


АВТОНОМНАЯ НЕКОММЕРЧЕСКАЯ ОРГАНИЗАЦИЯ ВЫСШЕГО ОБРАЗОВАНИЯ  
САМАРСКИЙ УНИВЕРСИТЕТ ГОСУДАРСТВЕННОГО УПРАВЛЕНИЯ  
«МЕЖДУНАРОДНЫЙ ИНСТИТУТ РЫНКА»

СОГЛАСОВАНО

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«05» июля 2019 г.

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РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ

Иностранный язык

название дисциплины

Направление подготовки 38.03.05 Бизнес-информатика  
Профиль подготовки Корпоративные информационные системы  
Квалификация бакалавр  
Год начала подготовки по программе 2019  
Форма(ы) обучения очная  
Кафедра германских языков

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«05» июля 2019 г.

Рассмотрена и одобрена на заседании кафедры германских языков  
/протокол заседания № 10 от 17.06.2019/

Заведующий кафедрой

  
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Самара  
2019

# 1. ПЛАНИРУЕМЫЕ РЕЗУЛЬТАТЫ ОБУЧЕНИЯ ПО ДИСЦИПЛИНЕ, СООТНЕСЕННЫЕ С ПЛАНИРУЕМЫМИ РЕЗУЛЬТАТАМИ ОСВОЕНИЯ ОПОП ВО

Планируемые результаты обучения по дисциплине	Планируемые результаты освоения ОПОП ВО
<i>Способность к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия (ОК-5)</i>	
Знает:	Лексико-грамматический минимум иностранного языка в объеме, необходимом для коммуникации в устной и письменной формах.
Умеет:	Использовать знание иностранного языка для коммуникации в устной и письменной формах.
Владеет:	Навыками устной и письменной речевой деятельности на иностранном языке.

## 2. МЕСТО ДИСЦИПЛИНЫ В СТРУКТУРЕ ОПОП ВО

Индекс дисциплины по учебному плану	Курс, семестр изучения дисциплины (очная форма обучения)
<b>Б1.Б.03</b>	<b>курс 1-2, семестр 1-4</b>

## 3. ОБЪЕМ И СОДЕРЖАНИЕ ДИСЦИПЛИНЫ

### Объем дисциплины,

#### в т.ч. контактной (по видам учебных занятий) и самостоятельной работы студентов

Виды учебной работы	Объем, часов/ЗЕТ		Распределение по семестрам* (очная/заочная форма обучения)			
	очная форма обучения	заочная форма обучения				
Контактная работа, в т.ч.:	198	-	54	54	54	36
Лекции (Л)		-				
Практические занятия (ПЗ)	198	-	54	54	54	36
Лабораторные работы (ЛР)		-				
Самостоятельная работа (СР)	234	-	54	54	54	72
Контроль – зачет, экзамен	36	-				36
Итого объем дисциплины	468/13	-	108/3	108/3	108/3	144/4

\*Указывается, если обучение по дисциплине ведется в течение нескольких семестров

### Объем дисциплины по тематическим разделам и видам учебных занятий

Наименование тематического раздела дисциплины	Количество часов (очная форма обучения)			
	Л	ПЗ	ЛР	СР
Родственные отношения и личностные характеристики		22		26
Описание ряда профессий и качеств, необходимых для их выполнения		22		26
Мир человеческих увлечений		22		26
Знакомство с достопримечательностями стран изучаемого языка		22		26
Мир изучаемого языка		22		26

Наименование тематического раздела дисциплины	Количество часов (очная форма обучения)			
Проблемы образования в англоязычном мире		22		26
Экологические проблемы планеты		22		26
Общество и личность		22		26
Информационные технологии		22		26
Всего		198		234

### Содержание тематических разделов дисциплины

Наименование раздела	Содержание раздела
Родственные отношения и личностные характеристики	<p>Формирование коммуникативных компетенций по теме «Родственные отношения и личностные характеристики». Развитие у студентов учебно-познавательных компетенций в рамках работы со словарями, учебными материалами, аудио и видео компонентами. Развитие у студентов продуктивных навыков письма в формате изложения элементарной личной информации о себе, родственниках, друзьях и знакомых. Развитие продуктивных навыков письма в формате написания коротких личных электронных писем и представления личной информации.</p> <p>Present Simple. There is (are). Present Continuous. Past Simple. Past Continuous. Word order.</p> <p>Стилистически нейтральная наиболее употребительная лексика, относящаяся к общему языку.</p>
Описание ряда профессий и качеств, необходимых для их выполнения	<p>Формирование навыков монологической и диалогической речи по теме. Развитие навыков изучающего чтения. Способы выражения сравнения и противопоставления.</p> <p>Modal Verbs (1). Questions. Irregular verbs. I will and I'm going to. Present Perfect. Personal pronouns.</p> <p>Сочетаемость слов.</p>
Мир человеческих увлечений	<p>Развитие навыков ознакомительного и изучающего чтения по теме. Развитие навыков монологической и диалогической речи по темам «Спорт», «Любимые занятия». Способы выражения суждений «за» и «против». Развитие у студентов продуктивных навыков письма в формате изложения информации о своих увлечениях и занятиях спортом.</p> <p>Past Simple and Present Perfect Active. Past Perfect Active.</p> <p>Наиболее распространенные разговорные формулы, клише.</p>
Знакомство с достопримечательностями стран изучаемого языка	<p>Развитие навыков аудирования с пониманием основного содержания и выборочным извлечением информации на базе материалов «Знакомство с достопримечательностями стран изучаемого языка». Развитие навыков монологической речи и изучающего чтения. Способы выражения своего мнения, совета. Формирование навыков просмотра видеофильмов.</p> <p>Present and Past Simple Passive. Present and Past Continuous Passive. Present and Past Perfect Passive.</p> <p>Основные речевые модели для передачи основного содержания текста.</p>
Мир изучаемого языка	<p>Развитие продуктивных навыков письма в формате написания частных писем. Формирование прагматических умений, включающих способность и готовность ориентироваться в незнакомой стране, устанавливать речевой контакт при путешествии, соблюдать социальные нормы и речевой этикет носителей языка. Развитие навыков аудирования, монологической</p>

Наименование раздела	Содержание раздела
	и диалогической речи на базе тематически ориентированных материалов «Путешествие», «Национальные традиции, праздники, народное творчество, культура англоязычных стран». Modal Verbs (2). So and such. Degrees of comparison of adjectives and adverbs. Связующие слова.
Проблемы образования в англоязычном мире	Развитие навыков монологической речи (презентация) на базе тематически ориентированных текстов и аудиозаписей по теме «Проблемы образования в англоязычном мире». Формирование у студентов навыков письма в формате изложения своего мнения о необходимости высшего образования, отличиях образования в Великобритании и США. Countable and uncountable nouns. Noun+noun. Much, many, little, few.
Экологические проблемы планеты	Формирование коммуникативных компетенций по теме. Развитие у студентов учебно-познавательных компетенций работы со словарями, учебными материалами, аудио- и видео- компонентами. Способы выражения причинно-следственных связей, выражение контрастных суждений, соединение высказываний. Reflexive pronouns. Any, some, no. Adjectives ending in –ing and –ed. Развитие навыков работы с основными типами словарей: двуязычными и одноязычными.
Общество и личность	Развитие у студентов учебно-познавательных компетенций в рамках работы со словарями; учебными материалами, аудио- и видео-компонентами по темам «Взаимоотношение людей различных культур», «Правила безопасной жизнедеятельности», «Бережное отношение к историческому наследию», «Способность к саморазвитию». Развитие навыков письма в формате написания деловых писем и аннотаций. Be (get) used to smth. Used to do smth. Conditionals. Adjectives: word order. Reported speech. Articles. Стилистически нейтральная наиболее употребительная лексика общего языка. Знакомство с лексикой формального и неформального стилей речи.
Информационные технологии	Формирование коммуникативных компетенций по теме. Развитие навыков ознакомительного и изучающего чтения по теме. Формирование навыков просмотра видеofilмов. Развитие навыков работы с основными типами словарей: двуязычными и одноязычными. Present tenses for the future. Noun+preposition. Verb+preposition. Базовая терминология специальности. Знакомство с терминологическими словарями. Специфика терминов и словосочетаний в британском и американском английском.

#### 4. ОБРАЗОВАТЕЛЬНЫЕ ТЕХНОЛОГИИ

При проведении учебных занятий по дисциплине Университет обеспечивает развитие у обучающихся навыков командной работы, межличностной коммуникации, принятия решений, лидерских качеств (включая проведение интерактивных лекций, групповых дискуссий, ролевых игр, тренингов, анализ ситуаций и имитационных моделей, преподавание дисциплин в форме курсов, составленных на основе результатов научных исследований, проводимых Университетом, в том числе с учетом региональных особенностей профессиональной деятельности выпускников и потребностей работодателей Самарской области).

## Образовательные технологии

Наименование технологий	Содержание технологии	Адаптированные методы реализации
Проблемное обучение	Активное взаимодействие обучающихся с проблемно-представленным содержанием обучения, имеющее целью развитие познавательной способности и активности, творческой самостоятельности обучающихся.	Поисковые методы обучения, постановка познавательных задач с учетом индивидуального социального опыта и особенностей обучающихся с ограниченными возможностями здоровья и инвалидов.
Концентрированное обучение	Погружение обучающихся в определенную предметную область, возможности которого заложены в учебном плане образовательной программы посредством одновременного изучения дисциплин, имеющих выраженные междисциплинарные связи. Имеет целью повышение качества освоения определенной предметной области без увеличения трудоемкости соответствующих дисциплин.	Методы погружения, учитывающие динамику и уровень работоспособности обучающихся с ограниченными возможностями здоровья и инвалидов.
Развивающее обучение	Обучение, ориентированное на развитие физических, познавательных и нравственных способностей обучающихся путём использования их потенциальных возможностей с учетом закономерностей данного развития. Имеет целью формирование высокой самомотивации к обучению, готовности к непрерывному обучению в течение всей жизни.	Методы вовлечения обучающихся с ограниченными возможностями здоровья и инвалидов в различные виды деятельности на основе их индивидуальных возможностей и способностей и с учетом зоны ближайшего развития.
Активное, интерактивное обучение	Всемерная всесторонняя активизация учебно-познавательной деятельности обучающихся посредством различных форм взаимодействия с преподавателем и друг с другом. Имеет целью формирование и развитие навыков командной работы, межличностной коммуникации, лидерских качеств, уверенности в своей успешности.	Методы социально-активного обучения с учетом индивидуального социального опыта и особенностей обучающихся с ограниченными возможностями здоровья и инвалидов.
Рефлексивное обучение	Развитие субъективного опыта и критического мышления обучающихся, осознание обучающимися «продуктов» и процессов учебной деятельности, повышение качества обучения на основе информации обратной связи, полученной от обучающихся. Имеет целью формирование способности к самопознанию, адекватному самовосприятию и готовности к саморазвитию.	Традиционные рефлексивные методы с обязательной обратной связью, преимущественно ориентированные на развитие адекватного восприятия собственных особенностей обучающимися с ограниченными возможностями здоровья и инвалидами.

## 5. ПЕРЕЧЕНЬ УЧЕБНО-МЕТОДИЧЕСКОГО И ИНФОРМАЦИОННОГО ОБЕСПЕЧЕНИЯ ДИСЦИПЛИНЫ

### Учебная литература, в том числе:

#### *Основная:*

1. Нурутдинова, А.Р. Английский язык для информационных технологий: учебное пособие: в 2 ч./А.Р. Нурутдинова; Министерство образования и науки России, Федеральное государственное бюджетное образовательное учреждение высшего профессионального образования «Казанский национальный исследовательский технологический университет». – Казань: Издательство КНИТУ, 2013. – Ч.1 – 300 с. – Библиогр. в кн. – ISBN 978-5-7882-1529-7. ISBN 978-5-7882-1530-3 (ч.1); То же [Электронный ресурс]. – URL: <http://biblioclub.ru/index.php?page=book&id=428093>
2. Нурутдинова, А.Р. Английский язык для информационных технологий: учебное пособие: в 2 ч./А.Р. Нурутдинова; Министерство образования и науки России, Федеральное государственное бюджетное образовательное учреждение высшего профессионального образования «Казанский национальный исследовательский технологический университет». – Казань: Издательство КНИТУ, 2013. – Ч.II – 316 с. – Библиогр. в кн. – ISBN 978-5-7882-1529-7. ISBN 978-5-7882-1531-0 (ч.II); То же [Электронный ресурс]. – URL: <http://biblioclub.ru/index.php?page=book&id=428094>
3. Ваганова, Т.П. Английский язык для неязыковых факультетов : учебное пособие / Т.П. Ваганова. - М. ; Берлин : Директ-Медиа, 2015. - 169 с. : ил. - Библиогр. в кн. - ISBN 978-5-4475-3932-0 ; То же [Электронный ресурс]. - URL: <http://biblioclub.ru/index.php?page=book&id=278868> (08.10.2015).
4. Соловей, Е.И. Практический курс английского языка : учебное пособие / Е.И. Соловей ; Министерство образования и науки Российской Федерации, Федеральное государственное бюджетное образовательное учреждение высшего профессионального образования «Оренбургский государственный университет». - Оренбург : ОГУ, 2014. - 139 с. ; То же [Электронный ресурс]. - URL: <http://biblioclub.ru/index.php?page=book&id=330596> (08.10.2015).
5. Губина, Г.Г. Компьютерный английский : учебное пособие / Г.Г. Губина. - Москва : Директ-Медиа, 2014. - Ч. I. Computer English.. - 424 с. - ISBN 978-5-4458-5890-4 ; То же [Электронный ресурс]. - URL: <http://biblioclub.ru/index.php?page=book&id=223364>

#### *Дополнительная:*

1. Первухина, С.В. Английский язык в таблицах и схемах : пособие / С.В. Первухина. - Изд. 5-е. - Ростов-н/Д : Феникс, 2013. - 189 с. : ил. - (Без репетитора). - Библиогр. в кн. - ISBN 978-5-222-21201-1 ; То же [Электронный ресурс]. - URL: <http://biblioclub.ru/index.php?page=book&id=256259>
2. Дроздова, Т.Ю. English Grammar=Грамматика английского языка: Reference and Practice. Version 2.0. : учебное пособие / Т.Ю. Дроздова, В.Г. Маилова, А.И. Берестова. - СПб. : Антология, 2012. - 424 с. - ISBN 978-5-94962-165-3 ; То же [Электронный ресурс]. - URL: <http://biblioclub.ru/index.php?page=book&id=213307>
3. Евсюкова, Т.В. Английский язык: для экономических специальностей : учебник / Т.В. Евсюкова, С.И. Локтева. - М. : Флинта, 2011. - 358 с. - ISBN 978-5-9765-0115-7 ; То же [Электронный ресурс]. - URL: <http://biblioclub.ru/index.php?page=book&id=93663>

#### **Лицензионное программное обеспечение:**

1. Office Professional Plus 2007.
2. СДО Moodle
3. Microsoft Windows 7 Professional x64 RUS

### **Профессиональные базы данных:**

1. Британский национальный корпус (BNC). – URL: <http://www.natcorp.ox.ac.uk/>.

### **Информационные справочные системы:**

1. Словарь Мультитран. – URL: <https://www.multitran.ru>.

## **6. МАТЕРИАЛЬНО-ТЕХНИЧЕСКАЯ БАЗА ОБРАЗОВАТЕЛЬНОГО ПРОЦЕССА ПО ДИСЦИПЛИНЕ**

Специальные помещения представляют собой учебные аудитории для проведения занятий лекционного типа, занятий семинарского типа, курсового проектирования (выполнения курсовых работ), групповых и индивидуальных консультаций, текущего контроля и промежуточной аттестации, а также помещения для самостоятельной работы и помещения для хранения и профилактического обслуживания учебного оборудования.

Специальные помещения укомплектованы учебной мебелью, в том числе мебелью для преподавателя дисциплины, учебной доской, и техническими средствами обучения, служащими для представления учебной информации большой аудитории (мультимедийный проектор, экран, компьютер, звуковые колонки, интерактивная доска).

Для проведения занятий лекционного типа используются наборы демонстрационного оборудования и учебно-наглядных пособий, обеспечивающие тематические иллюстрации.

Помещения для самостоятельной работы обучающихся оснащены компьютерной техникой с возможностью подключения к сети "Интернет" и обеспечением доступа в электронную информационно-образовательную среду организации.

Электронно-библиотечные системы (электронная библиотека) и электронная информационно-образовательная среда обеспечивает одновременный доступ не менее 25 процентов обучающихся.

Обучающиеся из числа лиц с ограниченными возможностями здоровья обеспечиваются электронными образовательными ресурсами в формах, адаптированных к ограничениям их здоровья.

## **7. МЕТОДИЧЕСКИЕ УКАЗАНИЯ ПО ОСВОЕНИЮ ДИСЦИПЛИНЫ**

### **Методические указания для преподавателя**

Изучение дисциплины проводится в форме лекций, практических занятий, организации самостоятельной работы студентов, консультаций. Главное назначение лекции - обеспечить теоретическую основу обучения, развить интерес к учебной деятельности и конкретной учебной дисциплине, сформировать у студентов ориентиры для самостоятельной работы над курсом.

Основной целью практических (в т.ч. лабораторные) занятий является обсуждение наиболее сложных теоретических вопросов курса, их методологическая и методическая проработка. Они проводятся в форме опроса, диспута, тестирования, обсуждения докладов, выполнения заданий и пр.

Самостоятельная работа с научной и учебной литературой, изданной на бумажных носителях, дополняется работой с тестирующими системами, с профессиональными базами данных.

Методы проведения аудиторных занятий:

- лекции, реализуемые через изложение учебного материала под запись с сопровождением наглядных пособий;

- практические занятия, во время которых студенты выступают с докладами по заранее предложенным темам и дискуссионно обсуждают их между собой и преподавателем; решаются практические задачи (в которых разбираются и анализируются конкретные ситуации) с выработкой умения формулировать выводы, выявлять тенденции и причины изменения социальных

явлений; проводятся устные и письменные опросы (в виде тестовых заданий) и контрольные работы (по вопросам лекций и практических занятий), проводятся деловые игры.

Лекции – есть разновидность учебного занятия, направленная на рассмотрении теоретических вопросов излагаемой дисциплины в логически выдержанной форме. Основными целями лекции являются системное освещение ключевых понятий и положений по соответствующей теме, обзор и оценка существующей проблематики, ее методологических и социокультурных оснований, возможных вариантов решения, дача методических рекомендаций для дальнейшего изучения курса, в том числе литературы и источников. Лекционная подача материала, вместе с тем, не предполагает исключительную активность преподавателя. Лектор должен стимулировать студентов к участию в обсуждении вопросов лекционного занятия, к высказыванию собственной точки зрения по обсуждаемой проблеме.

Практические занятия направлены на развитие самостоятельности студентов в исследовании изучаемых вопросов и приобретение умений и навыков. Практические занятия традиционно проводятся в форме обсуждения проблемных вопросов в группе при активном участии студентов, они способствуют углубленному изучению наиболее фундаментальных и сложных проблем курса, служат важной формой анализа и синтеза исследуемого материала, а также подведения итогов самостоятельной работы студентов, стимулируя развитие профессиональной компетентности, навыков и умений. На практических занятиях студенты учатся работать с научной литературой, четко и доходчиво излагать проблемы и предлагать варианты их решения, аргументировать свою позицию, оценивать и критиковать позиции других, свободно публично высказывать свои мысли и суждения, грамотно вести полемику и представлять результаты собственных исследований.

При проведении практических занятий преподаватель должен ориентировать студентов при подготовке использовать в первую очередь специальную научную литературу (монографии, статьи из научных журналов).

Результаты работы на практических занятиях учитываются преподавателем при выставлении итоговой оценки по данной дисциплине. На усмотрение преподавателя студенты, активно отвечающие на занятиях, и выполняющие рекомендации преподавателя при подготовке к ним, могут получить повышающий балл к своей оценке в рамках промежуточной аттестации.

### **Особенности реализации дисциплины в отношении лиц из числа инвалидов и лиц с ограниченными возможностями здоровья**

Профессорско-педагогический состав знакомится с психолого-физиологическими особенностями обучающихся инвалидов и лиц с ограниченными возможностями здоровья, индивидуальными программами реабилитации инвалидов (при наличии). При необходимости осуществляется дополнительная поддержка преподавания психологами, социальными работниками, прошедшими подготовку ассистентами.

В соответствии с методическими рекомендациями Минобрнауки РФ в курсе предполагается использовать социально-активные и рефлексивные методы обучения, технологии социокультурной реабилитации с целью оказания помощи в установлении полноценных межличностных отношений с другими студентами, создании комфортного психологического климата в студенческой группе. Подбор и разработка учебных материалов производятся с учетом предоставления материала в различных формах: аудиальной, визуальной, с использованием специальных технических средств и информационных систем.

Согласно требованиям, установленным Минобрнауки России к порядку реализации образовательной деятельности в отношении инвалидов и лиц с ОВЗ, необходимо иметь в виду, что:

- 1) инвалиды и лица с ОВЗ по зрению имеют право присутствовать на занятиях вместе с ассистентом, оказывающим обучающемуся необходимую помощь;
- 2) инвалиды и лица с ОВЗ по слуху имеют право на использование звукоусиливающей аппаратуры.

При проведении промежуточной аттестации по дисциплине обеспечивается соблюдение следующих общих требований:



- проведение аттестации для инвалидов в одной аудитории совместно с обучающимися, не являющимися инвалидами, если это не создает трудностей для инвалидов и иных обучающихся при промежуточной аттестации;

- присутствие в аудитории ассистента (ассистентов), оказывающего обучающимся инвалидам необходимую техническую помощь с учетом их индивидуальных особенностей (занять рабочее место, передвигаться, прочитать и оформить задание, общаться с экзаменатором);

- пользование необходимыми обучающимся инвалидам техническими средствами при прохождении промежуточной аттестации с учетом их индивидуальных особенностей;

- обеспечение возможности беспрепятственного доступа обучающихся инвалидов в аудитории, туалетные и другие помещения, а также их пребывания в указанных помещениях.

По письменному заявлению обучающегося инвалида продолжительность прохождения испытания промежуточной аттестации (зачета, экзамена, и др.) обучающимся инвалидом может быть увеличена по отношению к установленной продолжительности его сдачи:

- продолжительность сдачи испытания, проводимого в письменной форме, - не более чем на 90 минут;

- продолжительность подготовки обучающегося к ответу, проводимом в устной форме, - не более чем на 20 минут;

В зависимости от индивидуальных особенностей обучающихся с ОВЗ Университет обеспечивает выполнение следующих требований при проведении аттестации:

а) для слепых:

- задания и иные материалы для прохождения промежуточной аттестации оформляются в виде электронного документа, доступного с помощью компьютера со специализированным программным обеспечением для слепых, либо зачитываются ассистентом;

- письменные задания выполняются обучающимися на бумаге рельефно-точечным шрифтом Брайля или на компьютере со специализированным программным обеспечением для слепых, либо надиктовываются ассистенту;

- при необходимости обучающимся предоставляется комплект письменных принадлежностей и бумага для письма рельефно-точечным шрифтом Брайля, компьютер со специализированным программным обеспечением для слепых;

б) для слабовидящих:

- задания и иные материалы для сдачи экзамена оформляются увеличенным шрифтом;

- обеспечивается индивидуальное равномерное освещение не менее 300 люкс;

- при необходимости обучающимся предоставляется увеличивающее устройство, допускается использование увеличивающих устройств, имеющихся у обучающихся;

в) для глухих и слабослышащих, с тяжелыми нарушениями речи:

- обеспечивается наличие звукоусиливающей аппаратуры коллективного пользования, при необходимости обучающимся предоставляется звукоусиливающая аппаратура индивидуального пользования;

- по их желанию испытания проводятся в письменной форме;

г) для лиц с нарушениями опорно-двигательного аппарата (тяжелыми нарушениями двигательных функций верхних конечностей или отсутствием верхних конечностей):

- письменные задания выполняются обучающимися на компьютере со специализированным программным обеспечением или надиктовываются ассистенту;

- по их желанию испытания проводятся в устной форме.

О необходимости обеспечения специальных условий для проведения аттестации обучающийся должен сообщить письменно не позднее, чем за 10 дней до начала аттестации. К заявлению прилагаются документы, подтверждающие наличие у обучающегося индивидуальных особенностей (при отсутствии указанных документов в организации).

При необходимости для обучающихся с инвалидностью процедура оценивания результатов обучения может проводиться в несколько этапов.

### **Методические указания для обучающихся**

Для успешного освоения дисциплины студенты должны посещать лекционные занятия, готовиться и активно участвовать в практических занятиях, самостоятельно работать с рекомендованной литературой. Изучение дисциплины целесообразно начать со знакомства с программой курса, чтобы четко представить себе объем и основные проблемы курса. Прочитав соответствующий раздел программы, и установив круг тем, подлежащих изучению, можно переходить к работе с конспектами лекций и учебником. Конспект лекций должен содержать краткое изложение основных вопросов курса. В лекциях преподаватель, как правило, выделяет выводы, содержащиеся в новейших исследованиях, разногласия ученых, обосновывает наиболее убедительную точку зрения. Необходимо записывать методические советы преподавателя, названия рекомендуемых им изданий. Не нужно стремиться к дословной записи лекций. Для того чтобы выделить главное в лекции и правильно ее законспектировать, полезно заранее просмотреть уже пройденный лекционный материал, для более полного и эффективного восприятия новой информации в контексте уже имеющихся знаний, приготовить вопросы лектору. Прочитав свой конспект лекций, следует обратиться к материалу учебника.

Обращение к ранее изученному материалу не только помогает восстановить в памяти известные положения, выводы, но и приводит разрозненные знания в систему, углубляет и расширяет их. Каждый возврат к старому материалу позволяет найти в нем что-то новое, переосмыслить его с иных позиций, определить для него наиболее подходящее место в уже имеющейся системе знаний. Неоднократное обращение к пройденному материалу является наиболее рациональной формой приобретения и закрепления знаний. Очень полезным в практике самостоятельной работы, является предварительное ознакомление с учебным материалом. Даже краткое, беглое знакомство с материалом очередной лекции дает многое. Студенты получают общее представление о ее содержании и структуре, о главных и второстепенных вопросах, о терминах и определениях. Все это облегчает работу на лекции и делает ее целеустремленной.

#### **Работа с литературой**

При изучении дисциплины студенты должны серьезно подойти к исследованию учебной и дополнительной литературы. Данное требование особенно важно для подготовки к практическим занятиям.

Особое внимание студентам следует обратить на соответствующие статьи из научных журналов. Данные периодические издания представлены в читальном зале Университета. Для поиска научной литературы по дисциплине студентам также следует использовать каталог Электронной научной библиотеки: eLIBRARY.RU, ЭБС «Университетская библиотека Online».

При подготовке к практическому занятию студенты имеют возможность воспользоваться консультациями преподавателя. Качество учебной работы студентов определяется текущим контролем. Студент имеет право ознакомиться с ним.

#### **Методические рекомендации по самостоятельной работе студентов**

Цель самостоятельной работы - подготовка современного компетентного специалиста и формирование способностей и навыков к непрерывному самообразованию и профессиональному совершенствованию.

Реализация поставленной цели предполагает решение следующих задач:

- качественное освоение теоретического материала по изучаемой дисциплине, углубление и расширение теоретических знаний с целью их применения на уровне межпредметных связей;
- систематизация и закрепление полученных теоретических знаний и практических навыков;
- формирование умений по поиску и использованию нормативной, правовой, справочной и специальной литературы, а также других источников информации;
- развитие познавательных способностей и активности, творческой инициативы, самостоятельности, ответственности и организованности;
- формирование самостоятельности мышления, способностей к саморазвитию, самообразованию, самосовершенствованию и самореализации;
- развитие научно-исследовательских навыков;

- формирование умения решать практические задачи (в профессиональной деятельности), используя приобретенные знания, способности и навыки.

Самостоятельная работа является неотъемлемой частью образовательного процесса.

Самостоятельная работа предполагает инициативу самого обучающегося в процессе сбора и усвоения информации, приобретения новых знаний, умений и навыков и ответственность его за планирование, реализацию и оценку результатов учебной деятельности. Процесс освоения знаний при самостоятельной работе не обособлен от других форм обучения.

Самостоятельная работа должна:

- быть выполнена индивидуально (или являться частью коллективной работы). В случае, когда СР подготовлена в порядке выполнения группового задания, в работе делается соответствующая оговорка;

- представлять собой законченную разработку (этап разработки), в которой анализируются актуальные проблемы по определенной теме и ее отдельных аспектов;

- отражать необходимую и достаточную компетентность автора;

- иметь учебную, научную и/или практическую направленность;

- быть оформлена структурно и в логической последовательности: титульный лист, оглавление, основная часть, заключение, выводы, список литературы, приложения,

- содержать краткие и четкие формулировки, убедительную аргументацию, доказательность и обоснованность выводов;

- соответствовать этическим нормам (правила цитирования и парафраз; ссылки на использованные библиографические источники; исключение плагиата, дублирования собственного текста и использования чужих работ).

## 8. ФОНД ОЦЕНОЧНЫХ СРЕДСТВ

Планируемые результаты обучения по дисциплине / Планируемые результаты освоения ОПОП ВО		Показатели оценивания
<i>Способность к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия (ОК-5)</i>		
Знает:	Лексико-грамматический минимум иностранного языка в объеме, необходимом для коммуникации в устной и письменной формах.	Блок 1 контрольного задания выполнен корректно
Умеет:	Использовать знание иностранного языка для коммуникации в устной и письменной формах.	Блок 2 контрольного задания выполнен корректно
Владеет:	Навыками устной и письменной речевой деятельности на иностранном языке.	Блок 3 контрольного задания выполнен корректно

## Типовое контрольное задание

### БЛОК 1 – ПРОВЕРКА ЗНАНИЙ

Заполните пропуски:

#### 1.1 вставьте *will* или *going to*

1. They \_\_\_\_ spend two weeks in exotic Hawaii in June.
2. “What are your plans for the summer?” – “I \_\_\_\_ work at a café.”
3. Watch out, we \_\_\_\_ crash!

#### 1.2 вставьте *a(an)* или *the* там, где необходимо

1. ...Tiber is...river in ... Rome.
2. We have... dinner at 7 every day.
3. ...Smiths live in ...Liverpool.

#### 1.3 вставьте *some* или *any*

1. I bought ... cheese but I didn't buy ... bread.
2. I'm going to the post office. I need ... stamps.
3. There aren't ... shops in this part of town.

#### 1.4 вставьте только одно нужное по смыслу слово

We often judge people by ..... they are wearing. .... example, people dressed ..... expensive clothes are thought to be ..... wealthy.

Выберите один правильный ответ:

#### 1.5

1. Simon is a(n) ..... friend; he will never betray you.
  - a) interesting
  - b) jealous
  - c) loyal

#### 1.6

- Lucy loves meeting new people. She is a very ..... person.
- a) calm
  - b) sociable
  - c) serious

#### 1.7

- Mario is quite tall and he's got ..... shoulders.
- a) full
  - b) well-built
  - c) broad

#### 1.8

- It .....before, but I think it has stopped now.
- a) was snowing
  - b) snowed
  - c) is snowing

Выберите все правильные ответы:

#### 1.9

The clock ..... and showed the correct time.

- a) was ticking
- b) ticked
- c) has been ticking
- d) will tick

### 1.10

Mr. Jones is a very ..... man: he always does as he says.

- a) brave
- b) reliable
- c) sincere
- d) dependable

## БЛОК 2 – ПРОВЕРКА УМЕНИЙ

### 2.1 Выберите все примеры изученной грамматической структуры из предложенного текста.

Over the years, I have shared many good times with Julie. She has been one of my best and most trusted friends. I feel fortunate to have met her.

I've known Julie since my first day at school, when we were only five. I can remember her smiling face as the teacher, Mrs Snow, asked me to share the same desk with her.

Julie is quite short and slim. She's got a round face with beautiful almond-shaped eyes and a slightly upturned nose. She often wears her shoulder-length fair hair in a pony-tail. Julie prefers comfortable clothes and can often be seen wearing a blue jumper, a pair of denim jeans and trainers.

Although Julie is quite reserved, she is a kind person who will listen to your problems and try to help you. She is also quite active and enjoys outdoor activities.

One of Julie's favourite hobbies is cycling. She also enjoys reading people's horoscopes and trying to predict what will happen in the future. Julie likes going to the cinema and is especially fond of adventure films.

### 2.2 Прочтите предложения и, пользуясь изученными правилами словообразования, образуйте нужные по смыслу формы слов заключённых в скобки.

In Australia, the "Ozzies" as Australians are (colloquial) referred to, and the "Kiwis" - the affectionate name for New Zealanders - enjoy various sports. Thanks to the (main) mild weather, (beauty) beaches, spectacular mountains and tropical forests, a wide range of outdoor activities are available. You can go scuba diving off a coral reef, (ski) in the mountains, backpacking through a rainforest or even white-water rafting. There are plenty of team sports, too. In Australia, the locals take their football very (serious), as do the New Zealanders, who love their rugby. In both countries, the summer (mean) the beginning of the cricket season, which is another popular sport in this part of the world.

Rugby was first played in New Zealand in the 19<sup>th</sup> century. It is a game similar to football, but there are some (importance) differences. First of all, a rugby ball is large and oval-shaped and you can carry it as well as kick it. Secondly, you can't throw the ball forwards, only backwards or to the side.

### 2.3 Прочтите текст с пропусками и вставьте в них подходящие по смыслу вопросы:

# The Internet: FAQs

(Frequently Asked Questions)

The Internet is **without doubt** one of the most important **inventions** in history. It was started in 1968 by the US government, but at first it was used **mainly** by scientists. Since 1990, when the World Wide Web was **created**, it has changed the world, and its uses **are growing** every day.

## 1 (a) ... What exactly is the Internet? .....

The Internet is a network (several networks, in fact) of millions of computers around the world, **connected** by phone lines, satellite or cable, so that all the computers on the net can **exchange** information with each other.

## 2 .....

Not quite. The Internet links *computers*, and the World Wide Web is a system which links the *information* stored inside these computers.

## 3 .....

A company or organisation stores its information in electronic documents on one of the Internet computers, somewhere in the world. This computer **space** — the company's web site — has an address, in the same way that every telephone has a number. To visit a web site, you simply **enter the address**. Your computer is connected to the web site, a document is downloaded, and a page appears on your computer screen.

## 4 .....

When you visit a web site looking for information, some words on the page may be **underlined**, showing that there is more information about the **subject** in another document. If you **click** on one of these words, the Web **automatically** connects your computer to a new document or web site, even if this is stored thousands of kilometres away. You're **surfing the net!**

## 5 .....

The main use of the Internet is to find information — for your schoolwork or job, or just to find out more about your hobbies, sports or **current events**. You can also use the Internet to read newspapers and magazines, play games, plan your holiday or buy things from your favourite shop. E-mail makes it possible to send electronic messages anywhere in the world in seconds, and you can use the Internet to **'chat'** with people and make new friends.

## 6 .....

If you don't already use the Internet, all you need to get started is a computer, a modem and a phone line. Using the Internet is getting cheaper and easier all the time.

Are you ready to surf the net? There's a whole exciting Internet world out there waiting for you!

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## 6 .....

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Are you ready to surf the net? There's a whole exciting Internet world out there waiting for you!



- a What exactly is the Internet?
- b What do I need in order to use the Internet?
- c How do I "surf the net"?
- d That's the same thing as the Web, isn't it?
- e What can I use the Internet for?
- f What is a web site, and how do I visit one?

**2.4 Прочтите текст с пропусками и вставьте нужные по смыслу слова из предложенных:**  
 but, Finally, Firstly, For example, However, In conclusion, Also, What is more, On the other hand

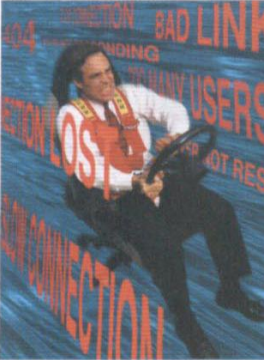
### THE PROS AND CONS OF USING THE INTERNET

**1** ▶ Advertisements for the Internet promise you a world of information, **entertainment**, on-line shopping and e-mail services. (1) ..... , the real world of the Internet may not be as perfect as the advertisements **suggest**.

**2** ▶ Using the Internet offers many advantages. (2) ..... , all of the latest information is available to you, in your home, at any hour of the day or night. It is much faster and easier to surf the net **in search of** information from all over the world than to travel to **libraries** in **dozens** of countries. (3) ..... , on-line shopping makes it possible to search through **catalogues** to find exactly what you want at the best price, saving both time and money. By joining a newsgroup or chat group, you can share your hobbies and special interests, and perhaps make friends all over the world. (4) ..... , e-mail is popular because it is faster than sending a letter and cheaper than a telephone conversation.

**3** ▶ (5) ..... , the Internet has several disadvantages. (6) ..... , with so much information available, finding what you want can take you hours. **Multimedia** web pages with photographs, music and video are attractive, (7) ..... they make downloading slow and boring. (8) ..... , there is too much advertising instead of real information. As for Internet **friendships**, sitting at home in front of a computer making 'chat friends' is not the same as actually meeting people.

**4** ▶ (9) ..... , the Internet **obviously** has both good and bad points. Fortunately, the system is improving all the time, and any problems which still **exist** can be solved. Whether we like it or not, the Internet is



**2.5 Вместе с другим обучаемым составьте диалог по изученной теме, используя следующие вопросы и варианты ответов.**

**Do you use the Internet? If not, would you like to?**  
**Which of these things do you (or would you like to) use the Internet for?**

<i>finding information</i>	<i>on-line shopping</i>
<i>playing games</i>	<i>sending e-mail</i>
<i>joining chat groups</i>	<i>joining newsgroups</i>

## БЛОК 3 – ПРОВЕРКА НАВЫКОВ

Ознакомьтесь с содержанием статьи.

### A computer

The word “computer” has been part of the English language since 1646, but if you look in a dictionary printed before 1940, you might be surprised to find a computer defined as a *person* who performs calculations! Prior to 1940, machines designed to perform calculations were referred to as calculators and tabulators, not computers. The modern definition and use of the term “computer” *emerged* in the 1940s, when the first electronic computing devices were developed.

Most people can formulate a mental picture of a computer, but computers do so many things and come in such a *variety* of shapes and sizes that it might seem difficult to distill their common characteristics into an all-*purpose* definition. At its core, a **computer** is a *device* that *accepts* input, *processes* data, *stores* data, and produces output, all according to a series of stored instructions.

Computer **input** is whatever is typed, *submitted*, or transmitted to a computer system. Input can be *supplied* by a person, the environment, or another computer. Examples of the kinds of input that a computer can accept include words and symbols in a document, numbers for a calculation, pictures, temperatures from a thermostat, audio signals from a microphone, and instructions from a computer program. An input device, such as a keyboard or mouse, gathers input and *transforms* it into a series of electronic signals for the computer to store and manipulate.

In the context of computing **data** refers to the symbols that represent facts, objects, and ideas. Computers manipulate data in many ways, and this manipulation is called **processing**. The series of instructions that tell a computer how to *carry out* processing tasks *is referred to as* a **computer program**, or simply a “program”. These programs form the **software** that *sets up* a computer to do a specific task. Some of the ways that a computer can process data include *performing* calculations, sorting lists of words or numbers, modifying documents and pictures, *keeping track* of your score in a fact-action game, and drawing graphs. In a computer, most processing takes place in a component called the **central processing unit** (CPU), which is sometimes described as the computer’s “brain”.

A computer stores data so that it will be *available* for processing. Most computers have more than one place to put data, depending on how the data is being used. **Memory** is an area of a computer that *temporarily* holds data waiting to be processed, stored, or output. **Storage** is the area where data can be left on a *permanent* basis when it is not immediately needed for processing. Output is the result produced by a computer. Some examples of computer output include reports, documents, music, graphs, and pictures. An output device displays, prints, or *transmits* the results of processing.

Take a moment to think about the way you use a simple handheld calculator to balance your checkbook each month. You’re forced to do the calculations in stages. *Although* you can *store* data from one stage and use it in the next stage, you cannot store the sequence of formulas – the program – required to balance your checkbook. Every month, therefore, you have to perform a similar set of calculations. The process would be much simpler if your calculator remembered the sequence of calculations and just asked you for this month’s checkbook entries.

Early “computers” were really no more than calculating devices, designed to carry out a specific mathematical task. To use one of these devices for a different task, it was necessary to rewire its circuits. In a modern computer, the idea of a **stored program means** that a series of instructions for a computing task can be *loaded* into a computer’s memory. These instructions can easily be replaced by a different set of instructions when it is time for the computer to perform another task.

The stored program concept *allows* you to use your computer for one task, such as *word processing*, and then easily *switch* to a different type of computing task, such as *editing* a photo or sending an e-mail message. It is the single most important characteristic that *distinguishes* a computer from other simpler and less *versatile* devices, such as calculators and pocket-sized electronic dictionaries.

**3.1 В паре с другим обучающимся обсудите принципы работы компьютера. Время на подготовку 20 минут, объём высказывания каждого участника до 15 предложений.**



### 3.2 Напишите аннотацию статьи объёмом 60 слов, используя выделенные слова. Время выполнения задания 15 минут.

#### Методические рекомендации к процедуре оценивания

Оценка результатов обучения по дисциплине, характеризующих сформированность компетенции проводится в процессе промежуточной аттестации студентов посредством контрольного задания. При этом процедура должна включать последовательность действий, описанную ниже.

1. Подготовительные действия включают:

Предоставление студентам контрольных заданий, а также, если это предусмотрено заданием, необходимых приложений (формы документов, справочники и т.п.);

Фиксацию времени получения задания студентом.

2. Контрольные действия включают:

Контроль соблюдения студентами дисциплинарных требований, установленных Положением о промежуточной аттестации обучающихся и контрольным заданием (при наличии);

Контроль соблюдения студентами регламента времени на выполнение задания.

3. Оценочные действия включают:

Восприятие результатов выполнения студентом контрольного задания, представленных в устной, письменной или иной форме, установленной заданием.

Оценка проводится по каждому блоку контрольного задания по 100-балльной шкале.

Подведение итогов оценки компетенции и результатов обучения по дисциплине с использованием формулы оценки результата промежуточной аттестации и шкалы интерпретации результата промежуточной аттестации.

Оценка результата промежуточной аттестации выполняется с использованием формулы:

$$P = \frac{\sum_{i=1}^n P_i}{3},$$

где  $P_i$  – оценка каждого блока контрольного задания, в баллах

#### Шкала интерпретации результата промежуточной аттестации (сформированности компетенций и результатов обучения по дисциплине)

Результат промежуточной аттестации ( $P$ )	Оценка сформированности компетенций	Оценка результатов обучения по дисциплине	Оценка ECTS
От 0 до 36	Не сформирована.	Неудовлетворительно (не зачтено)	F (не зачтено)
«Безусловно неудовлетворительно»: контрольное задание выполнено менее, чем на 50%, преимущественная часть результатов выполнения задания содержит грубые ошибки, характер которых указывает на отсутствие у обучающегося знаний, умений и навыков по дисциплине, необходимых и достаточных для решения профессиональных задач, соответствующих этапу формирования компетенции.			
От 37 до 49	Уровень владения компетенцией недостаточен для ее формирования в результате обучения по дисциплине.	Неудовлетворительно (не зачтено)	FX (не зачтено)
«Условно неудовлетворительно» контрольное задание выполнено не менее, чем на 50%, значительная часть результатов выполнения задания содержит ошибки, характер которых указывает на недостаточный уровень владения обучающимся знаниями, умениями и навыками по дисциплине, необходимыми для решения профессиональных задач, соответствующих компетенции.			
От 50 до 59	Уровень владения компетенцией посредственен для ее формиро-	Удовлетворительно (зачтено)	E (зачтено)

Результат промежуточной аттестации (P)	Оценка сформированности компетенций	Оценка результатов обучения по дисциплине	Оценка ECTS
	вания в результате обучения по дисциплине.		
«Посредственно»: контрольное задание выполнено не менее, чем на 50%, большая часть результатов выполнения задания содержит ошибки, характер которых указывает на посредственный уровень владения обучающимся знаниями, умениями и навыками по дисциплине, но при этом позволяет сделать вывод о готовности обучающегося решать типовые профессиональные задачи.			
От 60 до 69	Уровень владения компетенцией удовлетворителен для ее формирования в результате обучения по дисциплине.	Удовлетворительно (зачтено)	D (зачтено)
«Удовлетворительно»: контрольное задание выполнено не менее, чем на 60%, меньшая часть результатов выполнения задания содержит ошибки, характер которых указывает на посредственный уровень владения обучающимся знаниями, умениями и навыками по дисциплине, но при этом позволяет сделать вывод о готовности обучающегося решать типовые профессиональные задачи.			
От 70 до 89	Уровень владения компетенцией преимущественно высокий для ее формирования в результате обучения по дисциплине.	Хорошо (зачтено)	C (зачтено)
«Хорошо»: контрольное задание выполнено не менее, чем на 80%, результаты выполнения задания содержат несколько незначительных ошибок и технических погрешностей, характер которых указывает на высокий уровень владения обучающимся знаниями, умениями и навыками по дисциплине и позволяет сделать вывод о готовности обучающегося решать типовые и ситуативные профессиональные задачи.			
От 90 до 94	Уровень владения компетенцией высокий для ее формирования в результате обучения по дисциплине.	Отлично (зачтено)	B (зачтено)
«Отлично»: контрольное задание выполнено в полном объеме, результаты выполнения задания содержат одну-две незначительные ошибки, несколько технических погрешностей, характер которых указывает на высокий уровень владения обучающимся знаниями, умениями и навыками по дисциплине и позволяет сделать вывод о готовности обучающегося эффективно решать типовые и ситуативные профессиональные задачи, в том числе повышенного уровня сложности.			
От 95 до 100	Уровень владения компетенцией превосходный для ее формирования в результате обучения по дисциплине.	Отлично (зачтено)	A (зачтено)
«Превосходно»: контрольное задание выполнено в полном объеме, результаты выполнения задания не содержат ошибок и технических погрешностей, указывают как на высокий уровень владения обучающимся знаниями, умениями и навыками по дисциплине, позволяют сделать вывод о готовности обучающегося эффективно решать типовые и ситуативные профессиональные задачи, в том числе повышенного уровня сложности, способности разрабатывать новые решения.			

**1.ВАРИАНТЫ КОНТРОЛЬНЫХ ЗАДАНИЙ ДЛЯ ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ**  
**Типовое контрольное задание 1 семестр**

**Вариант 2****БЛОК 1 – ПРОВЕРКА ЗНАНИЙ****Заполните пропуски:**

1.1 This house is quite old. It ..... in 1930.

1.2 She's changed a lot ..... she left school.

**Выберите один правильный ответ:**

1.3 Dolphins ... from seventy to five hundred kilos.

**A** have

**B** weigh

**C** live

**D** swim

1.4 In the summer it's very hot, so I usually wear ... .

**A** boots

**B** shoes

**C** sandals

**D** gloves

1.5 There ... a lamp on the table.

**A** are

**B** has

**C** is

**D** were

1.6 ... eggs are there in the fridge?

**A** How much

**B** How many

**C** How

**D** How often

1.7 ... you see Lindsey yesterday?

**A** Will

**B** Did

**C** Do

**D** Would

**Выберите все правильные ответы:**

1.8 What is the legal age of ..... in your country?

**A** retirement

**B** retiring

**C** retired

**D** getting married

1.9 There are already ..... people waiting outside to buy tickets.

**A** a few

**B** some

**C** the

**D** lots

1.10 "Helen called while you were out." "OK. I ... her back."

**A** am going to phone

**B** will phone

**C** phone

**D** will call

## БЛОК 2 – ПРОВЕРКА УМЕНИЙ

### 2.1 Прочтите отрывки А-С и определите, истинны или ложны утверждения 1-6

**A**

Ralph Thompson looked up from the book he was reading on the hot, sandy beach. He felt warm and relaxed, as he watched the children playing in the cool sea. It was very peaceful. Suddenly, a loud scream broke the silence. "Help! Shark!" someone screamed, and everyone rushed out of the water.

**B**

Ruth and Rebecca were sitting at the kitchen table, watching the rain pouring down outside. It was late afternoon and the girls were drinking hot coffee. The smell of it filled the air. Just then, the phone rang. Ruth jumped up to answer it, but Rebecca stopped her. "No, pretend we aren't at home", she said quietly.

**C**

"Oh no, we're out of control!" Peter shouted. He turned the steering wheel in despair, as the car slid across the icy road. It was snowing heavily and the wind was howling. It was very dark. There were no lights on the country road. Jessica turned to Peter and said, "We're going to crash!" You could see the horror in their eyes.

1. In extract A the main character had just finished reading his book when the shark appeared.
2. In extract A the weather was cool.
3. In extract B the main characters could smell the rain in the air.
4. One of the people involved in extract B didn't want anyone to know where they were.
5. Extract C takes place in a city.
6. In extract C the people involved were terrified.

### 2.2 В отрывках А-С из задания 2.1 найдите все примеры видовременной формы Past Continuous.

### 2.3 Прочтите текст и вставьте нужные по смыслу слова

#### My best friend

My best friend is called Gloria. We met thirty years \_\_\_ when we were both five years **old**. It was my first day at school and I was very unhappy because I wanted my mother. Gloria gave me a sweet and we became \_\_\_ immediately. We were together nearly every **day** until we left school twelve \_\_\_ later.

Then I went to university, but Gloria didn't. She married when she was just eighteen and had three \_\_\_. I studied for eight years because I wanted to be an accountant. I had a lot of new friends, so I didn't see Gloria very often. Sometimes we didn't meet for months, but we often talked on the \_\_\_.

Now I'm married, too. I live near Gloria so we \_\_\_ every week. She's a student now and I have a baby, so we can give each other a lot of advice!

### 2.4 Прочтите текст, в котором пропущены четыре предложения. Заполните пропуски подходящими по смыслу предложениями А-D.

- 1) \_\_\_ It was a day that my friends and I had all been looking forward to for ages, and we were proud to be there after three years of hard work.
- 2) \_\_\_ We went to a large room where they gave us our black caps and gowns. After that, we wrote our names in the graduation book and went off to get ready for the ceremony.
- 3) \_\_\_ We smiled at our parents who were sitting on the balcony watching. Once all the students had sat down, the university officials came into the hall. The chairman of the university gave a speech, then he started calling out names. One after the other we walked up to the stage and collected our degree cer-

tificates. Then everyone cheered as we went back to our seats. Finally, there were some more speeches before we all went outside into the university gardens to take photographs of each other.

4) \_\_\_ Graduation meant that we weren't students any more. It was the end of our university days, but it was also the beginning of something new.

a) Two hours later, we were sitting in the huge graduation hall, waiting for the ceremony to begin.

b) We were all extremely proud, happy and excited to have graduated, but we were sad too.

c) Last September I graduated from university.

d) On the morning of the graduation ceremony, I arrived early and met my friends outside the main building.

## 2.5 Прочтите текст и расположите абзацы в правильном порядке

### The United States of America

a) Furthermore, America has a large population of African Americans, as well as hispanic Americans who are originally from Latin America. This is why the USA has been called a melting pot of cultures. The official language is English and is referred to as 'American English'. The second most widely spoken language in the country is Spanish.

b) The southern states, such as Tennessee and Florida are also fertile and have a moist, sub-tropical climate. Next are the Western Interior States, which include amazing natural scenery such as the Rocky Mountains, the Grand Canyon and the Arizona Desert. The Pacific Coast States like California and Hawaii have a mild climate and fertile valleys. Last but not least is Alaska, the largest state in the US but also the least populated.

c) The original inhabitants of the US are the American Indians, the Alaskan Aleuts and the native Hawaiians. The population of these groups is small compared to that of the other US citizens who are immigrants from all over the world and include English, Irish, Polish, Asian, and Mexican descendants to name a few.

d) The East Coast States, New York being the most populated city, are marked for their forests, mountains, beaches and picturesque lakes. The Midwestern States are referred to as the 'heartland' of the nation because they lie in the middle of the country. The Midwest has vast areas of flat and fertile land. Chicago, one of the world's busiest cities is located there.

## БЛОК 3 – ПРОВЕРКА НАВЫКОВ

### 3.1 Ознакомьтесь со следующим утверждением.

*In recent years tourism has really taken off. However, many people think that tourism ruins everything that it touches.*

Выскажите ваше мнение по поводу обозначенной проблемы.

Для ответа вы можете использовать следующий план:

- начните со вступления (обозначьте проблему)
- выразите свое личное мнение и подкрепите его двумя-тремя доводами
- выразите противоположное мнение, подкрепив 1-2 причинами
- объясните, почему вы не согласны с противоположным мнением
- сделайте заключение, подчеркнув вашу позицию

**Время выполнения задания – 15 минут.**

### Вариант 3

**БЛОК 1- ПРОВЕРКА ЗНАНИЙ****Заполните пропуски:****1.1** Carol usually ... jeans and sandals.**1.2** ... you see Lindsay yesterday?:**1.3** Are there ... books in the study?:**Выберите один правильный ответ:****1.4** It's snowing ... today.

A heavy B heavily C hard D very

**1.5** When was the last time you ... on holiday?:

A gone B go C going D went

**1.6** That was the ... film I've ever seen.:

A better B good C best D well

**1.7**... we have some cake, please?:

A Can't B Can C Must D Should

**1.8** ... eggs are there in the fridge?

A How often B How much C How many D How

**Выберите все правильные ответы:****1.9** Alex ... play the guitar very well.

A don't B can C doesn't D do

**1.10** There are three ... in the car.

A girls B men C child D woman

**БЛОК 2 – ПРОВЕРКА УМЕНИЙ****2.1 Выберите все примеры Past Simple из предложенного текста**

My best friend

My best friend is called Gloria. We met thirty years ago when we were both five years old. It was my first day at school and I was very unhappy because I wanted my mother. Gloria gave me a sweet and we became friends immediately. We were together nearly every day until we left school twelve years later.

Then I went to university, but Gloria didn't. She married when she was just eighteen and had three children. I studied for eight years because I wanted to be an accountant. I had a lot of new friends, so I didn't see Gloria very often. Sometimes we didn't meet for months, but we often talked on the telephone.

Now I'm married, too. I live near Gloria so we meet every week. She's a student now and I have a baby, so we can give each other a lot of advice!

**2.2 Прочтите текст и образуйте нужные по смыслу формы слов, заключенных в скобки.**

Wales is one of the most beautiful countries in the United Kingdom. Cymru, as it is known in Welsh, is surrounded by sea on three sides. The country is full of little towns, castles and (picture) seaside villages. Cardiff, the capital, is a bustling university town with an (impress) castle, attractive museums, galleries and (love) buildings.

English is the official language, but Welsh, one of the oldest languages in Europe, is still spoken in some parts of the country. Welsh has a beautiful song-like quality, which is perhaps one reason why singing is such a (favour) pastime. Playing music, including (tradition) instruments such as the harp, is another popular hobby.

Wales' breathtaking beauty attracts travellers from around the world. Snowdonia, Britain's second largest national park is located in the north of Wales. With its (amaze) forests, lakes, waterfalls, rivers and ancient burial sites, the park is a popular tourist attraction. In the north of the country, high above a pretty bay, stands Carnarfon Castle built in 1283 for the first Prince of Wales. In the west is St David's, a quaint village by the sea that has the largest cathedral in Wales.

Wales has many (wonder) traditions. The Welsh are proud of their culture. One of the oldest (culture) competitions, The Royal National Eisteddfod, takes place every year at the beginning of August. It is an eight-day festival of music and poetry to celebrate Welsh language, art and culture. It is the largest and most popular festival in Wales and attracts thousands of visitors.

### 2.3 Прочтите текст и вставьте нужные по смыслу слова.

Bruce Willis

Born on March 19<sup>th</sup>, 1955, on a military base in Germany, Bruce Willis has always had a strong personality and a gift for acting.

He was a very energetic teenager and became active in various drama clubs. His first leading \_\_\_\_\_ was in the very successful TV series "Moonlighting" and his first great success was "Blind Date". "Die Hard", "Hudson Hawk", "Armageddon" and a number of other unforgettable Hollywood hits followed.

Bruce Willis is of medium-\_\_\_\_\_ and well-built. What makes him so active is his smile and his laughing eyes. He looks great in expensive suits, but he prefers casual clothes.

Of course he is not only \_\_\_\_\_ for being good looking. He is a talented actor with a complicated personality. He's also a very sociable and outgoing person. His life and career have shown that, with determination and a strong will, you can succeed in whatever you choose to do.

Bruce Willis was \_\_\_\_\_ to film star Demi Moore, with whom he has three beautiful daughters. Unfortunately, his married life was not as successful as his career. That's why he got \_\_\_\_\_. Of course he loves his \_\_\_\_\_ and tries to spend as much time as \_\_\_\_\_ with them, although he sometimes feels he doesn't see them enough.

Bruce Willis is indeed a unique personality, whose character has many sides. One thing is for sure; his talent and fame will continue to shine for many \_\_\_\_\_ to come.

### 2.4 Прочтите текст, в котором пропущены шесть предложений. Заполните пропуски подходящими по смыслу предложениями А-Е.

*Ito Oshima is a schoolboy from Japan. He is 17 years old.*

"1\_\_\_\_\_. Firefighters have to be brave and strong, as their work is often dangerous. 2\_\_\_\_\_ I'm sure I'll pass it. After the test, in September, I'm going to begin a firefighting training course. I know the course isn't going to be easy, but I'm going to work really hard. I hope I'll pass it, so wish me luck!"

*Roberto Fellini is a 21-year-old boy from Italy.*

"I want to work as a barman because I like meeting people. A good barman has to be friendly and patient. 3\_\_\_\_\_ I recently finished a bartending course in Rome and I'm very excited at the moment, as I'm getting a full time job in my uncle's bar next summer".

*Natasha Wilkins is a 16-year-old schoolgirl from Scotland.*

"I'd like to work as a doctor because I like helping sick people. It's not an easy job though, as doctors have to be hardworking and careful. 4\_\_\_\_\_ When I finish my A levels, I'm going to study Medicine at university. 5\_\_\_\_\_".

- a) This won't be a problem for me, as I love socialising and I never get angry.
- b) I just hope I'll be a good doctor
- c) I've always wanted to be a firefighter because I want to save lives.
- d) I work out twice a week at the local gym because I want to be ready for the entrance test.
- e) They often work very long hours and they can't make mistakes.

### 2.5 Прочтите текст и расположите абзацы в правильном порядке

- a) Several people were injured in the fire, but fortunately no one was killed. Rescue workers have picked up casualties by helicopter and have taken them to the nearest hospitals. It is also feared that many animals have lost their homes or were killed in the fire.

- b) A fire destroyed a large part of a forest in the north of Italy on Saturday. Thousands of trees were burned in one of the worst forest fires in the country's history.
  - c) A project will be set up by the government to clear the area so that the local authorities can begin planting trees as soon as possible. „It is a terrible disaster“, a firefighter said. „It will take years for the forest to grow again“.
  - d) The fire started on Saturday afternoon after a long period of drought. The fire very quickly burned vast areas of forest due to high winds. Firefighters battled on foot and from the air for several hours trying to bring the fire under control. By the time this was achieved however, a large part of the forest had been totally destroyed. The smoke from the fire formed such a large and dark cloud that it was said to have turned day into night.
- 1- ... 2-... 3- ... 4-...

### **БЛОК 3 – ПРОВЕРКА НАВЫКОВ**

**Расскажите о проблемах изучения иностранных языков по предлагаемому плану:**

- 1) why foreign languages are important in modern society;
- 2) what you do to speak English fluently;
- 3) what you use English out of the classroom for.

**Время выполнения задания 15 минут, объем высказывания до 15 предложений.**

#### **Типовое контрольное задание 2 семестр**

#### **Вариант 2**

#### **БЛОК 1 – ПРОВЕРКА ЗНАНИЙ**

**Заполните пропуски:**

- 1.1 If you want to be ... and healthy you must eat fresh fruit and vegetables.
- 1.2 Marianne is very ... ! She is crying.
- 1.3 I ... getting up early on Sundays. I like sleeping until noon!

**Выберите один правильный ответ**

- 1.4 They had many problems with their ..., so they divorced.
  - a) marriage
  - b) wedding
  - c) marry
  - d) divorce
- 1.5 She's always well-dressed. She wears really ... clothes.
  - a) casually
  - b) fashionable
  - c) interesting
  - d) cheap
- 1.6 You shouldn't ... litter.
  - a) drop
  - b) pot
  - c) pollute
  - d) save
- 1.7 I don't like ... the washing up.
  - a) making
  - b) having
  - c) doing
  - d) breaking
- 1.8 My mother ... at a hospital.
  - a) don't work



- b) works
- c) work
- d) is work

1.9 Are there ... books in the study?:

- a) any
- b) some
- c) an
- d) new

1.10 There are three ... in the car.

- a) men's
- b) man
- c) men
- b) women

## БЛОК 2 – ПРОВЕРКА УМЕНИЙ

### 2.1 Прочтите текст и определите, являются ли шесть утверждений после текста истинными или ложными

A fire destroyed a large part of a forest in the north of Italy on Saturday. Thousands of trees were burned in one of the worst forest fires in the country's history.

The fire started on Saturday afternoon after a long period of drought. The fire very quickly burned vast areas of forest due to high winds. Firefighters battled on foot and from the air for several hours trying to bring the fire under control. By the time this was achieved however, a large part of the forest had been totally destroyed. The smoke from the fire formed such a large and dark cloud that it was said to have turned day into night.

Several people were injured in the fire, but fortunately no one was killed. Rescue workers have picked up casualties by helicopter and have taken them to the nearest hospitals. It is also feared that many animals have lost their homes or were killed in the fire.

A project will be set up by the government to clear the area so that the local authorities can begin planting trees as soon as possible. „It is a terrible disaster,“ a firefighter said. „It will take years for the forest to grow again.“

1. This article is about a natural disaster which happened at the weekend. ....
2. The weather had been hot and dry for a very long time. ....
3. The firefighters only used aeroplanes to put the fire out. ....
4. The forest was completely destroyed by the fire. ....
5. Quite a few people died in the fire. ....
6. The injured are being treated in nearby hospitals. ....

### 2.2 Прочитайте текст и ответьте на вопросы, выбрав один правильный ответ

*Orbis* is an organisation which helps blind people everywhere. It has built an eye hospital inside an aeroplane and flown it all over the world with an international medical team. Samantha Graham, a fourteen-year-old schoolgirl from England, went with the plane to Mongolia. Samantha tells the story of Eukhtuul, a young Mongolian girl.

„Last year, when Eukhtuul was walking home from school, she was attacked by boys with sticks and her eyes were badly damaged. Dr Duffey, an *Orbis* doctor, said that without an operation she would never see again. I thought about all the everyday things I do that she couldn't, things like reading schoolbooks, watching television, seeing friends, and I realised how lucky I am.“

„The *Orbis* team agreed to operate on Eukhtuul and I was allowed to watch, together with some Mongolian medical students. I prayed the operation would be successful. The next day I waited nervously with Eukhtuul while Dr Duffey removed her bandages. „In six months your sight will be back to normal,“ he said. Eukhtuul smiled, her mother cried, and I had to wipe away some tears, too!“

,Now Eukhtuul wants to study hard to become a doctor. Her whole future has changed, thanks to a simple operation. We should all think more about how much our sight means to us.’

- What is the writer’s main purpose in writing this text?  
**A** to describe a dangerous trip  
**B** to report a patient’s cure  
**C** to explain how sight can be lost  
**D** to warn against playing with sticks
- Which is the postcard Samantha wrote to an English friend?

<b>A</b> I’ve visited a Mongolian hospital and watched local doctors do an operation	<b>B</b> You may have to fly a long way to have the operation you need, but the journey will be worth it.
<b>C</b> I’m staying with my friend Eukhtuul, while I’m sightseeing in Mongolia	<b>D</b> Make sure you take care of your eyes because they’re more valuable than you realise!

### 2.3 Ознакомьтесь с предпочтениями трех людей и выберите для каждого из них наилучший вариант маршрута из предложенных

- David enjoys walking but he has injured his knee and cannot climb up hills. He would like to spend a couple of hours on a quiet walk with well-marked paths.
- Luigi likes to get as much exercise as possible and particularly likes climbing steep hills to get a good view. He wants to do a walk that is difficult and offers a range of scenery.
- Yannis has two sons of 8 and 10. He would like to take them to see some animals in the countryside. He wants to be able to buy some refreshments.

#### WALKS FOR EVERYONE

##### A HURDLES

This is a route for the experienced walker. It crosses two rivers and includes hills of up to 500 metres, from which you can see the sea. There are several rocky paths that are unsuitable for children or older people and there are no shops so take plenty of water.

##### B PADDOCK WAY

This is a really short track across a working farm. There are plenty of chickens and sheep to see, and the farmer has turned some of the buildings into an educational centre with a café. Not a walk for those who like peace and quiet, but good fun.

##### C CUTTERS WAY

This walk can take anything from 30 minutes to two hours. It's not a good walk for hill-lovers as the ground is completely flat, but it has good signposts and simple facilities for the hungry or thirsty walker. A few places or things to see would improve this walk, which can be a little dull.

The people below all want to move to a new home. Decide which home (letters **A-C**) would be the most suitable for each of the following people (numbers **1-3**).

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_

### 2.4 Прочтите текст и расположите абзацы в правильном порядке

#### FROM RAGS TO RICHES

A However, life used to be very different for this bright young star from Liverpool. "Eight years ago," says Liza, "I lived in a small terraced house with my parents and three brothers. It was very cramped! We didn't have a lot of money, so I used to work as a cleaner at the local hospital to make ends meet. I used to buy my clothes from second-hand shops. I was quite plump back then, because I liked eating chips and chocolate. In my free time I used to sing in the college choir or go for walks on the beach. I didn't use to go to clubs because they were very expensive. I used to listen to the radio a lot, though. I learnt all the words to every pop song and people hired me to sing at parties. My friends liked my

voice a lot, so they persuaded me to send a cassette to a record company. That's how it all started for me. Three weeks later, I received a phone call from the company and my life changed completely".

B Liza's lifestyle has changed a lot since those days in Liverpool. "I think I'm very lucky to lead the life I do today. It's not easy, though, because I don't have the privacy that I used to have. Still, I have a lovely family and a very promising career. What else could I ask for?" she says.

C Liza Smythe is a successful British singer. Her smiling face appears on the covers of international magazines, and every year she travels to many different parts of the world to perform concerts for millions of fans.

D Today, Liza lives in a large house with a big garden just outside London with her husband and a young daughter. She is much slimmer now, and looks very elegant in her chic designer clothes. She is constantly on a diet and goes to the gym every day to keep her body in shape. In her free time she enjoys going to the theatre or to parties.

1 \_\_\_\_ 2 \_\_\_\_ 3 \_\_\_\_ 4 \_\_\_\_

**2.5 Прочтите текст, в котором пропущены три предложения. Заполните пропуски подходящими по смыслу предложениями А-С.**

A The walls and floor of the chapel, as well as the lovely statues it contains, have been carved from rock salt.

B There are also 250 kilometres of tunnels and underground carves with huge salt crystals in strange shapes.

C The salt used to be dug out by hand, and until 1620 it was carried up to the surface by the miners.

#### A HIDDEN WORLD OF WONDERS

Near Cracow, in southern Poland, is the Wieliczka Salt Mine. Not much can be seen above the surface, but visitors are taken down into a hidden world of natural and man-made wonders.

According to a 700-year-old-legend, a princess called the Blessed Kinga threw her ring into a salt mine at Marmaros in Hungary. While travelling from Marmaros to Cracow, she stopped at Wieliczka and her servants were told to dig a well. Instead of water, salt was discovered – and in her first lump of salt which was taken out, Kinga's ring was found!

The legend is just the story – but it is true that for over seven centuries salt has been mined from the rock below the town of Wieliczka. (1) ... After that date, horses were used to carry the salt out, but the work was still very dangerous and many miners were killed or injured. The constant danger made the miners deeply religious and chapels were constructed underground where church services were held. After a chapel was destroyed by fire in 1697, miners were not allowed to take wooden statues into the mine, so they began to carve sculptures from rock salt.

Nowadays visitors are shown how salt was mined long ago, and can see the enormous chambers which have been dug out of the solid rock. They can also see pretty green lakes, and chapels with beautiful carvings. (2) ... A special attraction is the Chapel of the Blessed Kinga, which was made by the miners themselves in a chamber 100 metres underground. (3) ...

You will be amazed by these unforgettable sights, which should definitely not be missed by any visitor to the Cracow area.

### БЛОК 3 – ПРОВЕРКА НАВЫКОВ

#### 3.1 Расскажите о проблемах окружающей среды по предлагаемому плану.

- 1) what ecological problem you find most serious;
- 2) what people should do to improve the ecological situation and to save wildlife;
- 3) whether you really care about protecting the environment, and why / why not.

**Время выполнения задания 15 минут, объём высказывания до 15 предложений.**

### **Вариант 3**

#### **БЛОК 1 – ПРОВЕРКА ЗНАНИЙ**

**Заполните пропуски:**

1. 1 I have never.....a camel.
- 1.2 Don't.....your time.
- 1.3 Did you.....TV last night?

**Выберите один правильный ответ:**

- 1.4 It's snowing ... today.:  
 a) heavily  
 b) heavy  
 c) very  
 d) early
- 1.5 When I arrived home, there was a delicious roast chicken on the ...  
 a) dining-table  
 b) bedside cabinet  
 c) dressing-table  
 d) coffee table
- 1.6 She... dinner at the moment.  
 a) is cooking  
 b) am cooking  
 c) cooks  
 d) cooked
- 1.7 Would you like a ... biscuits?:  
 a) little  
 b) some  
 c) few  
 d) little
- 1.8 Carol usually ... jeans and sandals.  
 a) wears  
 b) don't wear  
 c) is wearing  
 d) wear

**Выберите все правильные ответы:**

- 1.9 ... we have some cake, please?:  
 a) Can't  
 b) Can  
 c) Must  
 d) May
- 1.10 That was the ... film I've ever seen.  
 a) better  
 b) good  
 c) best  
 d) worst

#### **БЛОК 2 – ПРОВЕРКА УМЕНИЙ**

## 2.1 Прочтите текст о Давиде Ливингстоне и расположите абзацы в хронологическом порядке

### David Livingstone

- A) David Livingstone made two more expeditions to Africa. By 1856, he was one of the first Europeans to cross the African continent from west to east. His motto, which was later written on the base of the statue to him at Victoria Falls, was 'Christianity, Commerce and Civilization.' He deeply believed that the navigation of the Zambezi River, as a commercial route into the centre of the continent, would help people achieve these goals. Livingstone also tried to find the source of the Nile River. He never did, but discovered lots of facts about the four great African lakes.
- B) In the official role of a 'medical missionary', he set off for Africa, arriving in Cape Town, South Africa, in 1841.
- C) David Livingstone was an explorer, missionary, and anti-slavery fighter. He became a great hero of the 19<sup>th</sup> century for his discoveries in Africa. Livingstone's African expeditions brought him fame as one of the leading explorers of the 19<sup>th</sup> century. However, according to historians, one of Livingstone's greatest achievements was also promoting antislavery ideas. His books told people about the cruelties and horrors slaves had to suffer.
- D) Livingstone refused to leave his beloved Africa and spent the last years of his life almost cut off from the outside world. He died in 1873. Later, his body was transported to London and buried in Westminster Abbey.
- E) For several years there were no letters from Livingstone and it was decided in London that the explorer was lost. The two main British newspapers sent the journalist, Henry Stanley, to Africa to find David Livingstone. Stanley found the explorer in late 1871, and upon seeing him, said the now well-known words, "Dr. Livingstone, I presume?"

## 2.2 Прочтите текст, в котором пропущены четыре предложения. Заполните пропуски подходящими по смыслу предложениями A-D.

### The White House

For more than 200 years, the White House has been known as the symbol of the President's administration, and of the United States.

The history of the White House began when President George Washington signed an *Act of Congress* in December of 1790 which declared that the federal government would live in a district "not exceeding ten miles square on the river Potomac." The creation of the new American capital began.

\_\_\_\_(1) George Washington, together with the city planner Pierre L'Enfant, chose the place for the new president's home. A competition was held to find an architect to design the President's House.

\_\_\_\_(2) He proposed to build an impressive three-storey house.

The construction began in October of 1792. Although President Washington watched over the construction of the house, he never lived in it. Originally the White House was grey and was called the Presidential Palace. In 1800, when it was nearly completed, its first residents, President John Adams and his wife moved in. Ever since, each President of the United States has lived in this residence.

The Presidential Palace was seriously damaged in the great fire of 1814. \_\_\_\_ (3) After the war James Hoban, the original architect, partially rebuilt the President's home. To cover the marks of the fire, the building was painted white. At various times in history, the building has been known as the President's Palace, the President's House, and the Executive Mansion. President Theodore Roosevelt officially gave it the name of the White House in 1901.

In 1805 President Thomas Jefferson opened the house for public tours. \_\_\_\_ (4) There are 132 rooms in the residence now. For recreation, the White House has a variety of facilities available to its residents, including a tennis court, a jogging track, a swimming pool, a movie theatre, and a bowling alley.

A Nine proposals were handed in, and architect James Hoban won the competition.

- B** However, since September 11, 2001 the public tours have been prohibited.  
**C** Later it was named Washington after the first American President.  
**D** The British invaded Washington and burned many buildings.

### 2.3 Прочтите текст и расположите абзацы в правильном порядке

#### David Beckham

**A** It's important to say that David Beckham has always been a devoted husband and a loving father. David and his wife Victoria have three sons and a daughter. They say the boys are being trained as 'bodyguards' for their little sister Harper. The youngest, Cruz, has been practicing Taekwondo, Brooklyn is interested in boxing, and the oldest, Romeo, does karate. They are preparing early so that when Harper is older, "they will all be ready to protect her from noisy fans," David says.

**B** David Beckham was born on May 2, 1975, in London, England. His father Ted Beckham was a kitchen fitter and his mother Sandra, a hair stylist. David Beckham was the family's only son. A middle child between two sisters, David grew up with parents and relatives who were great fans of *Manchester United*, England's legendary football club. From childhood, David was a promising footballer. At 11 he won the prestigious *Bobby Charlton Soccer Schools National Skills Competition*. David was noticed by Manchester United team officials, who asked him to try out for the club's youth league. By the age of 16, Beckham had to drop out of school. He left home to play for his favourite team. Two years later he became a full-time player for *Manchester United* and one of its leading figures.

**C** David Beckham – is there a more famous and lovable celebrity? The footballer who played for such famous teams as *Manchester United* and *Real Madrid* is also a fashion model and a successful businessman.

**D** David Beckham immediately became very popular with the Real Madrid fans and his shirt sales made a lot of money for the football club, the team didn't win any serious tournaments. Perhaps, it was one of the reasons why in 2007 Beckham signed a five-year contract to play for the *Los Angeles Galaxy* and moved to America. However, his career in America was a rocky one – numerous injuries affected him. In May 2013, David Beckham announced his plans to retire.

### 2.4 Прочтите текст и образуйте нужные по смыслу формы слов, заключённых в скобки

#### J.K. Rowling

J.K. Rowling is one of (**popular**) writers today. She was born into the family of an engineer in 1965. Her childhood was happy, although she does remember getting teased in primary school because of her surname 'Rowling'. She was often called 'Rolling pin' by her schoolmates. The writer says that she never really liked her own surname; she liked the surname of her friends Ian and Vikki Potter who lived nearby. Later she would give their surname to the hero of her popular books.

After finishing school, her parents encouraged Joanna to study French. She (**slight**) regretted choosing French, saying she would have preferred to focus on English and English literature. However, it was her parents' wish that she should study something 'more useful' than just English. After (**graduate**) from university Joanna Rowling took various jobs in London.

It was in 1990, that she first got the idea for Harry Potter, a boy attending a school for wizards. As she recalls, it was on a long train journey from Manchester to London, when she began forming in her mind the characters for the book. On arriving at her flat, she started writing the book (**immediate**), although, it would take her several years to finish it. In the meantime, she went to teach in Portugal, married a Portuguese journalist, had a daughter, Jessica, divorced her husband, and returned to Britain, to Edinburgh.

Eventually, she finished her first copy of *The Philosopher's Stone*, but her agent spent over a year trying hard to get a publisher. It was rejected by 12 major publishing houses. But, finally, quite a small publisher, Bloomsbury, agreed to take the book on. The decision to take on the book was, in large part, due to the publisher's daughters who read and liked the first chapter of the book.

When the first 'Harry Potter' novel was published, the publisher asked Joanna to use initials rather than her first name. The (**publish**) was afraid that boys would be against a book written by a woman. Since Joanna had only one given name, she took 'K.' from her favorite grandmother, Kathleen.

Within a few weeks of publication, book sales started to take off. A number of other novels about Harry Potter followed. In 1998, Warner Bros secured the film rights for the books. The films have increased the success of the books, making Harry Potter into one of the most recognisable media products. Under the close (**guide**) of J.K. Rowling, all the films were shot close to the original plot; also at J.K. Rowling's request the filming took place in Britain.

## 2.5 Прочтите текст и выберите в нём 11 слов по теме «Высшее образование»

### The University of St Andrews

The University of St Andrews is located in the small town of St Andrews on the east coast of Scotland. It is the oldest university in Scotland and the third oldest university in the United Kingdom after Oxford and Cambridge.

In the middle ages, there were no universities in Scotland and young Scottish people had to go abroad to study. Many of them went to study in France, to Paris University. In May 1410 a group of academics, mainly graduates of Paris University and the Universities of Oxford and Cambridge, started a school of higher learning in St Andrews, which offered courses of lectures in logic, philosophy, and law. Later the school turned into a university.

By the middle of the 16<sup>th</sup> century, St Andrews was quite a big university and had three colleges. Even today some of the university buildings date back to this period and they are still in use. In the 17<sup>th</sup> to 19<sup>th</sup> centuries, St Andrews University went through a period of decline. It had serious financial problems, and the number of students got very low. It was recorded that in 1773, the university had only 100 students.

Today St Andrews University has a world-class reputation in teaching and research. It is considered to be one of the best in the United Kingdom. The University population (staff and students) numbers nearly 9,000. They come from more than 100 countries. St Andrews' graduates include statesmen, inventors, authors, political leaders and journalists.

## БЛОК 3 – ПРОВЕРКА НАВЫКОВ

### 3.1 Ознакомьтесь с утверждением

Some people think that learning foreign languages is a waste of time and money

**Письменно изложите ваше мнение по этому поводу, используя следующий план:**

- make an introduction (state the problem)
- express your personal opinion and give 2–3 reasons for your opinion
- express an opposing opinion and give 1–2 reasons for this opposing opinion
- explain why you don't agree with the opposing opinion
- make a conclusion restating your position

**Время выполнения 30 минут, объём 100 слов.**

### Типовое контрольное задание 3 семестр

#### Вариант 2

### БЛОК 1 – ПРОВЕРКА ЗНАНИЙ

**Заполните пропуски:**

1.1 Every time when I missed the bus, I ... to return home late.

1.2 That was great! It was ... meal you have ever cooked.

1.3 This exhibition is ... interesting than the previous one.

**Выберите один правильный ответ:**

1.4 A beautiful bridge ... in our city. It will be finished next year.

- a) builds                              c) is being built  
b) is built                              d) has been built

1.5 It has been raining for two hours. I hope it ... raining soon.

- a) stops                                  c) would stop  
b) shall stop                              d) stop

1.6 Television has many advantages. It keeps us informed about the latest news, and also ... entertainment at home.

- a) provide                                c) is provided  
b) provides                                d) provided

1.7 On the other hand television ... for the violent behaviour of some young people, and for encouraging children to sit indoors, instead of doing sports.

- a) blames                                c) is blamed  
b) blamed                                d) would blame

1.8 Some millionaires have lots of money and ... what to do with it.

- a) don't know                              c) won't know  
b) didn't                                  d) knows

**Выберите все правильные ответы:**

1. 9 When you ... older, you'll change your mind about this.

- a) will grow                                c) have grown  
b) grow                                      d) grew

1. 10 Why are you busy packing? - My train ... in two hours, so we'll leave the house in an hour.

- a) is leaving                                c) leaves  
b) will be leaving                              d) left

## **БЛОК 2 – ПРОВЕРКА УМЕНИЙ**

### **2.1 Прочтите текст и определите, истинны или ложны утверждения 1-5:**

#### **"The Computer Revolution"**

The first computers appeared right after World War II, and since that time they have changed not only the lives of Americans. They have been changing the lives of people all over the world. At present wherever the man turns, he finds a computer working.

Computers in banks can transfer money from one account to another. Computers are used to launch, guide and track spacecrafts and satellites; they help predict weather and earthquakes. They help people make long distance and local telephone calls. Computers are also used when one reserves space on an airplane. In medical laboratories, computers have reduced the errors in testing, and they have saved doctors' countless hours of work.

Many stores use computers to keep track of sales and orders. Also, many stores use optical scanners to record purchases and total prices. A tiny computer chip controls your washing machine. Computers linked to TV, telephone and satellite networks spread information throughout the world.

Without special training it is impossible to understand exactly how a computer does its work. Nevertheless, many people use computers in their daily lives. Computers are everywhere. They are so much a part of our lives that we usually don't even know they are there.

Computers have become the foundation of the modern working world. Today, virtually all types of jobs use them to some degree and all the countries are affected by the "computer revolution".

In the future computers will be a million times faster than they are today. They will become easier to use, but anyone who has not learnt how to use the new technology will be seriously disadvantaged, particularly in the field of employment.

1. The first computers appeared in the middle of the 20th century.

2. It was in England that the first computers began to be used.

3. It is hardly possible for people to use computers in their everyday life.

4. Computers have become the foundation of the modern working world.

5. The problem is that in future computers will become more and more complicated to be used.



## 2.2 Установите соответствие между текстами А–Г и заголовками 1–8.

В задании один заголовок лишний.

1. For information and urgent help
2. World without buttons
3. To monitor and treat the disease
4. A built-in charger
5. Key under your skin
6. Big brother is watching you
7. Disadvantages of tech
8. Phone always on you

**A.**

Sure, we're virtually connected to our phones 24/7 now, but what if we could be literally plugged in to our phones? That's already starting to happen. Last year, for instance, artist Anthony Antonellis had a chip put in his arm that could store and transfer data to his handheld smartphone. And researchers are already experimenting with sensors that turn human bone into living speakers.

**B.**

In the future patients will be able to use implantable technologies to diagnose and even treat diseases. Scientists in London are developing swallowable capsule-sized chip that will control fat levels in obese patients and generate genetic material that makes them feel "full". It has potential as an alternative to surgery to handle obesity. Also it can monitor blood-sugar levels for diabetics.

**C.**

The U.S. military has programs to identify any person using face scanning device. Some people see it as a doubtless advantage: improved crime fighting, secure elections and never a lost child again. However, such technologies can hammer against social norms and raise privacy issues. And one day there might be a computer to see all, know all and control all.

**D.**

One of the challenges for implantable tech is delivering power to devices which are inside human bodies. You can't plug them in as you do with your phone or computer. You can't easily take them out to replace a battery. A team in Cambridge is working on specific bio batteries that can generate power inside the body, transfer it wirelessly where needed, and then simply melt away.

**E.**

Soon tattoos will not only make you look cool but will be able to perform useful tasks, like opening your car or entering smartphone codes with a fingerpoint. Researchers have made an implantable skin fibers thinner than a human hair. Scientists are working on the chip that can be put inside a finger through a tattoo-like process, letting you unlock things or enter codes simply by pointing.

**F.**

The British research team is developing pills with microprocessors in them that can text to hospitals directly from inside your body. The pills can share inside info to help doctors know if you are taking your medication properly and if it is having the desired effect. Moreover, in case of emergency, it can send a signal to the computer and the ambulance will come straight away.

**G.**

Lately touchscreens are everywhere – from computers, phones, tablets to car systems and vending machines. Even doorbells now include touch screen controls. One has to wonder: are we moving to a world of only touchscreen devices? And the answer is probably yes. We are coming to an age where every flat or even curved surface could be made a touchscreen and we can operate from it.

## 2.3 Прочитайте текст и заполните пропуски А–F частями предложений, обозначенными цифрами 1–7. Одна из частей в списке 1–7 лишняя.

### Visiting the Royal Parks

London has a well-deserved reputation as one of the greenest cities in Europe, with a huge number of open spaces across the center of the city. Tourists **A**\_\_\_\_\_ can always relax in a lovely, quiet London park. The Royal Parks, such as St James's, Green Park, the Regent's Park, Hyde Park, Richmond, Greenwich, Bushy Park and Kensington Gardens, are beautifully maintained and popular with locals and visitors alike. Many are former hunting estates of English monarchs, preserved as open space **B**\_\_\_\_\_. They are ideal places to relax and sunbathe in summer, enjoy gorgeous flower beds in spring **C**\_\_\_\_\_.

The Royal Parks provide fantastic green routes in London **D**\_\_\_\_\_ and through some of the most attractive areas of the capital. Picnics in the parks are also a popular activity especially during the busy summer months. Dogs are welcome in all the Royal Parks, although there are some places **E**\_\_\_\_\_. These are clearly indicated within each park and are usually ecologically sensitive sites, children's play areas, restaurants, cafes and some sports areas. Ground nesting birds are particularly sensitive to disturbance by dogs and people. So it is necessary to observe the warning signs **F**\_\_\_\_\_. In Bushy Park and Richmond Park dogs should be kept away from the deer. The Royal Parks are for everyone to enjoy.

1. that are displayed during the nesting season
2. while the city has grown up around them
3. and admire the changing leaves as autumn arrives
4. where they are not allowed or should be kept on a lead
5. who are tired of the noise, crowds and excitement of sightseeing
6. who does not know the route to the place of destination
7. that take cyclists away from traffic

## 2.4 Прочтите текст и образуйте нужные по смыслу формы слов, заключённых в скобки

### The name of Alaska

Do you know the origin of the place name Alaska? The name Alaska comes from the Aleut word *alaxsxaq*, (MEAN) "object toward which the action of the sea is directed" – that is, the mainland. It is also known as Alyeska, the "great land", an Aleut word (FORM) from the same root.

Its nicknames are the Land of the Midnight Sun and America's Last Frontier. Its first nicknames were "Seward's folly" and "Seward's icebox" to laugh at the secretary of state who negotiated the purchase of Alaska from Russia, which (CONSIDER) foolish at the time.

## 2.5 Прочтите текст и расположите абзацы в правильном порядке

### Driverless cars

**A** Each passenger will have a personal video display informing about a current location, the distance to your destination, speed and personal entertainment selections. The concept of 'distracted driving' will disappear as there will be no reason to pay attention to where you are going.

**B** Today, the discussions focus primarily on the shifting of accident liability to manufacturers and all the goodness that comes along with reducing accidents. A truly driverless road would not be accident-free as there would still be a number of accidents caused by mechanical or computer errors, weather conditions, pedestrians and sheer random chance. But it would make the now-routine loss of life on the roads far rarer.

**C** Driverless cars are expected to be rolling into the streets within the next 20 years. In fact, they've legally been on the roads for the past years, approved for testing purposes. It is predicted that driverless vehicles will be commercially available at a high cost within 7 years, but it may take another 8 years for prices to drop enough to spur mass consumption.

**D** Computer-operated cars will eventually reshape the car design as things like windshields will become less necessary. Drivers will be able to sit wherever they'd like in their cars. There will be no need for gas and brake pedals as speed will be automatically controlled by the computer. The steering

wheel and the turn signal arm can also be eliminated once the public gets used to reliability of these vehicles.

**E** The concept of a “driver” will be replaced with that of an “operator”, who simply programs the vehicle’s GPS to arrive at the desired destination and pushes the “Start” button to begin the trip. Since judgment will no longer be required of the operator, they won’t need a driver’s license. Theoretically, a 10-year-old child could independently take the car to school in the morning.

### **БЛОК 3 ПРОВЕРКА НАВЫКОВ**

#### **3.1 Расскажите о значении интернета по предлагаемому плану:**

- 1) what people use the Internet for;
- 2) how the Internet can help students to improve their English;
- 3) whether the Internet can be dangerous, why.

**Время выполнения задания 15 минут, объём высказывания до 15 предложений.**

### **Вариант 3**

### **БЛОК 1 – ПРОВЕРКА ЗНАНИЙ**

**Заполните пропуски:**

#### **1.1 вставьте *will* или *going to***

4. They \_\_\_\_ spend two weeks in exotic Hawaii in June.
5. “What are your plans for the summer?” – “I \_\_\_\_ work at a café.”
6. Watch out, we \_\_\_\_ crash!

#### **1.2 вставьте *a(an)* или *the* там, где необходимо**

4. ...Tiber is...river in ... Rome.
5. We have... dinner at 7 every day.
6. ...Smiths live in ...Liverpool.

#### **1.3 вставьте *some* или *any***

4. I bought ... cheese but I didn’t buy ... bread.
5. I’m going to the post office. I need ... stamps.
6. There aren’t ... shops in this part of town.

#### **1.4 вставьте только одно нужное по смыслу слово**

We often judge people by ..... they are wearing. .... example, people dressed ..... expensive clothes are thought to be ..... wealthy.

**Выберите один правильный ответ:**

#### **1.8**

2. Simon is a(n) ..... friend; he will never betray you.
- d) interesting
  - e) jealous
  - f) loyal

#### **2.6**

Lucy loves meeting new people. She is a very ..... person.

- d) calm
- e) sociable
- f) serious

#### **2.7**

Mario is quite tall and he’s got ..... shoulders.

- d) full
- e) well-built

f) broad

### 1.8

It .....before, but I think it has stopped now.

- d) was snowing
- e) snowed
- f) is snowing

**Выберите все правильные ответы:**

### 1.9

The clock ..... and showed the correct time.

- d) was ticking
- e) ticked
- f) has been ticking
- d) will tick

### 1.10

Mr. Jones is a very ..... man: he always does as he says.

- e) brave
- f) reliable
- g) sincere
- h) dependable

## БЛОК 2 – ПРОВЕРКА УМЕНИЙ

**2.1 Выберите все примеры изученной грамматической структуры из предложенного текста.**

Over the years, I have shared many good times with Julie. She has been one of my best and most trusted friends. I feel fortunate to have met her.

I've known Julie since my first day at school, when we were only five. I can remember her smiling face as the teacher, Mrs Snow, asked me to share the same desk with her.

Julie is quite short and slim. She's got a round face with beautiful almond-shaped eyes and a slightly upturned nose. She often wears her shoulder-length fair hair in a pony-tail. Julie prefers comfortable clothes and can often be seen wearing a blue jumper, a pair of denim jeans and trainers.

Although Julie is quite reserved, she is a kind person who will listen to your problems and try to help you. She is also quite active and enjoys outdoor activities.

One of Julie's favourite hobbies is cycling. She also enjoys reading people's horoscopes and trying to predict what will happen in the future. Julie likes going to the cinema and is especially fond of adventure films.

**2.2 Прочтите предложения и, пользуясь изученными правилами словообразования, образуйте нужные по смыслу формы слов заключённых в скобки.**

In Australia, the "Ozzies" as Australians are (colloquial) referred to, and the "Kiwis" - the affectionate name for New Zealanders - enjoy various sports. Thanks to the (main) mild weather, (beauty) beaches, spectacular mountains and tropical forests, a wide range of outdoor activities are available. You can go scuba diving off a coral reef, (ski) in the mountains, backpacking through a rainforest or even white-water rafting. There are plenty of team sports, too. In Australia, the locals take their football very (serious), as do the New Zealanders, who love their rugby. In both countries, the summer (mean) the beginning of the cricket season, which is another popular sport in this part of the world.

Rugby was first played in New Zealand in the 19<sup>th</sup> century. It is a game similar to football, but there are some (importance) differences. First of all, a rugby ball is large and oval-shaped and you can carry it as well as kick it. Secondly, you can't throw the ball forwards, only backwards or to the side.

**2.3 Прочтите текст с пропусками и вставьте в них подходящие по смыслу вопросы:**

# The Internet: FAQs

## (Frequently Asked Questions)

The Internet is **without doubt** one of the most important **inventions** in history. It was started in 1968 by the US government, but at first it was used **mainly** by scientists. Since 1990, when the World Wide Web was **created**, it has changed the world, and its uses **are growing** every day.

### 1 (a) ... What exactly is the Internet? .....

The Internet is a network (several networks, in fact) of millions of computers around the world, **connected** by phone lines, satellite or cable, so that all the computers on the net can **exchange** information with each other.

### 2 .....

Not quite. The Internet links *computers*, and the World Wide Web is a system which links the *information* stored inside these computers.

### 3 .....

A company or organisation stores its information in electronic documents on one of the Internet computers, somewhere in the world. This computer **space** — the company's web site — has an address, in the same way that every telephone has a number. To visit a web site, you simply **enter the address**. Your computer is connected to the web site, a document is downloaded, and a page appears on your computer screen.

### 4 .....

When you visit a web site looking for information, some words on the page may be **underlined**, showing that there is more information about the **subject** in another document. If you **click** on one of these words, the Web **automatically** connects your computer to a new document or web site, even if this is stored thousands of kilometres away. You're **surfing the net!**

### 5 .....

The main use of the Internet is to find information — for your schoolwork or job, or just to find out more about your hobbies, sports or **current events**. You can also use the Internet to read newspapers and magazines, play games, plan your holiday or buy things from your favourite shop. E-mail makes it possible to send electronic messages anywhere in the world in seconds, and you can use the Internet to '**chat**' with people and make new friends.

### 6 .....

If you don't already use the Internet, all you need to get started is a computer, a modem and a phone line. Using the Internet is getting cheaper and easier all the time.

Are you ready to surf the net? There's a whole exciting Internet world out there waiting for you!



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Are you ready to surf the net? There's a whole exciting Internet world out there waiting for you!

- a** *What exactly is the Internet?*
- b** What do I need in order to use the Internet?
- c** How do I "surf the net"?
- d** That's the same thing as the Web, isn't it?
- e** What can I use the Internet for?
- f** What is a web site, and how do I visit one?

**2.4 Прочтите текст с пропусками и вставьте нужные по смыслу слова из предложенных:**

but, Finally, Firstly, For example, However, In conclusion, Also, What is more, On the other hand

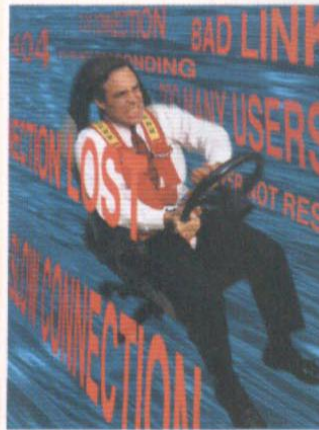
## THE PROS AND CONS OF USING THE INTERNET

1 Advertisements for the Internet promise you a world of information, **entertainment**, on-line shopping and e-mail services. (1) ..... , the real world of the Internet may not be as perfect as the advertisements **suggest**.

2 Using the Internet offers many advantages. (2) ..... , all of the latest information is available to you, in your home, at any hour of the day or night. It is much faster and easier to surf the net **in search of** information from all over the world than to travel to **libraries** in **dozens** of countries. (3) ..... , on-line shopping makes it possible to search through **catalogues** to find exactly what you want at the best price, saving both time and money. By joining a newsgroup or chat group, you can share your hobbies and special interests, and perhaps make friends all over the world. (4) ..... , e-mail is popular because it is faster than sending a letter and cheaper than a telephone conversation.

3 (5) ..... , the Internet has several disadvantages. (6) ..... , with so much information available, finding what you want can take you hours. **Multimedia** web pages with photographs, music and video are attractive, (7) ..... they make downloading slow and boring. (8) ..... , there is too much advertising instead of real information. As for Internet **friendships**, sitting at home in front of a computer making 'chat friends' is not the same as actually meeting people.

4 (9) ..... , the Internet **obviously** has both good and bad points. Fortunately, the system is improving all the time, and any problems which still **exist** can **be solved**. **Whether we like it or not**, the Internet is here to stay, so we have to make the best possible use of it.



2.5 Вместе с другим обучаемым составьте диалог по изученной теме, используя следующие вопросы и варианты ответов.

**Do you use the Internet? If not, would you like to?**  
**Which of these things do you (or would you like to) use the Internet for?**

*finding information*  
*playing games*  
*joining chat groups*

*on-line shopping*  
*sending e-mail*  
*joining newsgroups*

## БЛОК 3 – ПРОВЕРКА НАВЫКОВ

Ознакомьтесь с содержанием статьи.

### A computer

The word “computer” has been part of the English language since 1646, but if you look in a dictionary printed before 1940, you might be surprised to find a computer defined as a *person* who performs calculations! Prior to 1940, machines designed to perform calculations were referred to as calculators and tabulators, not computers. The modern definition and use of the term “computer” *emerged* in the 1940s, when the first electronic computing devices were developed.

Most people can formulate a mental picture of a computer, but computers do so many things and come in such a *variety* of shapes and sizes that it might seem difficult to distill their common characteristics into an all-*purpose* definition. At its core, a **computer** is a *device* that *accepts* input, *processes* data, *stores* data, and produces output, all according to a series of stored instructions.

Computer **input** is whatever is typed, *submitted*, or transmitted to a computer system. Input can be *supplied* by a person, the environment, or another computer. Examples of the kinds of input that a computer can accept include words and symbols in a document, numbers for a calculation, pictures, temperatures from a thermostat, audio signals from a microphone, and instructions from a computer program. An input device, such as a keyboard or mouse, gathers input and *transforms* it into a series of electronic signals for the computer to store and manipulate.

In the context of computing **data** refers to the symbols that represent facts, objects, and ideas. Computers manipulate data in many ways, and this manipulation is called **processing**. The series of instructions that tell a computer how to *carry out* processing tasks *is referred to as* a **computer program**, or simply a “program”. These programs form the **software** that *sets up* a computer to do a specific task. Some of the ways that a computer can process data include *performing* calculations, sorting lists of words or numbers, modifying documents and pictures, *keeping track* of your score in a fact-action game, and drawing graphs. In a computer, most processing takes place in a component called the **central processing unit** (CPU), which is sometimes described as the computer’s “brain”.

A computer stores data so that it will be *available* for processing. Most computers have more than one place to put data, depending on how the data is being used. **Memory** is an area of a computer that *temporarily* holds data waiting to be processed, stored, or output. **Storage** is the area where data can be left on a *permanent* basis when it is not immediately needed for processing. Output is the result produced by a computer. Some examples of computer output include reports, documents, music, graphs, and pictures. An output device displays, prints, or *transmits* the results of processing.

Take a moment to think about the way you use a simple handheld calculator to balance your checkbook each month. You’re forced to do the calculations in stages. *Although* you can *store* data from one stage and use it in the next stage, you cannot store the sequence of formulas – the program – required to balance your checkbook. Every month, therefore, you have to perform a similar set of calculations. The process would be much simpler if your calculator remembered the sequence of calculations and just asked you for this month’s checkbook entries.

Early “computers” were really no more than calculating devices, designed to carry out a specific mathematical task. To use one of these devices for a different task, it was necessary to rewire its circuits. In a modern computer, the idea of a **stored program means** that a series of instructions for a computing task can be *loaded* into a computer’s memory. These instructions can easily be replaced by a different set of instructions when it is time for the computer to perform another task.

The stored program concept *allows* you to use your computer for one task, such as **word processing**, and then easily *switch* to a different type of computing task, such as **editing** a photo or sending an e-



mail message. It is the single most important characteristic that *distinguishes* a computer from other simpler and less *versatile* devices, such as calculators and pocket-sized electronic dictionaries.

**3.1 В паре с другим обучающимся обсудите принципы работы компьютера. Время на подготовку 20 минут, объём высказывания каждого участника до 15 предложений.**

**3.2 Напишите аннотацию статьи объёмом 60 слов, используя выделенные слова. Время выполнения задания 15 минут.**

### Типовое контрольное задание 4 семестр

#### Вариант 2

#### БЛОК 1 – ПРОВЕРКА ЗНАНИЙ

**Заполните пропуски:**

1.1 If I ... some fish, will you cook it for me?

1.2 The children studied hard, and as a result they passed the exams ... of all.

1.3 I listened ... the radio every day to know the weather forecast but I can never rely on it.

**Выберите один правильный ответ:**

1.4 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

1.5 I saw you yesterday from the bus. Where ... you ... at that time?

a) was hurrying

c) had hurried

b) were hurrying

d) did hurry

1.6 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

1.7 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

1.18 I ... understand this letter. Will you translate it for me?

a) mustn't

c) may not

b) can't

d) shouldn't

**Выберите все правильные ответы:**

1.9 According to this song ... we need is love.

a) all

c) each

b) everything

d) some

1.10 I knew that I ... her somewhere before.

a) saw

c) had met

b) had seen

d) has seen

#### БЛОК 2 – ПРОВЕРКА УМЕНИЙ

**2.1 Прочтите текст в котором пропущены четыре предложения. Заполните пропуски подходящими по смыслу предложениями A-D .**

(1)\_\_\_Everything they order from a catalogue is delivered to their door. Now, though, e-mail shopping on the Internet has opened up even more opportunities for this kind of shopping.

(2)\_\_\_They are neither spotty schoolchildren nor intellectual professors, but pensioners who are learning computing with much enthusiasm. It is particularly interesting for people suffering from arthritis as computers offer a way of writing nice clear letters. Now pensioners have discovered the Internet and at the moment they make up the fastest growing membership.

(3)\_\_\_They are like small, self-contained towns where you can find everything you want. In a large centre, shoppers can find everything they need without having to go anywhere else. They can leave their cars in the shopping centre car park and buy everything in a covered complex, protected from the heat, cold or rain.

(4)\_\_\_They took up complete floors of a building, and were less powerful, and much slower than any of today's compact portable computers. At first, the data they had to process and record was fed in on punched paper; later magnetic tape was used, but both systems were completely inconvenient

**A** Shopping centres are full of all kinds of stores.

**B** For many years now, mail-order shopping has served the needs of a certain kind of customers.

**C** Another generation of computer fans has arrived.

**D** Not many people know that, back in the fifties, computers were very big and also very slow.

**2.2 Установите соответствие между текстами А-Г и заголовками 1-8. Один из заголовков 1-8 лишний.**

**1.For information and urgent help**

**2.World without buttons**

**3.To monitor and treat the disease**

**4.A built-in charger**

**5.Key under your skin**

**6.Big brother is watching you**

**7.Disadvantages of tech**

**8.Phone always on you**

**A.**

Sure, we're virtually connected to our phones 24/7 now, but what if we could be literally plugged in to our phones? That's already starting to happen. Last year, for instance, artist Anthony Antonellis had a chip put in his arm that could store and transfer data to his handheld smartphone. And researchers are already experimenting with sensors that turn human bone into living speakers.

**B.**

In the future patients will be able to use implantable technologies to diagnose and even treat diseases. Scientists in London are developing swallowable capsule-sized chip that will control fat levels in obese patients and generate genetic material that makes them feel "full". It has potential as an alternative to surgery to handle obesity. Also it can monitor blood-sugar levels for diabetics.

**C.**

The U.S. military has programs to identify any person using face scanning device. Some people see it as a doubtless advantage: improved crime fighting, secure elections and never a lost child again. However, such technologies can hammer against social norms and raise privacy issues. And one day there might be a computer to see all, know all and control all.

**D.**

One of the challenges for implantable tech is delivering power to devices which are inside human bodies. You can't plug them in as you do with your phone or computer. You can't easily take them out to replace a battery. A team in Cambridge is working on specific bio batteries that can generate power inside the body, transfer it wirelessly where needed, and then simply melt away.

**E.**

Soon tattoos will not only make you look cool but will be able to perform useful tasks, like opening your car or entering smartphone codes with a fingerprint. Researchers have made an implantable skin

fibers thinner than a human hair. Scientists are working on the chip that can be put inside a finger through a tattoo-like process, letting you unlock things or enter codes simply by pointing

F

The British research team is developing pills with microprocessors in them that can text to hospitals directly from inside your body. The pills can share inside info to help doctors know if you are taking your medication properly and if it is having the desired effect. Moreover, in case of emergency, it can send a signal to the computer and the ambulance will come straight away.

G. Lately touchscreens are everywhere – from computers, phones, tablets to car systems and vending machines. Even doorbells now include touch screen controls. One has to wonder: are we moving to a world of only touchscreen devices? And the answer is probably yes. We are coming to an age where every flat or even curved surface could be made a touchscreen and we can operate from it.

### 2.3 Найдите 12 слов и словосочетаний по теме информационные технологии

Sure, we're virtually connected to our phones 24/7 now, but what if we could be literally plugged in to our phones? That's already starting to happen. Last year, for instance, artist Anthony Antonellis had a chip put in his arm that could store and transfer data to his handheld smartphone. And researchers are already experimenting with sensors that turn human bone into living speakers.

In the future patients will be able to use implantable technologies to diagnose and even treat diseases. Scientists in London are developing swallowable capsule-sized chip that will control fat levels in obese patients and generate genetic material that makes them feel "full". It has potential as an alternative to surgery to handle obesity. Also it can monitor blood-sugar levels for diabetics.

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### 2.4 Прочитайте текст и заполните пропуски 1-6 частями предложений, обозначенных буквами А-Г. Одна из этих частей лишняя.

Before the Hubble Space Telescope was launched, scientists thought they knew the universe. They were wrong.

The Hubble Space Telescope has changed many scientists' view of the universe. The telescope is named after American astronomer Edwin Hubble, **1** \_\_\_\_\_.

He established that many galaxies exist and developed the first system for their classifications.

In many ways, Hubble is like any other telescope. It simply gathers light. It is roughly the size of a large school bus. What makes Hubble special is not what it is, **2** \_\_\_\_\_.

Hubble was launched in 1990 from the "Discovery" space shuttle and it is about 350 miles above our planet, **3** \_\_\_\_\_.

It is far from the glare of city lights, it doesn't have to look through the air, **4** \_\_\_\_\_.

And what a view it is! Hubble is so powerful it could spot a fly on the moon.

Yet in an average orbit, it uses the same amount of energy as 28 100-watt light bulbs. Hubble pictures require no film. The telescope takes digital images **5** \_\_\_\_\_.

Hubble has snapped photos of storms on Saturn and exploding stars. Hubble doesn't just focus on our solar system. It also peers into our galaxy and beyond. Many Hubble photos show the stars that make up the Milky Way galaxy. A galaxy is a city of stars.

Hubble cannot take pictures of the sun or other very bright objects, because doing so could "fry" the telescope's instruments, but it can detect infrared and ultra violet light **6** \_\_\_\_\_.

Some of the sights of our solar system that Hubble has glimpsed may even change the number of planets in it.

- A. which is above Earth's atmosphere.
- B. which are transmitted to scientists on Earth.
- C. which is invisible to the human eye.
- D. who calculated the speed at which galaxies move.
- E. so it has a clear view of space.
- F. because many stars are in clouds of gas.
- G. but where it is.

## 2.5 Прочтите текст и образуйте нужные по смыслу формы слов, заключённых в скобки

### UK: Conservation and Environment

Going for a walk is the most popular leisure activity in Britain. Despite its high (POPULATE) density urbanization, the UK has many unspoilt rural and coastal areas.

Twelve National Parks are freely accessible to the public and were created to conserve the (NATURE) wildlife and cultural heritage they contain.

Most of the land in National Parks is privately owned, but administered by an independent National Parks Authority. It works to balance the expectations of (VISIT) with the need to conserve these open spaces for future generations.

The UK also works to improve the global environment and has taken global warming (SERIOUS) even though scientists discovered the hole in the ozone layer.

In 1997, the UK subscribed to the Kyoto Protocol binding developed countries to reduce emissions of greenhouse gases. The Protocol declares environmental (PROTECT).

Nowadays British (SCIENCE) are taking part in one of the largest international projects that is undertaken to protect endangered species.

## БЛОК 3 – ПРОВЕРКА НАВЫКОВ

### 3.1 В паре с другим обучающимся составьте диалог по теме: "Посещение музея" между туристом и работником музея. Используйте следующие фразы:

Shelby Museum Information. Can I help you? Just a moment, please., Can I take photographs?, Cameras are not allowed., Admission is..., Could you tell me what's the museum's opening hours are?, How much does it cost?

**Время выполнения задания 10 минут, объём высказывания до 15 предложений.**

### Вариант 3

#### БЛОК 1 – ПРОВЕРКА ЗНАНИЙ

##### Заполните пропуски:

1.1 Our city is famous ... its beautiful ancient buildings.

1.2 Her hair is long and fair. Everybody admires... .

1.3 Actually, today I feel ... than I did yesterday.

##### Выберите один правильный ответ:

1.4 When I finally found the house, I knocked at the door but ... the answer.

a) don't hear

c) didn't hear

b) hasn't heard

d) heard

1.5 I have been working for the bank for a year already, but I ... to change my job.

a) decided

c) has decided

b) have decided

d) decide

1.6 I couldn't open the office door because someone ... it.

a) lock

c) had locked

b) locked

d) would lock

1.7 As soon as you ... me, I will contact you.

a) calls

c) called

b) will call

d) call

1.8 We were disappointed as the film was ... than we expected.

a) entertaining

c) most entertaining

b) less entertaining

d) entertaining

##### Выберите все правильные ответы:

1.9 This is ... interesting exhibition I've ever visited.

a) the least

c) less

b) most

d) the most

1.10 I'm ... interested in languages than in mathematics,

a) much

c) little

b) more

d) less

#### 2.1 Прочтите текст и образуйте нужные грамматические формы слов, заключённых в скобки.

##### A lesson on efficiency

I remember my last year at school very well. There were three boys (NAME) William in my class. Miss Fisher, one of the teachers, called them all William, and we (NOT KNOW) which one she was talking to. One day, during a lesson on efficiency, she thundered, "William, put that gum you (CHEW) in the wastepaper bin at once!" All three of them started to rise, paused, then walked to the front of the class to dispose of their gum. The teacher beamed. "Three for one! Now that's efficiency."

#### 2.2 Прочтите текст и заполните пропуски частями предложений, обозначенных цифрами 1-7. Одна из частей предложений 1-7 лишняя.

##### Mobile phones

On New Year's Day, 1985, Michael Harrison phoned his father, Sir Ernest, to wish him a happy new year. Sir Ernest was chairman of Racal Electronics, the owner of Vodafone, **A** \_\_\_\_\_. At the time, mobile phones weighed almost a kilogram, cost several thousand pounds and provided only 20 minutes talktime. The networks themselves were small; Vodafone had just a dozen masts covering London. Nobody had any idea of the huge potential of wireless communication and the dramatic impact **B** \_\_\_\_\_. Hardly anyone believed there would come a day when mobile phones were so popular **C** \_\_\_\_\_. But in 1999 one mobile phone was sold in the UK every four seconds, and by 2004 there were more mobile phones in the UK than people. The boom was a result of increased competition which pushed prices lower and created innovations in the way

that mobiles were sold. When the government introduced more competition, companies started cutting prices to attract more customers. Cellnet, for example, changed its prices, **D** \_\_\_\_\_. It also introduced local call tariffs.

The way that handsets themselves were marketed was also changing and it was Finland's Nokia who made **E** \_\_\_\_\_. In the late 1990s Nokia realized that the mobile phone was a fashion item: so it offered interchangeable covers which allowed you to customize and personalize your handset.

The mobile phone industry has spent the later part of the past decade reducing its monthly charge **F** \_\_\_\_\_, which has culminated in the fight between the iPhone and a succession of touch screen rivals.

1. trying to persuade people to do more with their phones than just call and text
2. that there would be more phones in the UK than there are people
3. and relying instead on actual call charges
4. that mobile phones would have over the next quarter century
5. the leap from phones as technology to phones as fashion items
6. and his son was making the first-ever mobile phone call in the UK
7. the move to digital technology, connecting machines to wireless networks

### **2.3 Прочтите текст и найдите в нём четыре слова/словосочетания по теме: «Современные средства связи»**

On New Year's Day, 1985, Michael Harrison phoned his father, Sir Ernest, to wish him a happy new year. Sir Ernest was chairman of Racal Electronics, the owner of Vodafone.

At the time, mobile phones weighed almost a kilogram, cost several thousand pounds and provided only 20 minutes talktime. The networks themselves were small; Vodafone had just a dozen masts covering London. Nobody had any idea of the huge potential of wireless communication.

When the government introduced more competition, companies started cutting prices to attract more customers. It also introduced local call tariffs.

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The mobile phone industry has spent the later part of the past decade reducing its monthly charge, which has culminated in the fight between the iPhone and a succession of touch screen rivals.

### **2.4 Прочтите текст и выберите правильный вариант ответа на вопросы 1-7**

#### **Why I sent Oxford a rejection letter**

A little over a month ago, I sent Oxford a rejection email that parodied the thousands that they send each year. Much to my surprise, it has become a bit of an Internet hit, and has provoked reactions of both horror and amusement.

In my letter I wrote: "I have now considered your establishment as a place to read Law Jurisprudence). I very much regret to inform you that I will be withdrawing my application. I realize you may be disappointed by this decision, but you were in competition with many fantastic universities and following your interview, I am afraid you do not quite meet the standard of the universities I will be considering."

I sent the email after returning from my interview at Magdalen College, Oxford, to prove to a couple of my friends that Oxbridge did not need to be held in awe. One of them subsequently shared it on Facebook because he found it funny.

I certainly did not expect the email to spread as far as it has. Varying between offers of TV interviews and hundreds of enthusiastic Facebook messages, it has certainly been far-reaching. Many of my friends and undoubtedly many strangers were unable to comprehend that I'd sent such an email to this bastion of prestige and privilege. Why was I not afraid of damaging my future prospects as a lawyer? Didn't I think this might hurt my chances with other universities?

For me, such questions paint a picture of a very cynical society. I do not want to study law because I want to be rich, or wear an uncomfortable wig and cloak. Perhaps optimistically, I want to study law because I am interested in justice.

To me, withdrawing my application to an institution that is a symbol of unfairness in both our education and the legal system (which is so dominated by Oxbridge graduates) makes perfect sense, and I am reluctant to be part of a system so heavily dominated by such a narrow group of self-selecting elites.

So, why did I apply in the first place? If you're achieving high grades at A-level (or equivalent), you can feel quite a lot of pressure to "prove yourself" by getting an Oxbridge offer. Coupled with the fact that I grew up on benefits in council estates throughout Bristol – not a type of heritage often associated with an Oxbridge interview – I decided to give it a try.

It was only at the interview that I started to question what exactly I was trying to prove. I was well aware that fantastic candidates are often turned down, and I did not believe that this was a true reflection of their academic potential.

Although I share concern that not going to Oxbridge gives you a "**chip on your shoulder**", I did not write to Oxford to avoid the risk of being labeled as an "Oxbridge reject": I already am one. Last year I made an (admittedly weak) application to Cambridge and was inevitably rejected post-interview.

A year ago, I was in awe of the beautiful buildings of Oxbridge, but today I am in awe of the sheer number of people who, like me, have managed to not take **it** so seriously. Ultimately, I am not harming Oxford by laughing at it, and it is an amazing feeling to realize that so many people are enjoying my email. Actually, I was amazed to know how many people of different ages bothered to read it and even to leave their comments about it in Facebook. I had fun reading some of them, too.

1. The email letter the author sent to Oxford was meant to be ...

- 1) desperate.
- 2) respectful.
- 3) mocking.
- 4) regretful.

2. The letter caused so much response because people ...

- 1) fully agreed with the message.
- 2) were outraged with the letter.
- 3) wanted to defend Oxbridge.
- 4) found the topic exciting.

3. The author accuses society of cynicism because ...

- 1) universities are very selective.
- 2) people supported Oxbridge.
- 3) people seem to be more worried about reputations.
- 4) lawyers do their job for high incomes.

4. Judging by paragraph 7, the author comes from a family which is ...

- 1) educated.
- 2) big.
- 3) aristocratic.
- 4) not very rich.

5. The author believes that the selection to Oxbridge ...

- 1) is hard to understand.
- 2) is unfair.
- 3) reveals candidates' abilities.
- 4) needs improvement.

6. The expression "chip on your shoulder" in paragraph 9 means ...

- 1) feelings of unfair treatment.
- 2) reflection of one's potential.
- 3) below-average performance.
- 4) record of achievements.

7. "It" in 'have managed to not take it so seriously' in the last paragraph refers to ...

- 1) Oxbridge rejection.
- 2) Oxford.
- 3) university studies.
- 4) university interview.

## 2.5 Прочтите текст и расположите абзацы в правильном порядке

**A** Although I share concern that not going to Oxbridge gives you a "**chip on your shoulder**", I did not write to Oxford to avoid the risk of being labeled as an "Oxbridge reject": I already am one. Last year I made an (admittedly weak) application to Cambridge and was inevitably rejected post-interview.

**B** A year ago, I was in awe of the beautiful buildings of Oxbridge, but today I am in awe of the sheer number of people who, like me, have managed to not take it so seriously. Ultimately, I am not harming Oxford by laughing at it, and it is an amazing feeling to realize that so many people are enjoying my email. Actually, I was amazed to know how many people of different ages bothered to read it and even to leave their comments about it in Facebook. I had fun reading some of them, too.

**C** So, why did I apply in the first place? If you're achieving high grades at A-level (or equivalent), you can feel quite a lot of pressure to "prove yourself" by getting an Oxbridge offer. Coupled with the fact that I grew up on benefits in council estates throughout Bristol – not a type of heritage often associated with an Oxbridge interview – I decided to give it a try.

**D** It was only at the interview that I started to question what exactly I was trying to prove. I was well aware that fantastic candidates are often turned down, and I did not believe that this was a true reflection of their academic potential.

What is your opinion? Do you agree with this statement? Write 200–250 words. Use the following plan: – make an introduction (state the problem) – express your personal opinion and give 2–3 reasons for your opinion – express an opposing opinion and give 1–2 reasons for this opposing opinion – explain why you don't agree with the opposing opinion – make a conclusion restating your position

## БЛОК 3 – ПРОВЕРКА НАВЫКОВ

**3.1 Расскажите о роли информационных технологий в обществе по предлагаемому плану:**

- make an introduction (state the problem)
- express your personal opinion and give 2–3 reasons for your opinion
- express an opposing opinion and give 1–2 reasons for this opposing opinion
- explain why you don't agree with the opposing opinion
- make a conclusion restating your position

**Время выполнения задания 20 минут, объём высказывания до 15 предложений.**

## 2. МАТЕРИАЛЫ ДЛЯ ТЕКУЩЕГО КОНТРОЛЯ

### Образцы тестов

1. They had telephones 100 years ago but they.....have televisions.:

- a) don't
- b) didn't
- c) doesn't
- d) do not

2. Diana usually.....jeans and T-shirts.:

- a) is wearing
- b) wears
- c) wear
- d) wearing

3. Is the Nile as.....as the Amazon?:



- a) longest
  - b) long
  - c) longer
  - d) far longer
4. Robert went to the dentist.....he had toothache.:
- a) because
  - b) but
  - c) and
  - d) though
5. ....painted the Mona Lisa?:
- a) How
  - b) Who
  - c) When
  - d) Where
6. How.....apples do you need, sir?:
- a) many
  - b) much
  - c) more
  - d) the most
7. Are.....any good restaurants in your town?:
- a) here
  - b) they
  - c) there
  - d) the
8. ....will be foggy in London on Saturday.:
- a) There
  - b) It
  - c) They
  - d) One
9. We have.....visited the castle.:
- a) yet
  - b) ever
  - c) already
  - d) always
10. The exam wasn't very.....:
- a) easily
  - b) easy
  - c) easier
  - d) easiest

#### Шкала и критерии оценки текущего тестирования

Число правильных ответов	Оценка
90-100% правильных ответов	Оценка «отлично»
70-89% правильных ответов	Оценка «хорошо»
51-69% правильных ответов	Оценка «удовлетворительно»
Менее 50% правильных ответов	Оценка «неудовлетворительно»

#### ТЕКСТЫ ДЛЯ ПРОВЕРКИ НАВЫКОВ ЧТЕНИЯ

**Прочтите текст и устно ответьте на вопросы 1-6 :**

At present wherever the man turns, he finds a computer working.

Computers in banks can transfer money from one account to another. Computers are used to launch, guide and track spacecrafts and satellites; they help predict weather and earthquakes. They help people

make long distance and local telephone calls. Computers are also used when one reserves space on an airplane. In medical laboratories, computers have reduced the errors in testing, and they have saved doctors' countless hours of work.

Many stores use computers to keep track of sales and orders. Also, many stores use optical scanners to record purchases and total prices. A tiny computer chip controls your washing machine. Computers linked to TV, telephone and satellite networks spread information throughout the world.

Without special training it is impossible to understand exactly how a computer does its work. Nevertheless, many people use computers in their daily lives. Computers are everywhere. They are so much a part of our lives that we usually don't even know they are there.

Computers have become the foundation of the modern working world. Today, virtually all types of jobs use them to some degree and all the countries are affected by the "computer revolution".

In the future computers will be a million times faster than they are today. They will become easier to use, but anyone who has not learnt how to use the new technology will be seriously disadvantaged, particularly in the field of employment.

1. When did the first computers appear?
2. Computers are used everywhere, aren't they?
3. What can computers do in banks?
4. What are other spheres where computers may be used?
5. It is impossible to understand exactly how a computer works without special training, is it?
6. Do many people use computers in their daily lives?

**Прочтите текст и письменно ответьте на вопросы 1-6 :**

#### **Mademoiselle Chanel**

She's 14, American, and speaks no French at all. But six-foot-tall Kimora lee Perkins is hot news in Paris. She has become the top model at the Parisian fashion house of Chanel.

She owes her remarkable looks to a Korean mother and a black father. But when she was younger, back home in St. Louis, Missouri, she cried when she looked in the mirror and saw how tall she was. "I felt I was different from all the other kids of my age", she explains. Her mother Joanne Perkins, 34, recalls: "Kimora was an unsociable child. It was almost impossible for her to relate to other girls of her age.

When she was 11, her mother took her to a local modeling school. She thought modeling would be an interesting job because then she would be with other tall girls. She began to like it very much, and had to learn how to walk and pose to show off the best clothes to their best advantage.

Now she spends eight to ten hours a day modeling Chanel's latest fashions in various parts of the world. "I have to try really hard to keep looking good for the cameras", she said.

"People think it's a very easy job that anyone could do, but you need to be very hardworking," Kimora says. "Once, in London, we had to shoot in the street all through the night, and then I had to go to my tutor for school lessons in the morning before taking more photographs in the afternoon".

She is not only the youngest top model, she is also one of the richest. "Mom looks after that, I don't even have a credit card – I'm too young," Kimora explains.

What advice does she have for others? "You should go to a good modeling school, and you should be prepared to work really hard and give your whole life to modeling."

1. What is special about Kimora?
2. How did she become interested in modeling?
3. Was it easy to learn? What did she have to do?
4. What does she have to do in her job?
5. Why is she successful?
6. What advice does she give to others?

#### Критерии оценки чтения

Оценка	Критерии
«отлично»	Оригинальный текст полностью понят (публицистический, научно-

	популярный; инструкцию или отрывок из туристического проспекта), используя известные приемы, направленные на понимание читаемого (смысловую догадку, анализ).
«хорошо»	текст полностью понят, но не определены отдельные детали.
«удовлетворительно»	текст понят не полностью, возникли трудности
«неудовлетворительно»	текст не понят, не ориентируется в тексте при поиске определенных фактов.

### ЗАДАНИЯ ДЛЯ ПРОВЕРКИ НАВЫКОВ ГОВОРЕНИЯ И ПИСЬМА

**1. Опишите вашего родственника или любого знакомого вам человека по следующему плану:**

- physical facts and description
- character, likes and dislikes, habits
- your opinions.

**2. Напишите эссе о вашей предполагаемой профессии и качествах, необходимых для неё. Используйте следующий план.**

- начните со вступления (обозначьте проблему)
- выразите свое личное мнение и подкрепите его двумя-тремя доводами
- выразите противоположное мнение, подкрепив 1-2 причинами
- объясните, почему вы не согласны с противоположным мнением
- сделайте заключение, подчеркнув вашу позицию

**3. Используйте предлагаемый план для сочинения о Статуе Свободы:**

- Introduction: name, place, description
- Body: historical facts, what visitors can see/do there
- Conclusion: recommendations

**4. Ознакомьтесь со следующим утверждением.**

Parents are too worried when children choose a university/college/job far from their home city/country. Напишите эссе на обозначенную тему, используя следующий план:

- начните со вступления (обозначьте проблему)
- выразите свое личное мнение и подкрепите его двумя-тремя доводами
- выразите противоположное мнение, подкрепив 1-2 причинами
- объясните, почему вы не согласны с противоположным мнением
- сделайте заключение, подчеркнув вашу позицию

**5. Прочтите текст и расскажите о жизни коренных американцев, используя предложенные вопросы в качестве плана:**

#### **Native Americans**

The story of the Native Americans - or American Indians - is one that is unique, tragic and inspiring. It is unique because the Indians were the original inhabitants of the American continent and experienced every phase of its European settlement. It is tragic because the conflict between the Indians and whites paralleled the experience of peoples throughout the world who have come in contact with expanding, industrialized societies. It is an inspiring story because the Native Americans, although lost much of their land in the 19th century, have survived, have asserted their political and economic rights, and have succeeded in retaining their identity and culture despite the onslaught of modern civilization. Today Native Americans are full citizens of the United States. They are proud of their own cultural heritage, which they are trying to protect and maintain.

Marks of that heritage can be found all over the United States. Many of the names on United States maps Massachusetts, Ohio, Michigan, Kansas - are Indian words. Indians taught the Europeans how to cultivate crops such as corn, tomatoes, potatoes, tobacco.

About half of the Indians in the United States live in large cities and rural areas throughout the country. The

remainder live in about 300 federal reservations (land set for their use).

Today, there are about 1,4 million Native Americans, which is believed to be more than there were when the first European explorers arrived in the New World.

1. The story of American Indians is unique, tragic and inspiring, isn't it?
2. Why is the story of American Indians tragic?
3. Can you explain why their story is inspiring?
4. Where can the marks of Indian heritage be found?
5. Where do American Indians live nowadays?
6. How many Native Americans are there in the USA today?

**6. Ознакомьтесь с биографией Георга Фридриха Генделя и поделитесь впечатлениями о прочитанном в письме вашему другу:**

**George Frederic Handel** was born in Germany in 1684. His father wanted him to be a lawyer and discouraged the boy from studying music in any way. He, in fact, forbade his son to touch any musical instrument whatever. But young George was not one to accept defeat so easily. Being a boy of resourceful mind he smuggled a small clavichord into the garret where he used to amuse himself while the family was asleep.

Once the duke while going into the church was surprised at hearing someone playing so well on the organ. What was his amazement when he found in the organ-loft ... a child of seven. It was Handel. After that the duke persuaded the boy's father to place his son under the organist as a pupil. When George was fourteen he far excelled his teacher. It took him a few more years to surpass many outstanding masters in composition as well.

First Handel went to Italy where he spent six years living in such towns as Florence, Venice and Rome. While in Florence he produced his opera "Rodrigo". His fame kept steadily spreading and the English nobility did their best to induce him to come to London. After a very warm reception which touched him deeply he decided to make England his permanent residence.

Shortly before his death a great misfortune befell him. He was afflicted with total blindness. But disease failed to break Handel's spirit and he continued to perform in public. Like many other great people, Handel was buried in Westminster Abbey.

**7. Напишите статью в местную газету с предложениями по улучшению экологии вашего города. Используйте предлагаемый план:**

Introduction: state the problem

Body: suggestion 1 + result/example

suggestion 2 + result/example

suggestion 3 + result/example

Conclusion: summarise your opinion

**8. Ознакомьтесь со следующим утверждением и устно выразите ваше отношение к нему, используя предлагаемый план:**

Normally we like to surround ourselves with people of the same age, interests and opinions. This is how groups are formed.

- выразите свое личное мнение и подкрепите его двумя-тремя доводами
- выразите противоположное мнение, подкрепив 1-2 причинами
- объясните, почему вы не согласны с противоположным мнением
- сделайте заключение, подчеркнув вашу позицию

**9. Напишите статью в газету вашего университета с предложениями по улучшению работы корпоративной информационной сети, используя предлагаемый план:**

Introduction: state the problem

Body: suggestion 1 + result/example

suggestion 2 + result/example

suggestion 3 + result/example

Conclusion: summarise your opinion

**Критерии оценки говорения**

Оценка	Критерии
«отлично»	Высказывание было связным и логически последовательным. Языковые средства были правильно употреблены, практически отсутствовали ошибки, нарушающие коммуникацию, или они были незначительны. Объем высказывания соответствовал заданному. Темп речи беглый, произношение правильное.
«хорошо»	Высказывание было связанным и последовательным. Использовался довольно большой объем языковых средств, которые были употреблены правильно. Однако были сделаны отдельные ошибки, нарушающие коммуникацию. Темп речи был несколько замедлен. Отмечались некоторые ошибки в произношении.
«удовлетворительно»	Диапазон языковых средств был ограничен, объем высказывания не достигал нормы. Ученик допускал языковые ошибки. В некоторых местах нарушалась последовательность высказывания. Темп речи был замедленным. Встречалось большое количество фонетических ошибок.
«неудовлетворительно»	Высказывание было небольшим по объему, не соответствовало требованиям. Допущено большое количество ошибок, как языковых, так и фонетических. Многие ошибки нарушали общение.

**Критерии оценки письма**

Оценка	Критерии
«отлично»	Коммуникативная задача решена, соблюдены основные правила оформления текста, очень незначительное количество орфографических и лексико-грамматических погрешностей. Материал логично и последовательно изложен. Практически нет ошибок. Соблюдается правильный порядок слов. Почти нет орфографических ошибок. Имеющиеся неточности не мешают пониманию текста.
«хорошо»	Коммуникативная задача решена, но лексико-грамматические погрешности препятствуют пониманию. Мысли изложены в основном логично. Использован достаточный объем лексики, допущены отдельные неточности в употреблении слов. В работе имеется ряд грамматических и орфографических ошибок, не препятствующих пониманию текста.
«удовлетворительно»	Коммуникативная задача решена, но языковые погрешности препятствуют пониманию текста. Мысли не всегда изложены логично. Использован ограниченный запас слов. Грамматические и орфографические ошибки могут приводить к непониманию текста.
«неудовлетворительно»	Коммуникативная задача не решена. Отсутствует логика в построении высказывания. Использованный лексический запас недостаточен для выражения своих мыслей. Грамматические правила не соблюдаются. Правила орфографии и пунктуации не соблюдаются.