 3) would have
- 4) can

10 **Monarchy exists in Britain for more than**

- 1) 500 years
- 2) a thousand years
- 1) 2000 years

11 **She can sing, \_\_\_\_\_ ?**

- 1) doesn't she
- 2) can she
- 3) can't she
- 4) isn't she

12 **The Queen is**

- 1) a formal head of the country
- 2) a real head of the UK
- 3) a political head of it

13 **John said, "I'm sorry to disturb you, Eliza".**

- 1) John told that he was sorry to disturb Eliza.
- 2) John told Eliza he was sorry to disturb her.
- 3) John told to Eliza he had been sorry to disturb her.

14 **"Will you be free tomorrow?" Colin asked Richard.**

- 1) Richard asked would Colin be free the next day.
- 2) Colin asked Richard if he would be free the following day.
- 3) Colin asked if Richard will be free tomorrow.

15 **My brother and I \_\_\_\_\_ at the Zoo yesterday.**

- 1) are
- 2) is
- 3) was
- 4) were

16 **"If I were you, I'd stop smoking", Jeff said.**

- 1) Jeff said that if he were him he would have stopped smoking.
- 2) Jeff said that if he had been him he would have stop smoking.
- 3) Jeff advised him to stop smoking.

17 **Teddy's words made me \_\_\_\_\_ uncomfortable.**

- 1) to feel
- 2) feeling

- 3)feel
- 18 **The government is**  
1) a judicial power  
2) a legislative power  
3) an executive power
- 19 **Parliamentary elections must be held every**  
a) 5 years  
b) 4 years  
c) 3 years
- 20 **Next week our friends abroad.**  
1) went  
2) are going  
3) go  
4) would be going
- 21 **The Queen must agree to**  
1) every new law  
2) every government decision  
3) every date of Parliament meetings
- 22 **I'd like my brother \_\_\_\_\_ me with my homework.**  
1) to help  
2) helping  
3) help  
4) helps
- 23 **\_\_\_\_\_ of her arrival, I went to see her.**  
1)Telling  
2)To tell  
3)Being told  
4)Told
- 24 **The Pyramids were built \_\_\_\_\_people who lived a long time ago.**  
1)of  
2)with  
3)by
- 25 **They said that our time-table.**  
1)change  
2) was changed  
3) changed  
4) have changed

## Вариант № 2

**Выберите правильный вариант ответа:**

- 1 **Washington, D. C is situated on the .**  
1) Potomac River  
2) Thames  
3) Huron
- 2 **Look! Nick's sister \_\_\_\_\_for a walk.**  
1) goes  
2) has gone  
3) is going

- 4) went
- 3 **Whose pen has Pete?**
- 1) take
  - 2) took
  - 3) taken
  - 4) taking
- 4 **This time tomorrow I \_\_\_\_\_ over the Pacific.**
- 1) am flying
  - 2) will be flying
  - 3) fly
  - 4) will fly
- 5 **They left for London 3 days ago, \_\_\_\_\_?**
- 1) did they
  - 2) didn't they
  - 3) don't they
  - 4) doesn't they
- 6 **Their first child \_\_\_\_\_ born before moved to St. Petersburg.**
- 1) is
  - 2) has been
  - 3) had been
  - 4) was
- 7 **The UK is**
- 1) a parliamentary monarchy
  - 2) a constitutional republic
  - 3) a constitutional monarchy
  - 4) a parliamentary republic
- 8 **The legislative branch of the British Government is called**
- a) Court
  - b) Congress
  - c) Parliament
- 9 **She lives in London, \_\_\_\_\_?**
- 1) does she
  - 2) doesn't she
  - 3) is she
  - 4) isn't she
- 10 **Britain's national drink is**
- 1) whiskey
  - 2) coca-cola
  - 3) coffee
  - 4) tea
- 11 **She \_\_\_\_\_ her grandparents next summer.**
- 1) was visiting
  - 2) will visit
  - 3) visit
  - 4) visits
- 12 **I \_\_\_\_\_ my friends on my way to school yesterday.**
- 1) meet
  - 2) met
  - 3) meets
  - 4) am meeting
- 13 **He said, "Where is Jill going".**
- 1) He asked where was Jill going.
  - 2) He asked where Jill went.
  - 3) He asked where Jill was going.
- 14 **The doctor asked, "How do you feel?"**
- 1) The doctor asked how did I feel.

- 2) The doctor asked how I felt.  
3) The doctor asked how I had felt.
- 15 **“Will you be free tomorrow?” Colin asked Richard.**  
1) Richard asked would Colin be free the next day.  
2) Colin asked Richard if he would be free the following day.  
3) Colin asked if Richard will be free tomorrow.
- 16 **The teacher said to us, “Be quiet, please”.**  
1) The teacher asked us be quiet.  
2) The teacher told us to be quiet.  
3) The teacher said to us to be quiet.
- 17 **\_\_\_\_\_ have you been going to this school?**  
1) how long  
2) how often  
3) how soon
- 18 **You will be there, \_\_\_\_\_?**  
1) will you  
2) don't you  
3) won't you
- 19 **\_\_\_\_\_ I were you I would send him a telegram.**  
1) Because  
2) If  
3) Unless
- 20 **He can't keep his word, he can't be relied \_\_\_\_\_.**  
1) about  
2) on  
3) for
- 21 **When we arrived the flames had been brought \_\_\_\_\_ control.**  
1) under  
2) over  
3) to
- 22 **\_\_\_\_\_ you put on a new dress tomorrow?**  
1) Do  
2) Are  
3) Will  
4) Did
- 23 **It wasn't necessary the doctor.**  
1) will call  
2) have called  
3) to be call  
4) to call
- 24 **Yesterday Ito make a report.**  
1) told  
2) was telling  
3) has told  
4) was told
- 25 **Has the secretary come yet? I want to have my papers \_\_\_\_\_.**  
1) to type  
2) type  
3) typed

#### Ответы к тесту

| № вопроса | 1 вариант | 2 вариант |
|-----------|-----------|-----------|
| 1         | 2         | 1         |
| 2         | 3         | 3         |
| 3         | 3         | 3         |
| 4         | 4         | 2         |
| 5         | 3         | 2         |
| 6         | 3         | 4         |
| 7         | 2         | 2         |
| 8         | 4         | 3         |
| 9         | 2         | 2         |
| 10        | 1         | 2         |
| 11        | 3         | 2         |
| 12        | 4         | 2         |
| 13        | 2         | 3         |
| 14        | 2         | 2         |
| 15        | 4         | 2         |
| 16        | 3         | 2         |
| 17        | 3         | 1         |
| 18        | 1         | 3         |
| 19        | 2         | 2         |
| 20        | 2         | 2         |
| 21        | 3         | 1         |
| 22        | 1         | 3         |
| 23        | 3         | 4         |
| 24        | 3         | 1         |
| 25        | 2         | 3         |

#### Тема 2.8. Земельный рынок

##### Практическая работа №52

1. Тема: «Земельный рынок».
2. Цель: активизировать процесс запоминания излагаемого лексического материала путём комбинирования новых и ранее усвоенных лексических единиц
3. Количество часов на выполнение работы - 2
1. Осваиваемые компетенции: ОК 1-ОК 10
4. Оснащение: Учебник, рабочая тетрадь, раздаточный материал.
5. Содержание заданий:

Прочитайте и переведите текст, задайте 10 вопросов к тексту

The Economist - the profession of today. Though the word "economy" was coined in ancient Greece, meaning "home economics" that is, the economic analysis was housekeeping.

I must say that in our country the concept of "economist" was accepted widely enough to interpret, so it happened. And now commonplace economist called some universal expert in the

field of industry, business and commerce. Even job postings seen that employers often mixed different responsibilities in one concept. Economists really need a variety of organizations - from small businesses to the largest banks. We here do not have enough no place to list all specialization in finance and credit, commerce, accounting and auditing, which encompasses the qualification "economist". The Economist is one of the most important experts in the enterprise. No business can conduct their business without a business plan. It was this officer asks the motion vector of joint efforts of all employees. We need to prioritize and target, to get the maximum profit with minimum losses. The Economist provides an economic analysis of business organizations, develops measures to ensure saving mode, efficiency, the identification of reserves, prevention of losses and wastage, more efficient use of all resources. Performs calculations for material, labor and financial costs required for works (services) research and development in the development of new technology.

#### Критерии оценки

Оценка «5» -если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить основные факты, умеет догадываться о значении незнакомых слов из контекста; может вопросы к тексту.

Оценка «4» -если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить отдельные факты. Однако у него недостаточно развита языковая догадка, и он затрудняется в понимании некоторых незнакомых слов, он вынужден чаще обращаться к словарю; допускает 1-2 ошибки составлении вопросов.

Оценка «3» - ставится, если обучающийся не совсем точно понял основное содержание прочитанного, умеет выделить в тексте только небольшое количество фактов, совсем не развита языковая догадка; имеет затруднения при составлении вопросов.

Оценка «2» -выставляется в том случае, если обучающийся не понял текст или понял содержание текста неправильно, не ориентируется в тексте при поиске определенных фактов, не умеет семантизировать (понимать значение) незнакомую лексику; не может задать вопросы к тексту.

#### Практическая работа №53

1 Тема: «Ключевые требования рынка».

2 Цель: активизировать процесс запоминания излагаемого лексического материала путём комбинирования новых и ранее усвоенных лексических единиц

3 Количество часов на выполнение работы - 2

4 Осваиваемые компетенции: ОК 1-ОК 10

5 Оснащение: Учебник, рабочая тетрадь, раздаточный материал.

6. Содержание заданий:

1. Прочитайте следующие слова:

Land, inhabitants, development, planning, provide, profoundly, gift, use, surveying, basis, nature, qualified, directly, ownership, prosperous, skills, peasant, important.

2. Прочитайте и переведите следующие словосочетания:

Land use, land use planning, land surveying, a land surveyor, profoundly educated, land information, advanced countries, to sustain life, to pose a question, opposite situation, a simple answer, individual basis, an aspect of survival, land ownership.

3. Прочитайте и переведите

It is obvious that any textbook on land use planning begins by posing the question, “What is land use planning about?” It is not a difficult problem to give a simple answer to this basic question. Land use planning or land surveying is a process of managing the use and development of land resources in a sustainable way. It is essentially a study of the methods in which land use planners apply their knowledge, skills and efforts to the gifts of nature in order to satisfy their needs and wants.

Effective land use planning is impossible without land information. Such information includes land resource capacity, land tenure, land ownership and land use. Even in the prosperous, economically advanced countries there is an aspect of survival. Land helps people to survive. That’s why lands are very important resources for men.

Some people have the abilities to sustain life without outside assistance. But a large percentage of the human race of the third world still lives in very small self-sufficient peasant communities. These people experience great poverty, but they provide on an individual basis, for their own survival. They have a degree of economic independence.

The inhabitants of cities are totally incapable of providing for themselves, directly, the means of survival. Here we can observe the opposite situation — a high level of living together with their own survival. They have a degree of economic independence

4. Найдите синонимы среди следующих слов:

Skill, trucks, land use planning, make, a land surveyor, community, compel, society, automobiles, a land use planner, land surveying, level

#### Критерии оценки

Оценка «5» -если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить основные факты, умеет догадываться о значении незнакомых слов из контекста; может вопросы к тексту.

Оценка «4» -если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить отдельные факты. Однако у него недостаточно развита языковая догадка, и он затрудняется в понимании некоторых незнакомых слов, он вынужден чаще обращаться к словарю; допускает 1-2 ошибки составлении вопросов.

Оценка «3» - ставится, если обучающийся не совсем точно понял основное содержание прочитанного, умеет выделить в тексте только небольшое количество фактов, совсем не развита языковая догадка; имеет затруднения при составлении вопросов.

Оценка «2» -выставляется в том случае, если обучающийся не понял текст или понял содержание текста неправильно, не ориентируется в тексте при поиске определенных фактов, не умеет семантизировать (понимать значение) незнакомую лексику; не может задать вопросы к тексту.

#### Практическая работа №54

Тема: Цели и методы рынка

3.Цели: развитие лексико-грамматических навыков, развитие коммуникативных навыков по теме «Цели и методы рынка»

4. Количество часов на выполнение работы –2

5.Осваиваемые умения (компетенции) ОК1, ОК2, ОК3, ОК4, ОК5, ОК6, ОК7, ОК8, ОК9, ОК 10

6.Оснащение: Учебник, рабочая тетрадь, таблица времен английского глагола раздаточный дидактический материал

7.Примеры заданий (для практической работы)



## Упражнение 1. Прочитайте текст

Land use planning can be defined as the systematic assessment of land and water potential, alternative systems of land use and other physical, social and economic conditions. The purpose is to select and adopt land use options which are the most beneficial to land users without degrading the resources or the environment, together with the selection of measures most likely to encourage such land uses.

In the broadest meaning of the term, land use planning deals with planning for all types of land use (rural, urban, industrial, recreational, etc.). Land use planning involves many aspects of planning such as designing planning options, evaluation of feasibility (economic, environmental, social impact assessment), providing assistance to decision maker, implementation and monitoring of plans.

Rural land use planning is concerned with all (economic) activities in rural areas, such as agriculture, pastoralism, forestry, wildlife conservation and tourism. Besides evaluation of the potential of different activities, rural land use planning assists in resolving conflicts of interests between groups of land users.

Some of the key aspects of agricultural land use planning are physical and socio-economic ones. Physical aspects involve land evaluation (mapping, analysis, suitability matching), identification of opportunities for change (improve existing land use system, suggest new land use systems), natural resources management (sustainable land use systems).

The objectives of socio-economic aspects include identification of target groups, weighting options and connection with other administration/planning. Such land legislation as access to land, ownership of resources, land reforms are also included in socio-economic aspects as well as training technical staff, farmers and financial framework like credit schemes and products marketing.

Land is a limited resource and the misuse of land can lead to such problem as non-sustainable land use: processes of overexploitation (overgrazing, deforestation, erosion hazard).

We need to conserve land resources for future use through sustainable land uses. For successful land use planning it is important to determine the best use of the land. It is necessary to take into consideration efficiency, equity, acceptability and sustainability of the land. At the same time conflicts of interests between land users should be resolved.

### Критерии оценки:

Оценка «5» -если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить основные факты, умеет догадываться о значении незнакомых слов из контекста; может выполнить задания после текста.

Оценка «4» -если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить отдельные факты. Однако у него недостаточно развита языковая догадка, и он затрудняется в понимании некоторых незнакомых слов, он вынужден чаще обращаться к словарю; допускает 1-2 ошибки составлении аргументов.

Оценка «3» - ставится, если обучающийся не совсем точно понял основное содержание прочитанного, умеет выделить в тексте только небольшое количество фактов, совсем не развита языковая догадка; имеет затруднения при составлении вопросов.

Оценка «2» -выставляется в том случае, если обучающийся не понял текст или понял содержание текста неправильно, не ориентируется в тексте при поиске определенных фактов, не умеет семантизировать (понимать значение) незнакомую лексику; не может задать вопросы к тексту.

### Практическая работа №55

Тема: Главная составляющая рынка

3.Цели: развитие лексико-грамматических навыков, развитие коммуникативных навыков по теме «Главная составляющая рынка»

4. Количество часов на выполнение работы –2
5. Осваиваемые умения (компетенции) ОК1, ОК2, ОК3, ОК4, ОК5, ОК6, ОК7, ОК8, ОК9, ОК 10
6. Оснащение: Учебник, рабочая тетрадь, таблица времен английского глагола раздаточный дидактический материал
7. Примеры заданий (для практической работы)

Найдите синонимы среди следующих слов:

Skill, trucks, land use planning, make, a land surveyor, community, compel, society, automobiles, a land use planner, land surveying, level, knowledge, standard.

5. Найдите антонимы среди следующих слов:

Capable, independence, possible, easy, directly, impossible, large, incapable, difficult, dependence, small, indirectly.

6. Переведите следующие словосочетания с русского языка на английский:

Глубоко образованный специалист, большой процент, ставить вопрос, регулировать землеустройство, простой ответ, решать проблему, информация о земле, помощь извне, трудный вопрос, экономическая независимость, поддерживать жизнь, средство выживания, противоположная ситуация для того, чтобы удовлетворить нужды.

7. Переведите следующие предложения с русского языка на английский:

1. Землеустройство — древняя наука. 2. Информация о земле включает землевладение, землепользование и потенциал земельных ресурсов. 3. Эффективное землеустройство невозможно без информации о земле. 4. Люди используют свои знания и навыки, чтобы удовлетворить свои нужды. 5. Даже в процветающих странах существует аспект выживания. 6. Землеустроитель может дать правильные ответы на многие вопросы.

8. Заполните пропуски соответствующей формой глагола to be:

1. Who ... the best specialist? 2. There ... vast land resources in Russia. 3. Last year there ... the highest crop in this region. 4. Next year you ... a land use planner. 5. I ... a second year student. 6. Land use planning ... concerned with different sciences. 7. In future effective land use planning ... impossible without land information.

9. Поставьте предложения в вопросительную и отрицательную формы:

1. It is a difficult matter to give a simple answer to the basic question. 2. Land use planning is impossible without land information. 3. Such information includes land resources capacity et al. 4. Lands are very important resources for men. 5. People of the third world experience great poverty. 6. We observe a high level of living in some developed countries. 7. They have a degree of economic independence.

10. Заполните пропуски предлогами:

1. Land use planning is a process ... managing the use and development ... land resources ... a sustainable way. 2. Land helps people ... survive. 3. Many textbooks begin ... posing the basic question. 4. It is not a difficult problem ... give a right answer ... the main question. 5. ... order ... satisfy men's needs and wants people apply their knowledge ... the gifts ... nature.

11. Задайте вопросы к выделенным словам:

1. A land surveyor solves many problems. 2. The inhabitants decide problems of survival. 3. This information includes land ownership and land tenure. 4. Some people have the ability to sustain life without outside assistance. 5. A large percentage of the human race still lives in very small self-sufficient peasant communities.

12. Заполните пропуски, используя глаголы, данные в скобках:

1. This textbook ... by posing the basic question (to begin). 2. Effective land use planning ... impossible without land information (to be). 3. Some people ... knowledge and skills to satisfy their wants (to apply). 4. Land ... people to solve different problems (to help). 5. Nature ... men's needs and wants in many ways (to satisfy).

13. Ответьте на следующие вопросы:

1. What do most textbooks on land use planning begin by? 2. Why do people apply their knowledge and skills? 3. What is effective land use planning impossible without? 4. Are lands very important resources for men? 5. How does a large percentage of the human race still live? 6. What does land information include? 7. Do we observe a high level of living in large cities? 8. Is it important to have economic independence?

Критерии оценки:

Оценка «5» -если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить основные факты, умеет догадываться о значении незнакомых слов из контекста; может выполнить задания после текста.

Оценка «4» -если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить отдельные факты. Однако у него недостаточно развита языковая догадка, и он затрудняется в понимании некоторых незнакомых слов, он вынужден чаще обращаться к словарю; допускает 1-2 ошибки составления аргументов.

Оценка «3» - ставится, если обучающийся не совсем точно понял основное содержание прочитанного, умеет выделить в тексте только небольшое количество фактов, совсем не развита языковая догадка; имеет затруднения при составлении вопросов.

Оценка «2» -выставляется в том случае, если обучающийся не понял текст или понял содержание текста неправильно, не ориентируется в тексте при поиске определенных фактов, не умеет семантизировать (понимать значение) незнакомую лексику; не может задать вопросы к тексту.

Практическая работа №56

2.Тема: «Земельно-имущественные отношения»»

3.Цели: развитие и закрепление лексико-грамматических навыков по теме «Земельно-имущественные отношения»

4. Количество часов на выполнение работы –2

5.Осваиваемые умения (компетенции) ОК1, ОК2, ОК3, ОК4, ОК5, ОК6, ОК7, ОК8, ОК9, ОК 10

6.Оснащение: словарь русско-английский и англо-русский, раздаточный материал –карточки с заданиями.

7.Ситуационные задания

Польза городского кадастра

Прочтите, переведите текст и сформулируйте основную мысль каждого абзаца:

An accurate and up-to-date cadastre will serve as the basis for urban development. Combined with various socio-economic and ancillary information, the cadastre will provide the basic knowledge for any further spatial analysis and related decision making. We can identify four main benefits provided by an efficient urban cadastre: land tenure and real estate security; access to credit; equity and efficiency of tax collection, and urban management and planning.

Integrated with the registry, the cadastre is one of the factors that guarantees land and real estate security as it represents an objective, public proof of ownership or occupancy. Considering that land tenure and real estate security are essential for social peace, a comprehensive and accurate cadastre is consequently a key condition for the sustainable and peaceful development of the city.

Increasing security of tenure gives owners an incentive to invest on land and real estate or capital equipment for working or using the land and real estate, this is sometimes known as the investment demand or security effect. Finally, increasing security on tenure improves the functioning of land markets and therefore eases the reallocation of land and real estate to their more productive use, this is sometimes known as the efficiency or transaction effect.

A parcel based title can be used as collateral and increases access of the poor to medium and long term credits. Therefore, it can remove constraints to, and reduce the cost of, both capital for long term investments and working capital. This effect is sometimes known as the collateral effect. Nevertheless titling in itself is not sufficient for the development of credit. This must be accompanied by the improvement and strengthening of credit related financial markets and by incentive mechanisms towards owners or occupants who are still remaining reluctant to borrow against their land or their real estate from fear of losing it.

The cadastre represents a comprehensive census of owners and occupants and an objective assessment of land and real estate distribution and values. It is therefore the basic variable to ensure equity and efficiency of tenure based on people's participation, it is important to emphasize that tax collection is not the only objective of a cadastre and that everyone will benefit from the other advantages.

Last but not least, the cadastre is the basis geo-informational layer for urban planning and management as it gives the information about: who is living where and what there is where. The cadastral information is very accurate with enough details for any further urban planning and urban operations. According to the type of analysis to be performed, it will be necessary to supplement the cadastre with additional socio-economic data. In many cases cadastral information is so important for utility and facility private companies that the latter agree to co-finance the establishment of the urban cadastres.

Оценка «5» -при выполнении задания допускает незначительные ошибки.

Оценка «4» -имеются ошибки при выполнении задания.

Оценка «3» -допускает большое количество ошибок при выполнении грамматического задания.

Оценка «2» -не может выполнить задание

Практическая работа №57

2.Тема: «Земельно-имущественные отношения в РФ»

3.Цели: развитие и закрепление лексико-грамматических навыков по теме «Земельно-имущественные отношения в РФ

4. Количество часов на выполнение работы –2

5.Осваиваемые умения (компетенции) ОК1, ОК2, ОК3, ОК4, ОК5, ОК6, ОК7, ОК8, ОК9, ОК 10

6.Оснащение: словарь русско-английский и англо-русский, раздаточный материал –карточки с заданиями.

7.Ситуационные задания

Прочтите и письменно переведите на русский язык текст.

One can see on the example of the forest cadastre that foreign methods introduced in Russia developed not only in the different social and cultural context, but even in the administrative and management environment.

Navy building had been one of the main priorities of Peter I reign. The regular forest surveys were ordered in 1703. Soon all the timber forests of European Russia - from the Baltic Sea to the Volga were managed by the Admiralty. It meant not only the forests of the crown but also private, common and clergy forests. It became illegal to the owners to cut their timber if not suitable for the navy. The historiographer of the Ministry of State Property Lev Zakharov considers it to be the nationalization of forest resources. Only at the reign of Ekaterina II liberalization of the forest status took place and in 1802 Forest Department became the body of the Ministry of Finances.

All the timber forests were examined and mapped by the officers. All the oaks, lime-trees and pines were counted and measured. It was a forest doomsday indeed. Hundreds of large-scale maps and charts, accompanied with tabular statistics were prepared. Later these documents served as the source for general forest atlases such as well-known "General Atlas of various kinds of forests" from the Hermitage Collection of Manuscript Department of the National Library in Petersburg. These surveys were carried out even where forests were never used later.

The fact that forest surveys were surprisingly detailed and exact so deserved special attention. Taking into consideration that large-scale mapping had been new in the practice of Russian state management, we could see the importance of forest surveys for Peter's administration. It makes clear the great shipbuilding plans of Admiralty and Peter himself, this "Sailor and carpenter", as he was called by Pushkin. The mapped resources of timber forests were much more than the real forest consumption and shipbuilding had ever been at that time or later.

The technology of the forest mapping is well known. It was largely borrowed from the western mapmaking. The aim of Peter's cadastres – navy building – is similar to the one of Colbert's, who managed the French crown estates at the same way. But if the Colbert cadastres managed only forests of the crown, all the Russian forests in practice belonged to the crown for almost a century after implementation of Peter's cadastre. This nationalization seems to have nothing in common with European management of natural resources.

Land cadastres could be opposed to the forest ones. Highly developed in the XVI-XVII th centuries, it degraded during Peter's reign. The reason for it was not the tax reform, but the transformation of feudal state into highly centralized bureaucratic system. Regular land surveys did not take place any more despite the fact that landed nobility remained the source for recruiting military and civil statesmen. The land property of nobility giving them independence was considered as an obstacle to their state service. The implementation of obligatory strict forms of state service for nobility is a confirmation of this statement.

Despite the large map surveys of Peter's geodesists in the internal provinces of Russia, where most of land estates were situated, these maps do not reflect land property rights, as well as land use and evaluation. These documents are similar to the later surveys of Russian frontier and colonial territories of Crimea, Siberia, Mid-Asia. The main aim of those is the use of maps for the effective state management and the search for additional natural resources.

The emergence of "resource" paradigm in Russian geography and implementation of resource cadastres instead of tax ones is the result of Peter's modernization. For long time till now these traits of Russian geographical knowledge remained linked with the active reforms carried out by the central power. Though the scientific basis of forest cadastre of Peter I – the most remarkable of his cadastres – had been borrowed from the European science, this stresses the original way of natural resources management.

Оценка «5» -при выполнении задания допускает незначительные ошибки.

Оценка «4» -имеются ошибки при выполнении задания.

Оценка «3» -допускает большое количество ошибок при выполнении грамматического задания.

Оценка «2» -не может выполнить задание

Практическая работа №58  
Дифференцированный зачет

### **Task I Read the text and answer the questions.**

The world was at a very primitive stage of development there were no laws to regulate life of people. If a man chose to kill his wife or if a woman succeeded in killing her husband that was their own business and no one interfered officially. Things never stay the same. The life has changed. We live in a complicated world. Scientific and social developments increase the tempo of our daily living activities, make them more involved.

Now we need rules and regulations which govern our every social move and action. We have made laws of community living. Laws are based on the reasonable needs at the community we often don't notice them. If our neighbor plays loud music late at night, we probably try to discuss the matter with him rather than consulting the police, the lawyer or the courts.

When we buy a TV set, or a train ticket or loan money to somebody a lawyer may tell us it represents a contract with legal obligations. But to most of us it is just a ticket that gets us on a train or a TV set to watch. When a neighbor refuses to behave reasonably or when we are injured in a train accident, the money wasn't repaid, the TV set fails to work and the owner of the shop didn't return money or replace it, we do start thinking about the legal implications of everyday activities. May wish to take legal action to recover your loss. You may sue against Bert who didn't pay his debt.

### **Questions on the text:**

- 1) Were there any laws when the world was at a very primitive stage of development?
- 2) Why do we need rules and regulations nowadays?
- 3) Do we notice laws? Why?
- 4) When do we start thinking about the legal implications of our everyday activities?
- 5) In what case may we sue against Berth?

### **Task II. Complete the sentences in reported speech.**

- 1) Mr Blake said: «The weather is cold in Moscow in February».
- 2) Fred said: «I invented a new computer program».
- 3) He said: «I will finish this paper tomorrow».
- 4) They said: «Don't tell her the truth! »

5) He have asked the shop assistant: «How much does it cost? »

**Task III. Use the verbs in the passive.**

- 1) A lot of new models (to launch) to the market every year.
- 2) Bread (make) fromwheat.
- 3) Whentelevision (invent)?
- 4) This work (finish) tomorrow.
- 5) How many languages (speak) in Switzerland?

ОТВЕТЫ

**Задание № 2.**

1. Mr Blake said that the weather was cold in Moscow in February.
2. Fred said thathe had invented a new computer program.
3. He said that he would finish this paper tomorrow.
4. They said don't to tell her the truth!
5. He have asked the shop assistant how much it costs »

**Задание № 3**

1. Launch
2. Makes
3. Did invent
4. Will finish
5. Do speak

| КРИТЕРИИ ОЦЕНКИ      |                         |
|----------------------|-------------------------|
| ОЦЕНКА               | РЕЗУЛЬТАТ               |
| 3(удовлетворительно) | 60-74 % верных ответов  |
| 4(хорошо)            | 75-94 % верных ответов  |
| 5(отлично)           | 95—100 % верных ответов |

Министерство науки и высшего образования Российской Федерации  
Федеральное государственное бюджетное образовательное учреждение  
высшего образования  
«Российский экономический университет имени Г.В. Плеханова»  
**Московский промышленный экономический колледж**

Комплект заданий для самостоятельных работ

1. Самостоятельная работа №1
2. Тема: «Великобритания»
3. Цели: развитие навыков и умений перевода предложений с русского на английский язык.
4. Количество часов на выполнение работы: 4 часа
5. Осваиваемые компетенции: ОК 4, ОК 5, ОК 6, ОК 8, ОК 9
6. Содержание задания:

**Переведите предложения с русского на английский язык.**

- 1) В настоящее время британскую королевскую семью возглавляет королева Елизавета.
- 2) Великобритания известна своими туманами.
- 3) Официальное название этой страны — Соединенное Королевство Великобритании и Северной Ирландии.
- 4) Горы в Великобритании не очень высокие.
- 5) Соединенное королевство Великобритании и Северной Ирландии расположено на Британских островах.
- 6) Британские острова состоят из двух больших островов, Великобритании и Ирландии, и более пяти тысяч маленьких островов.
- 7) Их общая площадь - более 315 000 квадратных километров. Великобритания состоит из четырех стран: Англии, Шотландии, Уэльса и Северной Ирландии. Их столицы - Лондон, Эдинбург, Кардифф и Белфаст соответственно.
- 8) Британские острова отделены от Европейского континента Северным морем и проливом Ла-Манш.
- 9) Западное побережье Великобритании омывается Атлантическим океаном и Ирландским морем.
- 10) Поверхность Британских островов очень разнообразна.
- 11) В Великобритании есть много рек, но они не очень длинные.
- 12) Северн - самая длинная река, в то время как Темза самая глубокая и наиболее важная.
- 13) Великобритания - конституционная монархия. По закону, глава государства - Королева, но практически, Королева правит, но не управляет.
- 14) Страна управляется избранным правительством с премьер-министром во главе.
- 15) Британский Парламент состоит из двух палат: Палаты лордов и Палаты общин.
- 16) В Великобритании есть три главных политических партии: лейбористская, консервативная и либеральная.
- 17) Либеральная партия - правящая партия в настоящее время.

**Критерии оценки**

Оценка «5» - предложения переведены без ошибок с незначительными ошибками в построении предложения.

Оценка «4» - предложения переведены с несколькими ошибками, с незначительными ошибками в построении предложения, неточности в использовании лексики



Оценка «3» - обучающийся сделал много ошибок в переводе предложений, при этом часто использовал словарь, присутствуют ошибки в построении предложений.  
Оценка «2» - не переведены предложения.

1. Самостоятельная работа №2
2. Тема: «США»
3. Цели: развитие навыков и умений перевода предложений с русского на английский язык, расширение лексического запаса учащихся
4. Количество часов на выполнение работы – 4 часа
5. Осваиваемые компетенции: ОК 4, ОК 5, ОК 6, ОК 8, ОК 9
6. Содержание задания:

**1. Переведите предложения с русского на английский язык.**

1. Исполнительная власть принадлежит президенту США, который занимает свой пост в течение четырех лет.
2. Президент является главнокомандующим вооруженных сил.
3. Административными делами страны ведают министры, образующие кабинет.
4. Исполнительный аппарат при президенте представлен группой учреждений.
5. Вся законодательная власть в США принадлежит конгрессу, состоящему из двух палат: сената и палаты представителей.
6. Вице-президент также участвует в заседаниях кабинета.
7. США расположены в центральной части Северной Америки.
8. Общая площадь США — около 9 млн квадратных километров.
9. Континентальная часть США состоит из возвышенностей и двух низменностей.
10. Главные реки США — Миссисипи, самая длинная река в мире и Гудзон.
11. Население Соединенных Штатов Америки составляет около 250 млн человек.
12. В Америке имеются представители практически всех рас и национальных групп.
13. Штаты занимают одно из первых мест среди стран мира по добыче угля, железной руды, нефти.
14. На северо-востоке и юге страны сосредоточена текстильная промышленность.
15. Президент является главой государства и правительства.

**2. Работа с текстом: чтение, перевод и пересказ.**

**MADE IN THE USA**

Of all the major sports played in the United States, the only purely indigenous game is basketball. It was invented in 1891 by Canadian-born James Naismith, who taught physical education in Springfield, Massachusetts, at the International Training School (now Springfield College). Using a soccer ball and two peach baskets, he designed an indoor, no-contact sport to keep his students out of mischief during the winter and to fill the winter gap between the football season in autumn and baseball in spring.

The game was an instant success with the Springfield students. Shortly thereafter it began to be played in training schools gymnasiums across the country. Enthusiasm for basketball soon spread to schools and colleges in the United States and Canada. The game was also introduced in many countries throughout the world by graduates of the International Training School in Springfield. Its growth was rapid. Soon the United States was laced with basketball leagues, and the players ranged from grammar school to college age. By 1939 the rules of basketball had been printed in as many as 30 languages, and the game was played in more than 75 countries.

The game was made an official part of Olympic competition in 1936, in Germany, when

basketball teams from 22 countries participated. Dr. Naismith was present at the official ceremony honoring his game.

Professional basketball, originally tried in the 1890s, failed to capture the public imagination until the 1920s. With the founding of the National Basketball Association (NBA) in 1949, basketball became one of America's big three professional team sports. The game's coverage was substantially increased in 1967 when a rival league, the American Basketball Association (ABA), came into existence.

Dr. Naismith witnessed the phenomenal growth of his game from a minor indoor recreation to a major American and international sport. He remained at Springfield until 1895, then moved to Denver, Colorado. Three years later Naismith was on the move again, this time to Lawrence, Kansas, where he became the ever-enthusiastic director of physical education at the University of Kansas. He died in Lawrence on November 28, 1939.

Nowadays millions of spectators pass through the turnstiles each year to attend high school, college, and professional basketball games, while millions more watch the action on their television screens — a far cry from the days of Dr. Naismith with his peach-basket goals and soccer ball.

### **Критерии оценки**

Оценка «5» -если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить основные факты, умеет догадываться о значении незнакомых слов из контекста; может полностью ответить на заданные вопросы; предложения переведены без ошибок с незначительными ошибками в построении предложения.

Оценка «4» -если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить отдельные факты. Однако у него недостаточно развита языковая догадка, и он затрудняется в понимании некоторых незнакомых слов, он вынужден чаще обращаться к словарю; допускает 1-2 ошибки при ответе на вопросы; предложения переведены с несколькими ошибками, с незначительными ошибками в построении предложения, неточности в использовании лексики.

Оценка «3» - ставится, если обучающийся не совсем точно понял основное содержание прочитанного, умеет выделить в тексте только небольшое количество фактов, совсем не развита языковая догадка; имеет затруднения при ответе на вопросы; обучающийся сделал много ошибок в переводе предложений, при этом часто использовал словарь, присутствуют ошибки в построении предложений.

Оценка «2» -выставляется в том случае, если обучающийся не понял текст или понял содержание текста неправильно, не ориентируется в тексте при поиске определенных фактов, не умеет семантизировать (понимать значение) незнакомую лексику; не переведены предложения.

1. Самостоятельная работа №3
2. Тема 1.3. «СМИ»
3. Цели: развитие навыков и умений перевода предложений с русского на английский язык, расширение лексического запаса учащихся
4. Осваиваемые компетенции: ОК 4, ОК 5, ОК 6, ОК 8, ОК 9
5. Количество часов на выполнение работы: 4 часа
6. Содержание задания:

#### **1. Переведите предложения с русского на английский язык.**

1. Нелегко представить нашу жизнь без газет.
2. Число киностудий росло очень быстро.
3. Одним из самых известных режиссеров является Роу.

4. Индустрия создания фильмов развивалась в основном в Петербурге и в Москве.
5. Компьютер – это устройство обработки информации.
1. Прочитайте и переведите текст, задайте 15 вопросов к тексту.

#### Mass media: pros and cons

Mass media consists of printed production, television, radio and Internet. One can choose from a great variety of these sources. Mass media provides us with necessary information on things and events happening worldwide 24 hours a day. And it also helps us to spend our leisure time.

Its history begins with the first printed Chinese newspaper in 868 A.D. Europe saw its first book in 1453 when Johannes Guttenberg invented the printed press. The influence of mass media is doubtless, but is it positive or negative? There are benefits as well as some drawbacks in this issue.

The very first benefit is information. Nowadays the information can be useful for people. It is very important for everyone because there are lots of things happening every minute in the world which can affect our professional and private life.

And it makes news accessible: just turn on the TV or look through news sites and you will be kept currently informed. Another useful purpose is education. Many people gain knowledge from the Internet and TV programs. It is an easy and affordable way to cultivate intelligence.

And what about drawbacks? As people use to say “Too much of a good thing is good for nothing”. This suits to the mass media. One shouldn't rely on everything the newspapers say. Misrepresentations and bare- faced lie easily take place and misinform millions of people. Mass media can also manipulate the minds of the audiences as it was done in the times of the Soviet Union.

Today we witness the influence of various sources of mass media on youth. Tons of meaningless TV- shows, glossy magazines and social networks steal young people's time that could be spent on beneficial and healthy activities. They lose their own opinion and have nothing to say except the ideas heard from others.

To my mind we can't imagine our lives without mass media. It is silly to avoid it as we can use its advantages. Though we should be careful and filter all information we get. I do my best to stay informed about the latest events and I'm fond of searching in the Internet. But I don't forget that mass media is only a part of my life and not the essential one.

#### Критерии оценки

Оценка «5» -если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить основные факты, умеет догадываться о значении незнакомых слов из контекста; может полностью ответить на заданные вопросы; предложения переведены без ошибок с незначительными ошибками в построении предложения.

Оценка «4» -если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить отдельные факты. Однако у него недостаточно развита языковая догадка, и он затрудняется в понимании некоторых незнакомых слов, он вынужден чаще обращаться к словарю; допускает 1-2 ошибки при ответе на вопросы; предложения переведены с несколькими ошибками, с незначительными ошибками в построении предложения, неточности в использовании лексики.

Оценка «3» - ставится, если обучающийся не совсем точно понял основное содержание прочитанного, умеет выделить в тексте только небольшое количество фактов, совсем не развита языковая догадка; имеет затруднения при ответе на вопросы; обучающийся сделал много ошибок в переводе предложений, при этом часто использовал словарь, присутствуют ошибки в построении предложений.

Оценка «2» -выставляется в том случае, если обучающийся не понял текст или понял содержание текста неправильно, не ориентируется в тексте при поиске определенных фактов, не умеет семантизировать (понимать значение) незнакомую лексику; не переведены предложения.

1. Самостоятельная работа № 4
2. Тема 1.4: Компьютеры
3. Цели: развитие навыков и умений перевода предложений с русского на английский язык, расширение лексического запаса учащихся
4. Осваиваемые компетенции: ОК 4, ОК 5, ОК 6, ОК 8, ОК 9
5. Количество часов на выполнение работы: 1 час
6. Содержание задания:  
Прочитайте и переведите текст

### **The History of Computer Development**

The rapidly advancing field of electronics led to construction of the first general-purpose electronic computer in 1946 at the University of Pennsylvania. It was Electronic Numerical Integrator and Computer or ENIAC, the device contained 18,000 vacuum tubes and had a speed of several hundred multiplications per minute. Its program was wired into the processor and had to be manually altered.

Later transistors appeared. The use of the transistor in computers began in the late 1950s. It marked the advent of smaller, faster elements than it was possible to create with the use of vacuum-tube machines. Because transistors use less power and have a much longer life, computers alone were improved a lot. They were called second-generation computers.

Components became smaller and the system became less expensive to build.

Modern digital computers are all conceptually similar, regardless of size and shape. Nevertheless, they can be divided into several categories on the basis of cost and performance.

The first one is the personal computer or microcomputer, a relatively low-cost machine, usually of desk-top size. Sometimes they are called laptops. They are small enough to fit in a briefcase. The second is the workstation, a microcomputer with enhanced graphics and communications capabilities that make it especially useful for office work. And the server computers, a large expensive machine with the capability of serving the needs of major business enterprises, government departments, scientific research establishments. The largest and fastest of these are called supercomputers.

A digital computer is not actually a single machine, in the sense that most people think of computers. Instead it is a system composed of five distinct elements: a central processing unit, input devices, memory storage devices, output devices and a communications network, called a «bus» that links all the elements of the system and connects the system itself to the external world.

Talking about a central processing unit or the heart of computer; I would like to add that there were several generations of microprocessors. The first generation was represented by processing unit Intel 8086. The second generation central processing unit was represented by processing unit Intel 80286, used in IBM PC AT 286. In the end of 80s such computer costs about 25-30 000 rubles in the former USSR. The third generation is represented by Intel 80386, used in IBM PC AT 386. The microprocessors of the fourth generation were used in computers IBM PC AT 486. There are also central processing units of the fifth generation, used in Intel Pentium 60 and Intel Pentium 66, central processing units of the sixth generation, used in computers Intel Pentium 75,90,100 and 133. Few years ago appeared central processing units of seventh and eighth generations.

Computer speeds are measured in gigahertz today. Recently, an optical central processing unit has been invented, which is capable of executing trillions discrete operations per second or it is as fast as the speed of light.

So, we are at the threshold of new computer era, when artificial intelligence could be invented. There are no questions with «if», the only question is «when». And time will show us either computers become our best friends or our evil enemies as it is shown in some movies.

### **Критерии оценки**

Оценка «5» -если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить основные факты, умеет догадываться о значении незнакомых слов из контекста.

Оценка «4» -если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить отдельные факты. Однако у него недостаточно развита языковая догадка, и он затрудняется в понимании некоторых незнакомых слов, он вынужден чаще обращаться к словарю.

Оценка «3» - ставится, если обучающийся не совсем точно понял основное содержание прочитанного, умеет выделить в тексте только небольшое количество фактов, совсем не развита языковая догадка; имеет затруднения при ответе на вопросы; обучающийся сделал много ошибок в переводе предложений, при этом часто использовал словарь.

Оценка «2» -выставляется в том случае, если обучающийся не понял текст или понял содержание текста неправильно, не ориентируется в тексте при поиске определенных фактов, не умеет семантизировать (понимать значение) незнакомую лексику.

1. Самостоятельная работа №5
2. Тема 2.1: «Образование»
3. Цели: развитие навыков и умений перевода предложений с русского на английский язык, расширение лексического запаса учащихся
4. Осваиваемые компетенции: ОК 4, ОК 5, ОК 6, ОК 8, ОК 9
5. Количество часов на выполнение работы: 3 часа
6. Содержание задания:

#### **1.Поставьте глагол в правильную временную форму.**

1. If it ..... (snow) at the weekend, we ..... (make) a snowman.
2. Nina ..... (marry) Steve if he ..... (ask) her on Valentine's Day.
3. If we ..... (win) the match today, we ..... (play) in the final next week.
4. If Jack ..... (not work) harder, he ..... (fail) the exam.
5. Paul ..... (be) really angry if you (not tell) him the truth.
6. You ..... (not pass) the exam if you ..... (not work) a bit harder.
7. If they (not come) to see us today, ..... they (come) tomorrow?
8. If Jim ..... (be) late home tonight, we .....(not go) to the funfair in town.

#### **2. Переведите следующие условные предложения на английский.**

1. Джаггер пригрозил уйти в отставку, если правительство потерпит поражение
2. Если бы в компании согласились, мы могли бы достичь быстрого прогресса.
3. Компания вернет деньги, если вы передумаете.
4. Выставка, возможно, закрылась бы, если бы они не нашли новых спонсоров.
5. Я бы отказался сотрудничать, если бы я был в вашем положении
6. Пожалуйста, сообщите врачу немедленно, если она покажет признаки улучшения.
7. Молли и Салли поняли бы свою ошибку, если бы только остались до конца.

8. Можете считать, что мы согласны, если не получите от нас новостей до воскресенья.
9. Если вы выпьете слишком много кофе, вы не сможете уснуть.
10. Если бы Джек привез карту, мы бы не заблудились.
11. Если бы Джон знал о встрече, то приехал бы
12. Если вы столкнетесь с Павлом, скажите ему, что я хочу его видеть.

### **Критерии оценки**

Оценка «5» - при выполнении грамматического задания допускает незначительные ошибки.

Оценка «4» - имеются ошибки при выполнении грамматического задания.

Оценка «3» - допускает большое количество ошибок при выполнении грамматического задания.

Оценка «2» - не может выполнить грамматическое задание.

1. Самостоятельная работа №6  
Тема 2.2: «Моя будущая профессия»
2. Цели: освоение навыков составления вопросов.
3. Осваиваемые компетенции: ОК 4, ОК 5, ОК 6, ОК 8, ОК 9
4. Количество часов на выполнение работы: 3 часа
5. Содержание задания:

1. Напишите вопросы к предложениям, начиная со слова в скобках.

1. My sister eats sweets every day. (Who)
2. He won't go to the country this summer (Will)
3. We were advised to come. (What?)
4. I haven't seen Peter since Saturday. (Since when?)
5. They are planning to have a holiday soon. (They)
6. She made a beautiful dress for herself last week. (What?)
7. Everybody was waiting at the door to the museum. (Was)
8. By the end of the year, he had read about twenty books. (How many)
9. He is followed by his friend everywhere. (By whom?)
10. He didn't know how he could help his friend. (Why?)

2. Задайте вопросы к выделенным словам.

John is my cousin (1). He is only 18, but he is already a student (2). John is very intelligent (3) and he is a good-looking boy too. Many girls (4) admire his dark brown (5) eyes and curly hair. The only problem is that John hasn't got enough money (6). He likes books (7) but he often has no money to buy them.

### **Критерии оценки**

Оценка «5» - при выполнении грамматического задания допускает незначительные ошибки.

Оценка «4» - имеются ошибки при выполнении грамматического задания.

Оценка «3» - допускает большое количество ошибок при выполнении грамматического задания.

Оценка «2» - не может выполнить грамматическое задание.

1. Самостоятельная работа №7
2. Тема 2.3: «Экология»
3. Цели: развитие навыков и умений перевода предложений с русского на английский язык, расширение лексического запаса учащихся
4. Осваиваемые компетенции: ОК 4, ОК 5, ОК 6, ОК 8, ОК 9
5. Количество часов на выполнение работы: 2 часа
6. Содержание задания:

**Переведите предложения с русского на английский язык:**

1. Вырубка лесов, загрязнение морей и интенсивное сжигание угля сдвинуло баланс кислорода, озона и углекислого газа в атмосфере, сделав озоновый “щит” планеты тоньше.
  2. Каждый год находят новые свидетельства потепления - тают ледяные горы на полюсах, повышается глобальный уровень моря.
  3. Есть некоторые виды загрязнения: загрязнение воды, загрязнение воздуха, и ядерное загрязнение.
  4. Мы дышим грязным воздухом, пьем грязную воду, и едим грязные фрукты и овощи. Так это вредит нашему здоровью.
  5. Наш мир нуждается в большом количестве топлива для различных машин, технологий, различных отраслей науки и повседневной жизни.
  6. Добыча полезных ископаемых вредит природе и изменяет ландшафт вокруг места добычи.
  7. С помощью нанотехнологий люди будут получать новые материалы, которые могут быть полезны для армии, медицины, науки.
- 8.

**Критерии оценки**

Оценка «5» - предложения переведены без ошибок с незначительными ошибками в построении предложения.

Оценка «4» - предложения переведены с несколькими ошибками, с незначительными ошибками в построении предложения, неточности в использовании лексики

Оценка «3» - обучающийся сделал много ошибок в переводе предложений, при этом часто использовал словарь, присутствуют ошибки в построении предложений.

Оценка «2» - не переведены предложения.

1. Самостоятельная работа № 8
2. Тема 2.5 «Карьера»
3. Цели: развитие навыков и умений перевода предложений с русского на английский язык, расширение лексического запаса учащихся
4. Осваиваемые компетенции: ОК 4, ОК 5, ОК 6, ОК 8, ОК 9
5. Количество часов на выполнение работы: 6 часов
6. Содержание задания:

**Прочитайте и переведите текст**

**Law and society**

The world was at a very primitive stage of development there were no laws to regulate life of people. If a man chose to kill his wife or if a woman succeeded in killing her husband that was their own business and no one interfered officially. Things never stay the same. The life has changed. We live in a complicated world. Scientific and social developments increase the tempo of our daily living activities, make them more involved.

Now we need rules and regulations which govern our every social move and action. We have made laws of community living. Laws are based on the reasonable needs at the community we often don't notice them. If our neighbor plays loud music late at night, we probably try to

discuss the matter with him rather than consulting the police, the lawyer or the courts.

When we buy a TV set, or a train ticket or loan money to somebody a lawyer may tell us it represents a contract with legal obligations. But to most of us it is just a ticket that gets us on a train or a TV set to watch. When a neighbor refuses to behave reasonably or when we are injured in a train accident, the money wasn't repaid, the TV set fails to work and the owner of the shop didn't return money or replace it, we do start thinking about the legal implications of everyday activities. May wish to take legal action to recover your loss. You may sue against Bert who didn't pay his debt. Thus you become a plaintiff and Bert is a defendant. At the trial you testified under oath about the loan. Bert, in his turn, claimed that it was a gift to him, which was not to be returned. The court after the listening to the testimony of both sides and considering the law decided that it was a loan and directed that judgment be entered in favor of you against Bert.

Transactions in modern society are so complex that few of us would risk making them without first seeking legal advice. For example, buying or selling a house, setting up a business, or deciding whom to give our property to when we die. The whole it seems that people all over the world are becoming more and more accustomed to using legal means to regulate their relations with each other. Multinational companies employ lawyers to ensure that their contracts are valid whenever they do business.

### **Критерии оценки**

Оценка «5» - если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить основные факты, умеет догадываться о значении незнакомых слов из контекста.

Оценка «4» -если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить отдельные факты. Однако у него недостаточно развита языковая догадка, и он затрудняется в понимании некоторых незнакомых слов, он вынужден чаще обращаться к словарю.

Оценка «3» - ставится, если обучающийся не совсем точно понял основное содержание прочитанного, умеет выделить в тексте только небольшое количество фактов, совсем не развита языковая догадка; имеет затруднения при ответе на вопросы; обучающийся сделал много ошибок в переводе предложений, при этом часто использовал словарь.

Оценка «2» -выставляется в том случае, если обучающийся не понял текст или понял содержание текста неправильно, не ориентируется в тексте при поиске определенных фактов, не умеет семантизировать (понимать значение) незнакомую лексику.

### **3.Составление эссе «Моя будущая профессия»**

#### **Критерии оценки**

Оценка «5» - при выполнении грамматического задания допускает незначительные ошибки, выполнение эссе без ошибок.

Оценка «4» - имеются ошибки при выполнении грамматического задания, есть незначительные ошибки в составлении эссе.

Оценка «3» - допускает большое количество ошибок при выполнении грамматического задания, много ошибок в составлении эссе.

Оценка «2» -не может выполнить грамматическое задание, составлено эссе.

1. Самостоятельная работа № 9
2. Тема 2.8 «Земельный рынок»
3. Цели: развитие навыков и умений перевода, расширение лексического запаса учащихся
4. Осваиваемые компетенции: ОК 4, ОК 5, ОК 6, ОК 8, ОК 9
5. Количество часов на выполнение работы: 4 часа



6. Содержание задания:

1. Прочтите и переведите текст

The UK does not have a cadastre which makes it unusual amongst major economies. This raises the question as to whether the absence of a cadastre undermines the efficiency of its property market, particularly land registration and the workings of the mortgage market, or whether the UK has developed other ways of protecting property rights. Land law does not have a concept of ownership of the land itself but rather of rights over land. These are called estates and estates are the building block of the land administration system rather than parcels. Estates are four-dimensional constructs that include time as a dimension. They also can overlay each other as rights to undertake or prevent different activities can be owned by different persons for the same physical space. Although the UK has compulsory land registration and proof of title is through entry in a Torrens-style land register, there is no central record of the precise location of boundaries. Instead a general boundaries rule exists. Ordnance Survey maps boundary features but has no power to determine private boundaries. Boundaries can be determined using map evidence in conjunction with other sources. Boundaries and boundary disputes are viewed as being a private matter between landowners and not of public interest. This system works because the UK is an old-settled country with a history of re-using boundaries over time. There are common law rules that help the interpretation of boundaries and the doctrine of adverse possession puts a limit as to how far back in time evidence of encroachment is valid. There is no evidence that the absence of a cadastre harms either the economy or the workings of the property market. The British economy is one of the largest in the world and the property market is active and efficient. Factors like the prevalence of the rule of law, protection of property rights, good standards of corporate and professional governance, and openness and transparency may be more significant than whether there is a cadastre. The value added by a cadastre would be small relative to its cost. At the heart of its absence is a philosophy of where property rights came from and how they should be legitimised. There is no concept in land law that they derived from the state. Therefore the notion that state permission is required to change boundaries or to divide or unite plots is an alien one.

Исправьте ошибку (некоторые предложения правильные):

1. Robert and James let Jenny to beat them in the race.
2. It takes time learn a new language.
3. Make a mistake is not shameful.
4. It is unusual to see an owl during the day.
5. Could you tell me what happened.
6. Parents teach children say please and thank you.
7. She was very nervous flying for the first time.
8. How old were you when you learnt drive?
9. I pretended to been interested in the conversation.
10. What do you advise me to do?
11. I don't mind to walk home but I'd rather get a taxi.
12. He had made his decision and refused change his mind.
13. I expect to hearing from you by Monday.
14. It is difficult understanding him.

## Критерии оценки

Оценка «5» -если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить основные факты, умеет догадываться о значении незнакомых слов из контекста.

Оценка «4» -если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить отдельные факты. Однако у него недостаточно развита языковая догадка, и он затрудняется в понимании некоторых незнакомых слов, он вынужден чаще обращаться к словарю.

Оценка «3» - ставится, если обучающийся не совсем точно понял основное содержание прочитанного, умеет выделить в тексте только небольшое количество фактов, совсем не развита языковая догадка; имеет затруднения при ответе на вопросы; обучающийся сделал много ошибок в переводе предложений, при этом часто использовал словарь.

Оценка «2» -выставляется в том случае, если обучающийся не понял текст или понял содержание текста неправильно, не ориентируется в тексте при поиске определенных фактов, не умеет семантизировать (понимать значение) незнакомую лексику.

1. Самостоятельная работа № 10
2. Тема 2.8 «Земельный рынок»
3. Цели: расширение лексического запаса учащихся
4. Осваиваемые компетенции: ОК 4, ОК 5, ОК 6, ОК 8, ОК 9
5. Количество часов на выполнение работы: 4 часа
6. Содержание задания:

Работа с диалогом. Прочитайте и составьте свой диалог.

At an exhibition:

Marie: I've only seen reproductions of Van Gogh's paintings.

Martin: How you can see the real ones here.

Gisela: There's such a long queue to get into the exhibition.

Mike: Yes. I'm surprised how many people are here to see his paintings.

Gisela: I like his portraits.

Marie: And you Mike?

Mike: I like his night scenes.

Martin: Yes, I like the «Starry, Starry Night.»

Mike: And the night cafe scenes.

Martin: Four adults for the Van Gogh exhibition.

Ticket Agent: That's £40.

Mike: Let's leave our jackets in the cloakroom.

Martin: And I'll put my camera in a locker. I can't take pictures in here anyway.

Gisela I hope the guide speaks slowly.

Употребите инфинитив с частицей to или без частицы to

1. It's kind of you ... (help) us.
2. You have ... (be) a pretty good cook ... (get) a job as a chef.
3. Why not ... (join) them? We could ... (have) a lot of fun there.
4. I have never heard him... (say) anything of the kind.
5. Are you strong enough... (lift) that box?
6. She is thoughtful enough ... (send) us a greetings card.
7. I'd like you ... (think) it over first.
8. It usually takes me an hour... (write) an essay.
9. Let me... (close) the door, shall I?
10. They can't afford... (buy) a car.

11. I'd rather... (let) the children... (decide) for themselves.
12. They can hardly make both ends ... (meet).
13. I showed them how... (use) the computer.

### **Критерии оценки**

Оценка «5» -если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить основные факты, умеет догадываться о значении незнакомых слов из контекста.

Оценка «4» -если обучающийся понял основное содержание оригинального текста, может выделить основную мысль, определить отдельные факты. Однако у него недостаточно развита языковая догадка, и он затрудняется в понимании некоторых незнакомых слов, он вынужден чаще обращаться к словарю.

Оценка «3» - ставится, если обучающийся не совсем точно понял основное содержание прочитанного, умеет выделить в тексте только небольшое количество фактов, совсем не развита языковая догадка; имеет затруднения при ответе на вопросы; обучающийся сделал много ошибок в переводе предложений, при этом часто использовал словарь.

Оценка «2» -выставляется в том случае, если обучающийся не понял текст или понял содержание текста неправильно, не ориентируется в тексте при поиске определенных фактов, не умеет семантизировать (понимать значение) незнакомую лексику.

Министерство науки и высшего образования Российской Федерации  
Федеральное государственное бюджетное образовательное учреждение  
высшего образования  
«Российский экономический университет имени Г.В. Плеханова»  
**Московский промышленный экономический колледж**

**Комплект заданий к письменному опросу №1**

По темам: «Великобритания. США. СМИ. Компьютеры. Образование. Моя будущая профессия. Экология. Здоровье»

Вариант № 1

**Выберите правильный вариант ответа:**

- 1 **Who taken the umbrellas with them?**
  - 1) have
  - 2) has
  - 3) had
  - 4) had been
- 2 **The UK is situated on**
  - 1) the south-western coast of Europe
  - 2) the west coast of Europe
  - 3) the north-western coast of Europe
- 3 **The US president lives and works in\_\_\_\_\_.**
  - 1) the Capitol
  - 2) the US Congress
  - 3) the White House
- 4 **He \_\_\_\_\_ to the concert so often before, that he didn't want to go that night.**
  - 1) went
  - 2) has gone
  - 3) had been going
  - 4) had gone
- 5 **The population of the UK is**
  - 1) over 57 mln people
  - 2) over 70 mln people
  - 3) over 50 mln people
- 6 **The symbol of peace in Great Britain is**
  - 1) a red rose
  - 2) a shamrock
  - 3) a poppy
- 7 **The longest river in the UK is**
  - 1) the Severn
  - 2) the Thames
  - 3) the Spey
- 8 **If she \_\_\_\_\_ finished work by 4 o'clock, she will go home.**

1)will

2)is

3)has

4) ---

- 9 **If they understood the problem, they \_\_\_\_\_ find a solution, now.**

1)will

2)would

3)would have

4)can

- 10 **Monarchy exists in Britain for more than**

1) 500 years

2) a thousand years

1) 2000 years

- 11 **She can sing, \_\_\_\_\_ ?**

1) doesn't she

2) can she

3) can't she

4) isn't she

- 12 **The Queen is**

1) a formal head of the country

2) a real head of the UK

3) a political head of it

- 13 **John said, "I'm sorry to disturb you, Eliza".**

1) John told that he was sorry to disturb Eliza.

2) John told Eliza he was sorry to disturb her.

3) John told to Eliza he had been sorry to disturb her.

- 14 **"Will you be free tomorrow?" Colin asked Richard.**

1) Richard asked would Colin be free the next day.

2) Colin asked Richard if he would be free the following day.

3) Colin asked if Richard will be free tomorrow.

- 15 **My brother and I \_\_\_\_\_ at the Zoo yesterday.**

1) are

2) is

3) was

4) were

- 16 **"If I were you, I'd stop smoking", Jeff said.**

1) Jeff said that if he were him he would have stopped smoking.

2) Jeff said that if he had been him he would have stop smoking.

3) Jeff advised him to stop smoking.

- 17 **Teddy's words made me \_\_\_\_\_ uncomfortable.**

1)to feel

2)feeling

3)feel

- 18 **The government is**

- 1) a judicial power
  - 2) a legislative power
  - 3) an executive power
- 19 **Parliamentary elections must be held every**
- a) 5 years
  - b) 4 years
  - c) 3 years
- 20 **Next week our friends abroad.**
- 1) went
  - 2) are going
  - 3) go
  - 4) would be going
- 21 **The Queen must agree to**
- 1) every new law
  - 2) every government decision
  - 3) every date of Parliament meetings
- 22 **I'd like my brother \_\_\_\_\_ me with my homework.**
- 1) to help
  - 2) helping
  - 3) help
  - 4) helps
- 23 **\_\_\_\_\_ of her arrival, I went to see her.**
- 1) Telling
  - 2) To tell
  - 3) Being told
  - 4) Told
- 24 **The Pyramids were built \_\_\_\_\_ people who lived a long time ago.**
- 1) of
  - 2) with
  - 3) by
- 25 **They said that our time-table.**
- 1) change
  - 2) was changed
  - 3) changed
  - 4) have changed

#### **Вариант № 2**

**Выберите правильный вариант ответа:**

- 1 **Washington, D. C is situated on the .**
- 1) Potomac River
  - 2) Thames
  - 3) Huron
- 2 **Look! Nick's sister \_\_\_\_\_ for a walk.**

- 1) goes
  - 2) has gone
  - 3) is going
  - 4) went
- 3 **Whose pen has Pete?**
- 1) take
  - 2) took
  - 3) taken
  - 4) taking
- 4 **This time tomorrow I \_\_\_\_\_ over the Pacific.**
- 1) am flying
  - 2) will be flying
  - 3) fly
  - 4) will fly
- 5 **They left for London 3 days ago, \_\_\_\_\_?**
- 1) did they
  - 2) didn't they
  - 3) don't they
  - 4) doesn't they
- 6 **Their first child \_\_\_\_\_ born before moved to St. Petersburg.**
- 1) is
  - 2) has been
  - 3) had been
  - 4) was
- 7 **The UK is**
- 1) a parliamentary monarchy
  - 2) a constitutional republic
  - 3) a constitutional monarchy
  - 4) a parliamentary republic
- 8 **The legislative branch of the British Government is called**
- a) Court
  - b) Congress
  - c) Parliament
- 9 **She lives in London, \_\_\_\_\_?**
- 1) does she
  - 2) doesn't she
  - 3) is she
  - 4) isn't she
- 10 **Britain's national drink is**
- 1) whiskey
  - 2) coca-cola
  - 3) coffee
  - 4) tea
- 11 **She \_\_\_\_\_ her grandparents next summer.**
- 1) was visiting
  - 2) will visit
  - 3) visit
  - 4) visits
- 12 **I \_\_\_\_\_ my friends on my way to school yesterday.**
- 1) meet

- 2) met
- 3) meets
- 4) am meeting
- 13 **He said, "Where is Jill going".**
  - 1) He asked where was Jill going.
  - 2) He asked where Jill went.
  - 3) He asked where Jill was going.
- 14 **The doctor asked, "How do you feel?"**
  - 1) The doctor asked how did I feel.
  - 2) The doctor asked how I felt.
  - 3) The doctor asked how I had felt.
- 15 **"Will you be free tomorrow?" Colin asked Richard.**
  - 1) Richard asked would Colin be free the next day.
  - 2) Colin asked Richard if he would be free the following day.
  - 3) Colin asked if Richard will be free tomorrow.
- 16 **The teacher said to us, "Be quiet, please".**
  - 1) The teacher asked us be quiet.
  - 2) The teacher told us to be quiet.
  - 3) The teacher said to us to be quiet.
- 17 **\_\_\_\_\_ have you been going to this school?**
  - 1) how long
  - 2) how often
  - 3) how soon
- 18 **You will be there, \_\_\_\_\_?**
  - 1) will you
  - 2) don't you
  - 3) won't you
- 19 **\_\_\_\_\_ I were you I would send him a telegram.**
  - 1) Because
  - 2) If
  - 3) Unless
- 20 **He can't keep his word, he can't be relied \_\_\_\_\_.**
  - 1) about
  - 2) on
  - 3) for
- 21 **When we arrived the flames had been brought \_\_\_\_\_ control.**
  - 1) under
  - 2) over
  - 3) to
- 22 **\_\_\_\_\_ you put on a new dress tomorrow?**
  - 1) Do
  - 2) Are
  - 3) Will
  - 4) Did
- 23 **It wasn't necessary the doctor.**
  - 1) will call
  - 2) have called
  - 3) to be call
  - 4) to call
- 24 **Yesterday Ito make a report.**
  - 1) told



- 2) was telling  
 3) has told  
 4) was told
- 25 **Has the secretary come yet? I want to have my papers \_\_\_\_.**  
 1) to type  
 2) type  
 3) typed

Ответы к тесту

| № вопроса | 1<br>вариант | 2 вариант |
|-----------|--------------|-----------|
| 1         | 2            | 1         |
| 2         | 3            | 3         |
| 3         | 3            | 3         |
| 4         | 4            | 2         |
| 5         | 3            | 2         |
| 6         | 3            | 4         |
| 7         | 2            | 2         |
| 8         | 4            | 3         |
| 9         | 2            | 2         |
| 10        | 1            | 2         |
| 11        | 3            | 2         |
| 12        | 4            | 2         |
| 13        | 2            | 3         |
| 14        | 2            | 2         |
| 15        | 4            | 2         |
| 16        | 3            | 2         |
| 17        | 3            | 1         |
| 18        | 1            | 3         |
| 19        | 2            | 2         |
| 20        | 2            | 2         |
| 21        | 3            | 1         |
| 22        | 1            | 3         |
| 23        | 3            | 4         |
| 24        | 3            | 1         |
| 25        | 2            | 3         |

**Комплект заданий к письменному опросу №2**

По темам: «Карьера», «Землеустройство», «Городской кадастр», «Земельный рынок»

Вариант № 1

**Выберите правильный вариант ответа:**

- 1 **At what age do children start school in Britain?**  
a) at the age of 5;  
b) at the age of 7 ;  
c) at the age of 8.
- 2 **Please don't call after 12 noon, Mr. Smith\_\_\_\_\_ lunch then.**  
Has  
Will be having  
Will have had  
Had
- 3 **By the middle of next year the election campaign \_\_\_\_\_.**  
Will begin  
Began  
Begins  
Will have begun
- 4 **By six o'clock on Monday they \_\_\_\_\_business problems.**  
Discussed  
Discuss  
Will have discussed  
Will be discussing
- 5 **At this time tomorrow I\_\_\_\_\_ to London.**  
Fly  
Shall be flying  
Flying  
Shall fly
- 6 **She says to him, "I have a right to know."**  
a) she tells him that she would have a right to know  
b) she tell him she have a right to know  
c) she says him she had a right to know  
d) she tells him that she has a right to know
- 7 **Jane answered that she\_\_\_\_\_very early, so she\_\_\_\_\_ the news.**  
a) went to bed, hadn't seen  
b) had gone to bed, hadn't seen  
c) has gone to bed, hasn't seen  
d) had gone to bed, didn't see
- 8 **How many terms has the academic year?**  
a) 4 terms;  
b) 2 terms;  
c)3 terms.
- 9 **We said to them, "We have no money."**  
a) we told them that we have no money  
b) we told them that we had no money  
c) we told them we have no money  
d) we told to them that we had no money
- 10 **Mary told me that she\_\_\_\_\_to leave for London the next week.**

- a) is going
  - b) were going
  - c) has gone
  - d) was going
- 11 **When does the academic year begin in Britain?**
- a) in October;
  - b) in November;
  - c) in September.
- 12 **Jane told everybody that she \_\_\_\_\_ a meeting \_\_\_\_\_.**
- a) had, tomorrow
  - b) was having, tomorrow
  - c) will have, the next day
  - d) was having, the next day
- 13 **A man asked how \_\_\_\_\_ to the Red Square.**
- a) get
  - b) getting
  - c) to get
  - d) 'd get
- 14 **“Will you be free tomorrow?” Colin asked Richard.**
- a) Richard asked would Colin be free the next day.
  - b) Colin asked Richard if he would be free the following day.
  - c) Colin asked if Richard will be free tomorrow.
- 15 **She said that her friend's name \_\_\_\_\_ Mary.**
- a) is
  - b) was
  - c) has been
  - d) were
- 16 **“If I were you, I’d stop smoking”, Jeff said.**
- a) Jeff said that if he were him he would have stopped smoking.
  - b) Jeff said that if he had been him he would have stop smoking.
  - c) Jeff advised him to stop smoking.
- 17 **I saw what he \_\_\_\_\_.**
- a) means
  - b) meant
  - c) is meaning
  - d) has meant
- 18 **Queen Elisabeth II.....Queen of England in 1952.**
- has become
  - became
  - become
  - will become
- 19 **Turning from the Temple gate as soon as I \_\_\_\_\_ the warning, I \_\_\_\_\_ my way to Fleet Street, and then \_\_\_\_\_ to Covent Garden.**
- a) was reading, made, drove
  - b) have read, made, drove
  - c) had read, made, drove
  - d) read, made, drove
- 20 **At what age do children attend junior school?**
- a) from 6 to 10
  - b) from 8 to 11
  - c) from 7 to 11

- 21 **Seventy-seven detective novels and books of stories by Agatha Christie\_\_\_\_\_into every major language, and her sales\_\_\_\_\_in tens of millions.**  
a) are translated, are calculated  
b) were translated, were calculated  
c) have been translated, are calculated  
d) had been translated, were calculated
- 22 **He said, "I have changed my opinion."**  
a) he said that he had changed his opinion  
b) he said that he have changed his opinion  
c) he said that he would have changed his opinion  
d) he said that he changed his opinion
- 23 **In spite of the fact that it\_\_\_\_\_all day long, the match \_\_\_\_\_and the stands were full of spectators.**  
a) had been raining, was not cancelled  
b) rained, was not cancelled  
c) was raining, has not cancelled  
d) had rained, had not been cancelled
- 24 **I wish he\_\_\_\_\_last Friday but his flight\_\_\_\_\_because of bad weather. If he\_\_\_\_\_the next day I would have brought him by car.**  
a) arrived, was cancelled, called  
b) had arrived, was cancelled, had called  
c) had arrived, had been cancelled, called  
d) arrived, have cancelled, had called
- 25 **Towards the end of the 19th century the larger companies \_\_\_\_\_more and more on mass advertising to promote their new range of products. The market during this period \_\_\_\_\_by a small number of giant, conglomerate enterprises.**  
a) relied, has been controlled  
b) relied, had been controlled  
c) were relying, has been controlled  
d) relied, were controlled

## **Вариант № 2**

**Выберите правильный вариант ответа:**

- 1 **In 1936 the British Broadcasting Corporation\_\_\_\_\_to provide a public radio service. Since then the BBC \_\_\_\_\_by the establishment of independent and commercial radio and television, which\_\_\_\_\_the BBC's broadcasting monopoly.**  
a) was established, was influenced, removed  
b) was established, has been influenced, removed  
c) was established, has been influenced, had removed  
d) was established, had been influenced, removed
- 2 **He said, "I will bring you a book tomorrow".**  
a) he said that he would bring me a book the next day  
b) he said that he will bring me a book the next day  
c) he said that he brings me a book tomorrow  
d) he said that he would bring me a book tomorrow
- 3 **A major problem in the construction of new buildings is that**

- windows\_\_\_\_\_while air conditioning systems**  
 a) have been eliminated, have not been perfected  
 b) were eliminated, were not perfected  
 c) had been eliminated, had not been perfected  
 d) eliminate, are not perfected
- 4 **We're late. The film\_\_\_\_\_finished by the time we\_\_\_\_\_to the centre.**  
 a) is finished, get  
 b) will be finished, '11 get  
 c) will have finished, get  
 d) finished, '11 get
- 5 **Jack\_\_\_\_\_down on his sofa and\_\_\_\_\_about the day. What a busy day it\_\_\_\_\_.**  
 a) sat, thought, had been  
 b) was sitting, thought, had been  
 c) sat, thought, was  
 d) sat, was thinking, had been
- 6 **At what age do children enter secondary school?**  
 a) at the age of 10;  
 b) at the age of 9;  
 c) at the age of 11.
- 7 **The key\_\_\_\_\_for everywhere but it\_\_\_\_\_**  
 a) was looked, hasn't found  
 b) has been looked, didn't find  
 c) is looked, hasn't been found  
 d) has been looked, hasn't been found
- 8 **They said, "We were in the USA the day before yesterday".**  
 a) they said that they had been in the USA two days after  
 b) they said that they had been in the USA the days before yesterday  
 c) they said that they have been in the USA two days before  
 d) they said that they had been in the USA two days before
- 9 **The wonderful film\_\_\_\_\_on videotape, and it\_\_\_\_\_by the whole family.**  
 a) was recorded, was watched  
 b) is recorded, was watched  
 c) recorded, is watched  
 d) was recorded, is watched
- 10 **She\_\_\_\_\_if she had been wearing a seat-belt.**  
 a) will not have injured  
 b) would not have been injured  
 c) would not injure  
 d) will not injure
- 11 **What types of schools do students lead towards higher education?**  
 a) grammar schools;  
 b) modern schools;  
 c) comprehensiveschools.
- 12 **The story of the first Thanksgiving feast\_\_\_\_\_among the Americans.**  
 a) is well-known  
 b) have been well-known

- c) would have been well-known  
d) was well-known
- 13 **The bridge\_\_\_\_\_by tomorrow morning.**  
a) will have been reconstructed  
b) is being reconstructed  
c) will be reconstructed  
d) was reconstructed
- 14 **“Will you be free tomorrow?” Colin asked Richard.**  
a) Richard asked would Colin be free the next day.  
b) Colin asked Richard if he would be free the following day.  
c) Colin asked if Richard will be free tomorrow.
- 15 **It was reported that the treaty\_\_\_\_\_two weeks before.**  
a) would have been ratified  
b) is ratified  
c) had been ratified  
d) was ratified
- 16 **“If I were you, I’d stop smoking”, Jeff said.**  
a) Jeff said that if he were him he would have stopped smoking.  
b) Jeff said that if he had been him he would have stop smoking.  
c) Jeff advised him to stop smoking.
- 17 **Provided you\_\_\_\_\_you\_\_\_\_\_.**  
a) don't worry, will succeed  
b) didn't worry, succeed  
c) don't worry, succeed  
d) worry, succeed
- 18 **If the scientists\_\_\_\_\_the experiment properly, they  
\_\_\_\_\_ the results.**  
a) arranged, will get  
b) had arranged, got  
c) had arranged, would have got  
d) arranged, would get
- 19 **.\_\_\_\_\_that you were busy with your composition, she  
\_\_\_\_\_ to see you.**  
a) had she known, wouldn't have come  
b) she had known, wouldn't have come  
c) had she known, didn't come  
d) did she know, wouldn't have come
- 20 **At what age do children attend junior school?**  
a) from 6 to 10;  
b) from 8 to 11;  
c) from 7 to 11.
- 21 **If you\_\_\_\_\_me yesterday, I\_\_\_\_\_here now.**  
a) didn't phone, weren't  
b) hadn't phoned, wouldn't be  
c) hadn't phoned, weren't  
d) didn't phone, will not be
- 22 **If you\_\_\_\_\_that she\_\_\_\_\_upset you\_\_\_\_\_never  
\_\_\_\_\_her about it.**  
a) would realize, would be, would, have told  
b) had realized, will be, would, have told  
c) had realized, would be, would, have told  
d) had realized, would be, will, tell

- 23 **At what age do students take national exam called « GCSE» ( General certificate of Secondary Education)**  
 a) at the age of 17;  
 b) at the age of 16;  
 c) at the age of 15
- 24 **If the vegetable we\_\_\_\_\_is very soft a crunchy relish**  
 a) are serving, may be added  
 b) are served, may be added  
 c) is serving, may be added  
 d) may be served, added
- 25 **He asked her, “Do you speak English?”**  
 a) he asked her if she have spoke English  
 b) he asked her if she speaks English  
 c) he asked her if she had spoke English  
 d) he asked her if she spoke English

Ответы к текстам

| № вопроса | 1 вариант | 2 вариант |
|-----------|-----------|-----------|
| 1         | a         | b         |
| 2         | b         | a         |
| 3         | d         | b         |
| 4         | c         | c         |
| 5         | b         | b         |
| 6         | c         | c         |
| 7         | a         | c         |
| 8         | b         | b         |
| 9         | c         | c         |
| 10        | b         | d         |
| 11        | c         | c         |
| 12        | c         | a         |
| 13        | d         | a         |
| 14        | b         | b         |
| 15        | a         | c         |
| 16        | b         | b         |
| 17        | b         | b         |
| 18        | b         | b         |
| 19        | d         | d         |
| 20        | a         | a         |
| 21        | d         | d         |
| 22        | a         | b         |
| 23        | d         | a         |
| 24        | c         | c         |
| 25        | b         | d         |

| КРИТЕРИИ ОЦЕНКИ      |                         |
|----------------------|-------------------------|
| ОЦЕНКА               | РЕЗУЛЬТАТ               |
| 3(удовлетворительно) | 60-74 % верных ответов  |
| 4(хорошо)            | 75-94 % верных ответов  |
| 5(отлично)           | 95—100 % верных ответов |



Министерство науки и высшего образования Российской Федерации  
Федеральное государственное бюджетное образовательное учреждение  
высшего образования  
«Российский экономический университет имени Г.В. Плеханова»  
**Московский промышленный экономический колледж**

**Контрольно-оценочные материалы для итоговой аттестации по учебной дисциплине**

**Task I Read the text and answer the questions.**

The world was at a very primitive stage of development there were no laws to regulate life of people. If a man chose to kill his wife or if a woman succeeded in killing her husband that was their own business and no one interfered officially. Things never stay the same. The life has changed. We live in a complicated world. Scientific and social developments increase the tempo of our daily living activities, make them more involved.

Now we need rules and regulations which govern our every social move and action. We have made laws of community living. Laws are based on the reasonable needs at the community we often don't notice them. If our neighbor plays loud music late at night, we probably try to discuss the matter with him rather than consulting the police, the lawyer or the courts.

When we buy a TV set, or a train ticket or loan money to somebody a lawyer may tell us it represents a contract with legal obligations. But to most of us it is just a ticket that gets us on a train or a TV set to watch. When a neighbor refuses to behave reasonably or when we are injured in a train accident, the money wasn't repaid, the TV set fails to work and the owner of the shop didn't return money or replace it, we do start thinking about the legal implications of everyday activities. May wish to take legal action to recover your loss. You may sue against Bert who didn't pay his debt.

**Questions on the text:**

- 1) Were there any laws when the world was at a very primitive stage of development?
- 2) Why do we need rules and regulations nowadays?
- 3) Do we notice laws? Why?
- 4) When do we start thinking about the legal implications of our everyday activities?
- 5) In what case may we sue against Berth?

**Task II. Complete the sentences in reported speech.**

- 6) Mr Blake said: «The weather is cold in Moscow in February».
- 7) Fred said: «I invented a new computer program».
- 8) He said: «I will finish this paper tomorrow».
- 9) They said: «Don't tell her the truth! »
- 10) He have asked the shop assistant: «How much does it cost? »

**Task III. Use the verbs in the passive.**

- 6) A lot of new models (to launch) to the market every year.
- 7) Bread (make) from wheat.
- 8) When television (invent)?
- 9) This work (finish) tomorrow.
- 10) How many languages (speak) in Switzerland?

## ОТВЕТЫ

### Задание № 2.

6. Mr. Blake said that the weather was cold in Moscow in February.
7. Fred said that he had invented a new computer program.
8. He said that he would finish this paper tomorrow.
9. They said don't to tell her the truth!
10. He have asked the shop assistant how much it costs »

### Задание № 3

1. Launch
2. Makes
3. Did invent
4. Will finish
5. Do speak

## Литература

### **I Основные источники**

- 1.1 Planet of English : учебник английского языка для учреждений СПО / [Г. Т. Безкоровайная, Н. И. Соколова, Е. А. Койранская, Г. В. Лаврик]. — 7-е изд., стер. — М. : Издательский центр «Академия», 2019. — 256 с. : ил. — Текст : электронный. // ЭБС «Академия» [сайт]. — URL : <https://academia-moscow.ru/reader/?id=408556>
- 1.2 Гуреев, В. А. Английский язык. Грамматика (b2) : учебник и практикум для среднего профессионального образования / В. А. Гуреев. — Москва : Издательство Юрайт, 2019. — 294 с. — (Профессиональное образование). — Текст : электронный // ЭБС Юрайт [сайт]. — URL: <https://biblio-online.ru/bcode/430572>

### **II Дополнительные источники**

- 2.1 Евсюкова, Е. Н. Английский язык. Reading and discussion : учебное пособие для среднего профессионального образования / Е. Н. Евсюкова, Г. Л. Рутковская, О. И. Тараненко. — 2-е изд., испр. и доп. — Москва : Издательство Юрайт, 2019. — 147 с. — (Профессиональное образование). — Текст : электронный // ЭБС Юрайт [сайт]. — URL: <https://biblio-online.ru/bcode/439009>
- 2.2 Карпова, Т.А. English for Colleges=Английский язык для колледжей : учебное пособие / Карпова Т.А. — Москва : КноРус, 2019. — 280 с. — Текст : электронный. // ЭБС BOOK.ru[сайт]. - URL: <https://book.ru/book/929961>
- 2.3 Невзорова, Г. Д. Английский язык. Грамматика : учебное пособие для среднего профессионального образования / Г. Д. Невзорова, Г. И. Никитушкина. — 2-е изд., испр. и доп. — Москва : Издательство Юрайт, 2020. — 213 с. — (Профессиональное образование). — ISBN 978-5-534-09886-0. — Текст : электронный // ЭБС Юрайт [сайт]. — URL: <https://urait.ru/bcode/452460>

### **III Интернет-ресурсы**

- 3.1 Более 30 англо-русских, русско-английских и толковых словарей общей и отраслевой лексики - Режим доступа: [http:// www.Idoceonline.com](http://www.Idoceonline.com)
- 3.2 Кембриджский словарь современного английского языка - Режим доступа: <http://www.dictionary.cambridge.org>
- 3.3 Электронно-библиотечная система- Режим доступа: <http://znanium.com>
- 3.4 Энциклопедия « Британника»- Режим доступ [www.britannica.com](http://www.britannica.com)
- 3.5 Электронно-библиотечная система «Академия» - Режим доступа: <http://academia-library.ru>

