

Вопрос 3	Какие типы условных предложений существуют в английском языке?
Вопрос 4	Какие существительные не поддаются общему правилу?
Вопрос 5	В каких случаях используется пассивный залог?

ВАРИАНТ 4

Формируемая(ые) (оцениваемая(ые)) компетенция(ии)

УК-4 Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)

Формируемые (оцениваемые) индикаторы достижения компетенций:

УК-4.2 Демонстрирует способность осуществлять деловую коммуникацию в устной и письменной формах на иностранном(ых) языке(ах), оформлять письменную речь грамотно, в соответствии с правилами орфографии и пунктуации

УК-4.3 Выполняет перевод текстов с иностранного(-ых) на государственный язык Российской Федерации и (или) с государственного языка РФ на иностранный(-ые)

Ситуационное задание №1

Переведите текст, задайте к нему вопросы, демонстрируя осуществление деловой коммуникации в устной и письменной формах на иностранном(ых) языке(ах) и оформление письменной речи грамотно, в соответствии с правилами орфографии и пунктуации. Составьте небольшой пересказ данного текста в виде summary.

It was six o'clock when Ben Smith, dreadfully tired, arrived home from the school where he was a teacher. He had had a lot of work and trouble that day. He dreamed of a quiet evening at home. June, his wife, met him at the door smiling radiantly. She asked Ben to be quick with his dinner and change after that. She said she had got everything arranged and they would go to the theatre.

Only then did Ben remember it was the very night that had been settled for their going out. So June was realizing her dream. He envied his daughter Penny, a sixteen-year old girl, who said she would stay indoors and watch television. But suddenly he was sorry for June who got too little entertainment even at weekends.

It was already past seven when they started for the theatre. The weather was unusually nasty. Ben's nose and feet were cold. After 20 minutes a number 64 bus stopped. They got on, but the seats were full. Unfortunately the bus conductor told Ben to get off as only seven people could stand in the bus. Ben did so forgetting that his wife had got the tickets. It was pouring now. The road was wet and there was a hole in his shoe. Luckily he got on the next number 64 bus soon enough and found a seat. Ben shut his eyes. When he opened them again, the bus was past the theatre. It was still raining as he walked back to it feeling unhappy. Over the doors were the words, "Under the High Trees".

The man at the door said he could not let him in without a ticket. Ben was about to leave when a girl behind the ticket-office window said: "Are you Mr. Smith? Your wife left your ticket with me."

Ben squeezed to his seat in the dark, stepping on people's feet. He asked June what the play was about. She whispered she could not understand much as one actor, an old man, spoke very quietly, and the other, a young man, spoke very quickly.

As soon as the play was over, they ran out. There were no buses, and it was raining. They waited and waited, and their clothes got wetter. At last Ben lost his patience and shouted: "Taxi!" A passing taxi stopped. Ben pushed his wife in.

"Two pounds," said the driver when they arrived.

"What?"

"After ten o'clock in the evening the fare is higher."

Unwillingly Ben paid the driver. Besides all the trouble it turned out to be too expensive for them.

"Did you watch television, Penny?" Ben asked his daughter.

"Yes," she said. "You can't imagine how brilliant the play was."

"What was the name of it?" asked Ben as he picked up his cup of coffee.

"Under the High Trees" was the answer. Ben Smith put his cup of coffee on the kitchen table and went slowly upstairs to bed.

Ситуационное задание №2

Выполните перевод текстов с иностранного(-ых) на государственный язык Российской Федерации и (или) с государственного языка РФ на иностранный(-ые). Объясните случаи употребления Future Simple Tense и To Be Going To.

1. What will you do tomorrow evening? 2. Сюзь не расскажет секрет никому. 3. I will be glad to see you again. 4. Это лето будет очень жарким. 5. Я думаю, экзамен будет сложным. 6. Are you going to ask this question? 7. У нас закончился кофе. Да, я знаю, я пойду куплю (собираюсь пойти купить) попозже. 8. It's so cold! I think it is going to snow. 9. Я разбил вазу сестры. Она меня убьет! 10. The cop has got a flashlight! He is going to spot us.

Письменный опрос

Вопрос 1	На что необходимо обращать внимание при переводе предложений?
Вопрос 2	Как образуется согласование времен в английском языке?

Вопрос 3	Когда употребляются смешанные типы придаточных предложений в английском языке?
Вопрос 4	Для чего используются условные предложения в английском языке?
Вопрос 5	На какие типы делятся модальные глаголы?

ВАРИАНТ 5

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Ситуационное задание №2

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Письменный опрос

Вопрос 1	В какой форме должны проходить дебаты на практических занятиях между студентами?
Вопрос 2	Какие приставки используются при словообразовании глаголов, существительных,

	наречий и прилагательных?
Вопрос 3	Чем отличается словообразование при помощи приставок от других методов?
Вопрос 4	Как образуются прилагательные?
Вопрос 5	Какие правила пунктуации используются при прямой и косвенной речах?

ВАРИАНТ 1

Формируемая(ые) (оцениваемая(ые)) компетенция(ии)

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The farm, an old-fashioned stone house, was built in 1673, and for three hundred years the people had been born and died in it and had farmed the surrounding land. George Meadows was a man of fifty and his wife, Mrs. George, was a year or two younger. They were both fine people in the prime of life. Their three daughters were lovely and their two sons were handsome and strong. They had no notions about being gentlemen and ladies; they knew their place, were happy and deserved their happiness, as they were merry, industrious and kindly.

The master of the house was not George, but his mother, who was twice the man her son was, as they said in the village. She was a woman of seventy, tall, upright, with gray hair and a wrinkled face. Her eyes were bright and shrewd and she had a sense of humour. Her word was law in the house and on the farm. In short, she was a character.

One day Mrs. George met me in the street and told me that they had received a letter from their Uncle George, whom them all thought dead. The letter informed them of his coming. "Just fancy," she said, "he hasn't been here for fifty years. And old Mrs. Meadows sits there and smiles to herself! All she says is that he was very good-looking, but not so steady as his brother Tom!" Mrs. George invited me to look in and see the old man. I accepted the invitation with joy, as I knew the story of Uncle George Meadows and it amused me because it was like an old ballad. It was touching to come across such a story in real life. More than fifty years ago, when Mrs. Meadows was Emily Green, a young charming girl, George and his younger brother Tom both courted her. When Emily married Tom, George had gone to sea. For twenty years he sent them presents now and then; then there was no more news of him. After her husband's death Emily wrote George about it, but never received an answer. And the previous day, to their greatest surprise they received his letter, in which he wrote that he was crippled with rheumatism and feeling he had not much longer to live, wanted to return to the house in which he was born.

When I came the whole family was assembled in the kitchen. I was amused to see that Mrs. Meadows was wearing her best silk dress. On the other side of the fireplace sat an old man with a wrinkled yellow face. He was very thin and his skin hung on his bones like an old suit too large for him. Captain George, as he had called himself, told us that he had been so ill he thought he would never be able to get back, but the look of his old home had done him a lot of good. He said good-humouredly: "I feel now better and stronger than I have for many years, dear Emily!" No one had called Mrs. Meadows by her Christian name for a generation and it gave me a shock, as though the old man were taking a liberty with her. It was strange to look at these two old smiling people and to think that nearly half a century ago he had loved her and she had married another.

When I asked him if he had ever been married he said he knew too much about women for that. Then he added looking at Mrs. Meadows: "I said I'd never marry anyone but you, Emily, and I never had." He said it not with regret, but with some satisfaction. Captain Meadows told us a lot of interesting stories about his adventures and about many things he had seen and done.

"Well, one thing you haven't done. George, and that is to make a fortune!" said Mrs. Meadows with a thoughtful smile. "Oh, I'm not one to save money. Make it and spend it, that's my motto. But if I had a chance of going through my life again I'd take it. There are not many people who'd wish it!" I looked at this toothless, crippled, penniless old man with admiration and respect. That was a man who had made a success of his life, because he had enjoyed it.

Next morning I decided to see the old man again. I saw Mrs. Meadows in the garden picking white flowers. I asked her if Captain Meadows was well. "Oh, dear, he had always been a harum-scarum fellow! He boasted that he was so happy to be back in his old home that he would live for another twenty years. Alas! He died in his sleep." Mrs. Meadows smelt the flowers she held in her arms and added thoughtfully: "Well, I'm glad he came back. After I married Tom and George went away, I was never sure I had married the right man!"

Ситуационное задание № 2

Выполните перевод текстов с иностранного(-ых) на государственный язык Российской Федерации и (или) с государственного языка РФ на иностранный(-ые). Объясните случаи употребления конструкции Have Something Done.

1. Mr. Graham is going to get his car fixed. 2. Нам меняли окна вчера в 11 утра. 3. I had my shoes repaired. 4. Нам еще не отремонтировали квартиру. 5. Jane will not have her hair colored. 6. Магазин мистера Дженкинса ограбили прошлой ночью. 7. He will be having his car checked at 10 a.m. tomorrow. 8. Тебе стоит удалить зуб мудрости. 9. It is worth having your hair colored. 10. Мне сделают осмотр спины.

Письменный опрос

Вопрос 1	Для чего используются наречия частоты?
Вопрос 2	Какая структура используется при составлении делового письма?
Вопрос 3	Как образуется пассивный залог во всех временах и конструкциях в английском языке?
Вопрос 4	Когда и в каких типах предложений употребляется глагол shall?
Вопрос 5	Какие случаи употребления условных предложений в реальных и нереальных ситуациях вы можете назвать?

ВАРИАНТ 2

Формируемая(ые) (оцениваемая(ые)) компетенция(ии)

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Письменный опрос

Вопрос 1	Какие коммуникационные навыки развиваются при участии в дебатах у студентов?
Вопрос 2	Почему некоторые глаголы состояния нельзя использовать во временах Continuous?
Вопрос 3	Как образуются прошедшие времена во всех типах предложений?
Вопрос 4	В каких случаях используются инфинитив и герундий?
Вопрос 5	Какие дополнительные способы выражения будущего времени в английском вы знаете?

ВАРИАНТ 3

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The master of the house was not George, but his mother, who was twice the man her son was, as they said in the village. She was a woman of seventy, tall, upright, with gray hair and a wrinkled face. Her eyes were bright and shrewd and she had a sense of humour. Her word was law in the house and on the farm. In short, she was a character.

One day Mrs. George met me in the street and told me that they had received a letter from their Uncle George, whom them all thought dead. The letter informed them of his coming. "Just fancy," she said, "he hasn't been here for fifty years. And old Mrs. Meadows sits there and smiles to herself! All she says is that he was very good-looking, but not so steady as his brother Tom!" Mrs. George invited me to look in and see the old man. I accepted the invitation with joy, as I knew the story of Uncle George Meadows and it amused me because it was like an old ballad. It was touching to come across such a story in real life. More than fifty years ago, when Mrs. Meadows was Emily Green, a young charming girl, George and his younger brother Tom both courted her. When Emily married Tom, George had gone to sea. For twenty years he sent them presents now and then; then there was no more news of him. After her husband's death Emily wrote George about it, but never received an answer. And the previous day, to their greatest surprise they received his letter, in which he wrote that he was crippled with rheumatism and feeling he had not much longer to live, wanted to return to the house in which he was born.

When I came the whole family was assembled in the kitchen. I was amused to see that Mrs. Meadows was wearing her best silk dress. On the other side of the fireplace sat an old man with a wrinkled yellow face. He was very thin and his skin hung on his bones like an old suit too large for him. Captain George, as he had called himself, told us that he had been so ill he thought he would never be able to get back, but the look of his old home had done him a lot of good. He said good-humouredly: "I feel now better and stronger than I have for many years, dear Emily!" No one had called Mrs. Meadows by her Christian name for a generation and it gave me a shock, as though the old man were taking a liberty with her. It was strange to look at these two old smiling people and to think that nearly half a century ago he had loved her and she had married another.

When I asked him if he had ever been married he said he knew too much about women for that. Then he added looking at Mrs. Meadows: "I said I'd never marry anyone but you, Emily, and I never had." He said it not with regret, but with some satisfaction. Captain Meadows told us a lot of interesting stories about his adventures and about many things he had seen and done.

"Well, one thing you haven't done. George, and that is to make a fortune!" said Mrs. Meadows with a thoughtful smile. "Oh, I'm not one to save money. Make it and spend it, that's my motto. But if I had a chance of going through my life again I'd take it. There are not many people who'd wish it!" I looked at this toothless, crippled, penniless old man with admiration and respect. That was a man who had made a success of his life, because he had enjoyed it.

Next morning I decided to see the old man again. I saw Mrs. Meadows in the garden picking white flowers. I asked her if Captain Meadows was well. "Oh, dear, he had always been a harum-scarum fellow! He boasted that he was so happy to be back in his old home that he would live for another twenty years. Alas! He died in his sleep." Mrs. Meadows smelt the flowers she held in her arms and added thoughtfully: "Well, I'm glad he came back. After I married Tom and George went away, I was never sure I had married the right man!"

Ситуационное задание №2

Выполните перевод текстов с иностранного(-ых) на государственный язык Российской Федерации и (или) с государственного языка РФ на иностранный(-ые). Объясните случаи употребления конструкции Have

Something Done.

1. Mr. Graham is going to get his car fixed. 2. Нам меняли окна вчера в 11 утра. 3. I had my shoes repaired. 4. Нам еще не отремонтировали квартиру. 5. Jane will not have her hair colored. 6. Магазин мистера Дженкинса ограбили прошлой ночью. 7. He will be having his car checked at 10 a.m. tomorrow. 8. Тебе стоит удалить зуб мудрости. 9. It is worth having your hair colored. 10. Мне сделают осмотр спины.

Письменный опрос

Вопрос 1	В каких случаях используется передача приказов восклицаний, кратких ответов и вопросительных ярлыков в косвенной речи.
Вопрос 2	Какие факторы нужно учитывать при составлении резюме на английском языке?
Вопрос 3	Чем косвенная речь отличается от прямой?
Вопрос 4	Какого стиля следует придерживаться при ведении деловых встреч и прохождении собеседования?
Вопрос 5	Как образуются инфинитив и инфинитивные конструкции?

ВАРИАНТ 4

Формируемая(ые) (оцениваемая(ые)) компетенция(ии)

УК-4 Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)

Формируемые (оцениваемые) индикаторы достижения компетенций:

УК-4.2 Демонстрирует способность осуществлять деловую коммуникацию в устной и письменной формах на иностранном(ых) языке(ах), оформлять письменную речь грамотно, в соответствии с правилами орфографии и пунктуации

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Ситуационное задание №1

Переведите текст, задайте к нему вопросы, демонстрируя осуществление деловой коммуникации в устной и письменной формах на иностранном(ых) языке(ах) и оформление письменной речи грамотно, в соответствии с правилами орфографии и пунктуации. Составьте небольшой пересказ данного текста в виде summary.

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The master of the house was not George, but his mother, who was twice the man her son was, as they said in the village. She was a woman of seventy, tall, upright, with gray hair and a wrinkled face. Her eyes were bright and shrewd and she had a sense of humour. Her word was law in the house and on the farm. In short, she was a character.

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When I came the whole family was assembled in the kitchen. I was amused to see that Mrs. Meadows was wearing her best silk dress. On the other side of the fireplace sat an old man with a wrinkled yellow face. He was very thin and his skin hung on his bones like an old suit too large for him. Captain George, as he had called himself, told us that he had been so ill he thought he would never be able to get back, but the look of his old home had done him a lot of good. He said good-humouredly: "I feel now better and stronger than I have for many years, dear Emily!" No one had called Mrs. Meadows by her Christian name for a generation and it gave me a shock, as though the old man were taking a liberty with her. It was strange to look at these two old smiling people and to think that nearly half a century ago he had loved her and she had married another.

When I asked him if he had ever been married he said he knew too much about women for that. Then he added looking at Mrs. Meadows: "I said I'd never marry anyone but you, Emily, and I never had." He said it not with regret, but with some satisfaction. Captain Meadows told us a lot of interesting stories about his adventures and about many things he had seen and done.

"Well, one thing you haven't done. George, and that is to make a fortune!" said Mrs. Meadows with a thoughtful smile. "Oh, I'm not one to save money. Make it and spend it, that's my motto. But if I had a chance of going through my life again I'd take it. There are not many people who'd wish it!" I looked at this toothless, crippled, penniless old man with admiration and respect. That was a man who had made a success of his life, because he had enjoyed it.

Next morning I decided to see the old man again. I saw Mrs. Meadows in the garden picking white flowers. I asked her if Captain Meadows was well. "Oh, dear, he had always been a harum-scarum fellow! He boasted that he was so happy to be back in his old home that he would live for another twenty years. Alas! He died in his sleep." Mrs. Meadows smelt the flowers she held in her arms and added thoughtfully: "Well, I'm glad he came back. After I married Tom and George went away, I was never sure I had married the right man!"

Ситуационное задание №2

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Письменный опрос

Вопрос 1	Как образуются вопросительные предложения в косвенной речи?
Вопрос 2	В каких случаях используется передача приказов/просьб/предложений?
Вопрос 3	В каких случаях используются инфинитив и причастие в конструкции "Complex Object"?
Вопрос 4	Какие временные маркеры используются для определения прошедших времен?
Вопрос 5	Какие типы условных предложений существуют в английском языке?

ВАРИАНТ 5

Формируемая(ые) (оцениваемая(ые)) компетенция(ии)

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Формируемые (оцениваемые) индикаторы достижения компетенций:

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Ситуационное задание №1

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Ситуационное задание №2

Выполните перевод текстов с иностранного(-ых) на государственный язык Российской Федерации и (или) с государственного языка РФ на иностранный(-ые). Объясните случаи употребления конструкции Have

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Письменный опрос

Вопрос 1	Какая структура используется при составлении делового письма?
Вопрос 2	Почему некоторые глаголы состояния нельзя использовать во временах Continuous?
Вопрос 3	Какие дополнительные способы выражения будущего времени в английском вы знаете?
Вопрос 4	Какие типы условных предложений существуют в английском языке?
Вопрос 5	Какие существительные не поддаются общему правилу?

ВАРИАНТ 1

Формируемая(ые) (оцениваемая(ые)) компетенция(ии)

УК-4 Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)

Формируемые (оцениваемые) индикаторы достижения компетенций:

УК-4.2 Демонстрирует способность осуществлять деловую коммуникацию в устной и письменной формах на иностранном(ых) языке(ах), оформлять письменную речь грамотно, в соответствии с правилами орфографии и пунктуации

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Ситуационное задание № 1

Переведите текст, задайте к нему вопросы, демонстрируя осуществление деловой коммуникации в устной и письменной формах на иностранном(ых) языке(ах) и оформление письменной речи грамотно, в соответствии с правилами орфографии и пунктуации. Составьте небольшой пересказ данного текста в виде summary.

On Thursday evenings the two librarians at the library in Benham, Pamela Cream and Violet Meade were to work until nine o'clock. The girls didn't mind staying late; in their small town there was very little for two unmarried girls to do anything. That's why when Inspector Ellis of the local police offered to give judo lessons to anybody who wanted them, Pamela was the first to enroll. She began learning judo exactly as she did everything else, thoroughly and with great interest. She always insisted on doing her best. She was a small woman, but in judo that does not matter. She was healthy, strong and brave. If not really beautiful she was pleasant to look at and no wonder Inspector Timothy Ellis fell in love with his best pupil. They were to get married soon.

That Thursday Tim was to call for her at nine o'clock to take her out to dinner. It was already eight-thirty and Pamela was returning the books to the shelves, while Violet was serving the remaining readers.

When Pamela was passing the windows near the back door she noticed that the blind was up. She tried to pull it down, but it kept rolling to the top of the window, making a very loud noise. At last Pamela managed somehow to make it stay down, then went to the next aisle. To her greatest surprise she saw two men there.

"Oh," she said, "I'm sorry, gentlemen, but readers are not allowed in this section of the library!" "I'm sorry, Miss," said the smaller of the two men with an ugly face, who seemed as surprised as Pamela, "we didn't know it." The other man, much larger than the one who spoke stood with his back to Pamela, leaning against the shelves. The smaller man said: "I'm afraid my friend is feeling rather weak. He wants some fresh air. Could you help me take him out, Miss?" "Oh, I'm so sorry," said Pamela and put her arm about the bigger man who was quite heavy. The smaller man took his friend by the other arm and the three of them started moving slowly to the back door. Suddenly Pamela stopped in horror. She saw blood on the man's coat. Looking at him closely she saw he was dead. The truth flashed in her mind. "You ... you killed him... here, in our library!" "Aren't you a smart young lady!" hissed the short man angrily, "go on helping me and avoid attracting attention, or you'll get what Blackie got." Pamela obeyed. They were in front of the window when suddenly Pamela had an idea. That new judo hold that Tim had taught her, maybe it would work! She must take her chance. That murderer was very dangerous, one more dead body that could well be her own wouldn't make him lose sleep. Oh, if only the hold worked!

Her hand touched the window blind. It went up with a loud noise. The man, greatly surprised by it, dropped Blackies arm and Pamela let go of the other arm. The heavy body fell to the floor. The murderer snatched out a knife and rushed at Pamela, who was ready for him... When the frightened people from the library came running into the back room they saw two men lying on the floor and white-faced Pamela standing over the unconscious murderer...

Ситуационное задание № 2

Выполните перевод текстов с иностранного(-ых) на государственный язык Российской Федерации и (или) с государственного языка РФ на иностранный(-ые). Объясните случаи употребления конструкции Conditional Sentences (0,1).

- Behave well if you want to go for a walk later.
- Позвони мне, если ты думаешь, что сможешь выполнить эту работу.
- If babies are hungry, they cry.
- Змеи кусаются, когда они напуганы.
- If you want to come, text me before 7:00.
- Если будет солнечно, мы пойдем на прогулку.
- Maria will be sad if Sam leaves.
- Если ты не поторопишься, мы пропустим автобус.
- If it rains tomorrow, we'll stay at home.
- Если у меня будет достаточно денег, я куплю компьютер.

Письменный опрос

Вопрос 1	В каких случаях используется неопределенный артикль?
Вопрос 2	На что необходимо обращать внимание при переводе предложений?

Вопрос 3	Как образуется согласование времен в английском языке?
Вопрос 4	Когда употребляются смешанные типы придаточных предложений в английском языке?
Вопрос 5	Для чего используются условные предложения в английском языке?

ВАРИАНТ 2

Формируемая(ые) (оцениваемая(ые)) компетенция(ии)

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Ситуационное задание №1

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When Pamela was passing the windows near the back door she noticed that the blind was up. She tried to pull it down, but it kept rolling to the top of the window, making a very loud noise. At last Pamela managed somehow to make it stay down, then went to the next aisle. To her greatest surprise she saw two men there.

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Her hand touched the window blind. It went up with a loud noise. The man, greatly surprised by it, dropped Blackies arm and Pamela let go of the other arm. The heavy body fell to the floor. The murderer snatched out a knife and rushed at Pamela, who was ready for him... When the frightened people from the library came running into the back room they saw two men lying on the floor and white-faced Pamela standing over the unconscious murderer...

Ситуационное задание №2

Выполните перевод текстов с иностранного(-ых) на государственный язык Российской Федерации и (или) с государственного языка РФ на иностранный(-ые). Объясните случаи употребления конструкции Conditional Sentences (0,1).

1. Behave well if you want to go for a walk later. 2. Позвони мне, если ты думаешь, что сможешь выполнить эту работу. 3. If babies are hungry, they cry. 4. Змеи кусаются, когда они напуганы. 5. If you want to come, text me before 7.00. 6. Если будет солнечно, мы пойдем на прогулку. 7. Maria will be sad if Sam leaves. 8. Если ты не поторопишься, мы пропустим автобус. 9. If it rains tomorrow, we'll stay at home. 10. Если у меня будет достаточно денег, я куплю компьютер.

Письменный опрос

Вопрос 1	В какой форме должны проходить дебаты на практических занятиях между студентами?
Вопрос 2	Какие приставки используются при словообразовании глаголов, существительных,

	наречий и прилагательных?
Вопрос 3	Чем отличается словообразование при помощи приставок от других методов?
Вопрос 4	Как образуются прилагательные?
Вопрос 5	Какие правила пунктуации используются при прямой и косвенной речах?

ВАРИАНТ 3

Формируемая(ые) (оцениваемая(ые)) компетенция(ии)

УК-4 Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)

Формируемые (оцениваемые) индикаторы достижения компетенций:

УК-4.2 Демонстрирует способность осуществлять деловую коммуникацию в устной и письменной формах на иностранном(ых) языке(ах), оформлять письменную речь грамотно, в соответствии с правилами орфографии и пунктуации

УК-4.3 Выполняет перевод текстов с иностранного(-ых) на государственный язык Российской Федерации и (или) с государственного языка РФ на иностранный(-ые)

Ситуационное задание №1

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Ситуационное задание №2

Выполните перевод текстов с иностранного(-ых) на государственный язык Российской Федерации и (или) с государственного языка РФ на иностранный(-ые). Объясните случаи употребления конструкции Conditional Sentences (0,1).

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Письменный опрос

Вопрос 1	Для чего используются наречия частоты?
Вопрос 2	Как образуется пассивный залог во всех временах и конструкциях в английском языке?

Вопрос 3	Когда и в каких типах предложений употребляется глагол shall?
Вопрос 4	Какие случаи употребления условных предложений в реальных и нереальных ситуациях вы можете назвать?
Вопрос 5	В каких случаях используются инфинитив и причастие?

ВАРИАНТ 4

Формируемая(ые) (оцениваемая(ые)) компетенция(ии)

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Формируемые (оцениваемые) индикаторы достижения компетенций:

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Ситуационное задание №1

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Ситуационное задание №2

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Письменный опрос

Вопрос 1	Как образуются прошедшие времена во всех типах предложений?
Вопрос 2	Какие существительные не поддаются общему правилу?

Вопрос 3	В каких случаях используются инфинитив и герундий?
Вопрос 4	Какие суффиксы используются при словообразовании глаголов, существительных, наречий и прилагательных?
Вопрос 5	Какие типы предложения существуют в английском языке?

ВАРИАНТ 5

Формируемая(ые) (оцениваемая(ые)) компетенция(ии)

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Формируемые (оцениваемые) индикаторы достижения компетенций:

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Ситуационное задание №1

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Ситуационное задание №2

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Письменный опрос

Вопрос 1	Чем косвенная речь отличается от прямой?
Вопрос 2	Какого стиля следует придерживаться при ведении деловых встреч и прохождении собеседования?

Вопрос 3	Как образуются инфинитив и инфинитивные конструкции?
Вопрос 4	В каких случаях используется пассивный залог?
Вопрос 5	Как образуются восклицательные предложения?

ВАРИАНТ 1

Формируемая(ые) (оцениваемая(ые)) компетенция(ии)

УК-4 Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)

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I remember going to the British Museum one day to read up the treatment for some slight ailment. I got down the book and read all I came to read; and then, in an unthinking moment, I idly turned the leaves and began to study diseases, generally. I forgot which was the first, and before I had glanced half down the list of "premonitory symptoms", I was sure that I had got it.

I sat for a while frozen with horror; and then in despair I again turned over the pages. I came to typhoid fever – read the symptoms – discovered that I had typhoid fever – began to get interested in my case, and so started alphabetically. Cholera I had, with severe complications; and diphtheria I seemed to have been born with. I looked through the twenty-six letters, and the only disease I had not got was housemaid's knee. I sat and thought what an interesting case I must be from a medical point of view. Students would have no need to "walk the hospitals" if they had me. I was a hospital in myself. All they need do would be to walk round me, and, after that, take their diploma.

Then I wondered how long I had to live. I tried to examine myself. I felt my pulse. I could not at first feel any pulse at all. Then, all of a sudden, it seemed to start off. I pulled out my watch and timed it. I made it a hundred and forty-seven to the minute. I tried to feel my heart. I could not feel my heart. It had stopped beating. I patted myself all over my front, from what I call my waist up to my head but I could not feel or hear anything. I tried to look at my tongue. I stuck it out as far as ever it would go, and I shut one eye and tried to examine it with the other. I could only see the tip, but I felt more certain than before that I had scarlet fever. I had walked into the reading-room a happy, healthy man. I crawled out a miserable wreck. I went to my medical man. He is an old chum of mine, and feels my pulse, and looks at my tongue, and talks about the weather, all for nothing, when I fancy, I'm ill. So I went straight up and saw him, and he said:

"Well, what's the matter with you?" I said:

"I will not take up your time, dear boy, with telling you what is the matter with me. Life is short and you might pass away before I had finished. But I will tell you what is not the matter with me. Everything else, however, I have got." And I told him how I came to discover it all. Then he opened me and looked down me, and took hold of my wrist, and then he hit me over the chest when I wasn't expecting it – a cowardly thing to do, I call it. After that, he sat down and wrote out a prescription, and folded it up and gave it me, and I put it in my pocket and went out. I did not open it, I took it to the nearest chemist's, and handed it in. The man read it, and then handed it back. He said he didn't keep it.

I said: "You are a chemist?"

He said: "I am a chemist. If I was a co-operative stores and family hotel combined, I might be able to oblige you."

I read the prescription. It ran: "1 lb. beefsteak, with 1 pt. bitter beer every six hours. 1 ten-mile walk every morning. 1 bed at 11 sharp every night. And don't stuff up your head with things you don't understand."

I followed the directions with the happy result that my life was preserved and is still going on.

Ситуационное задание № 2

Выполните перевод текстов с иностранного(-ых) на государственный язык Российской Федерации и (или) с государственного языка РФ на иностранный(-ые). Объясните случаи употребления конструкции Conditional Sentences (2,3).

1. Если бы я жил в большом городе, я бы каждый день ездил на метро. 2. If we could ski we would go to the mountains. 3. Я бы удивился, если бы он пришел вовремя. 4. You could save time if you worked from home. 5. Если бы я знала ее имя, я бы тебе сказала. 6. If I hadn't been late for the test, I wouldn't have failed it. 7. Если бы Лили усерднее училась, она бы сдала экзамен. 8. If I hadn't been sick, we would have gone to Mexico. 9. Я бы тебе поверила, если бы ты не врал мне раньше. 10. I would have shown you my project if I had finished it.

Вопрос 1	В каких случаях используется передача приказов/просьб/предложений?
Вопрос 2	В каких случаях используются инфинитив и причастие в конструкции "Complex Object"?
Вопрос 3	Какие временные маркеры используются для определения прошедших времен?
Вопрос 4	Как образуется будущее время в английском?
Вопрос 5	Какая структура используется при составлении докладов?

ВАРИАНТ 2

Формируемая(ые) (оцениваемая(ые)) компетенция(ии)

УК-4 Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)

Формируемые (оцениваемые) индикаторы достижения компетенций:

УК-4.2 Демонстрирует способность осуществлять деловую коммуникацию в устной и письменной формах на иностранном(ых) языке(ах), оформлять письменную речь грамотно, в соответствии с правилами орфографии и пунктуации

УК-4.3 Выполняет перевод текстов с иностранного(-ых) на государственный язык Российской Федерации и (или) с государственного языка РФ на иностранный(-ые)

Ситуационное задание №1

Переведите текст, задайте к нему вопросы, демонстрируя осуществление деловой коммуникации в устной и письменной формах на иностранном(ых) языке(ах) и оформление письменной речи грамотно, в соответствии с правилами орфографии и пунктуации. Составьте небольшой пересказ данного текста в виде summary.

I remember going to the British Museum one day to read up the treatment for some slight ailment. I got down the book and read all I came to read; and then, in an unthinking moment, I idly turned the leaves and began to study diseases, generally. I forgot which was the first, and before I had glanced half down the list of "premonitory symptoms", I was sure that I had got it.

I sat for a while frozen with horror; and then in despair I again turned over the pages. I came to typhoid fever – read the symptoms – discovered that I had typhoid fever – began to get interested in my case, and so started alphabetically. Cholera I had, with severe complications; and diphtheria I seemed to have been born with. I looked through the twenty-six letters, and the only disease I had not got was housemaid's knee. I sat and thought what an interesting case I must be from a medical point of view. Students would have no need to "walk the hospitals" if they had me. I was a hospital in myself. All they need do would be to walk round me, and, after that, take their diploma.

Then I wondered how long I had to live. I tried to examine myself. I felt my pulse. I could not at first feel any pulse at all. Then, all of a sudden, it seemed to start off. I pulled out my watch and timed it. I made it a hundred and forty-seven to the minute. I tried to feel my heart. I could not feel my heart. It had stopped beating. I patted myself all over my front, from what I call my waist up to my head but I could not feel or hear anything. I tried to look at my tongue. I stuck it out as far as ever it would go, and I shut one eye and tried to examine it with the other. I could only see the tip, but I felt more certain than before that I had scarlet fever. I had walked into the reading-room a happy, healthy man. I crawled out a miserable wreck. I went to my medical man. He is an old chum of mine, and feels my pulse, and looks at my tongue, and talks about the weather, all for nothing, when I fancy, I'm ill. So I went straight up and saw him, and he said:

"Well, what's the matter with you?" I said:

"I will not take up your time, dear boy, with telling you what is the matter with me. Life is short and you might pass away before I had finished. But I will tell you what is not the matter with me. Everything else, however, I have got." And I told him how I came to discover it all. Then he opened me and looked down me, and took hold of my wrist, and then he hit me over the chest when I wasn't expecting it – a cowardly thing to do, I call it. After that, he sat down and wrote out a prescription, and folded it up and gave it me, and I put it in my pocket and went out. I did not open it, I took it to the nearest chemist's, and handed it in. The man read it, and then handed it back. He said he didn't keep it.

I said: "You are a chemist?"

He said: "I am a chemist. If I was a co-operative stores and family hotel combined, I might be able to oblige you."

I read the prescription. It ran: "1 lb. beefsteak, with 1 pt. bitter beer every six hours. 1 ten-mile walk every morning. 1 bed at 11 sharp every night. And don't stuff up your head with things you don't understand."

I followed the directions with the happy result that my life was preserved and is still going on.

Ситуационное задание №2

Выполните перевод текстов с иностранного(-ых) на государственный язык Российской Федерации и (или) с государственного языка РФ на иностранный(-ые). Объясните случаи употребления конструкции Conditional Sentences (2,3).

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Письменный опрос

Вопрос 1	Почему некоторые глаголы состояния нельзя использовать во временах Continuous?
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Вопрос 2	Какие дополнительные способы выражения будущего времени в английском вы знаете?
Вопрос 3	Какие типы условных предложений существуют в английском языке?
Вопрос 4	Какие существительные не поддаются общему правилу?
Вопрос 5	В каких случаях используется пассивный залог?

ВАРИАНТ 3

Формируемая(ые) (оцениваемая(ые)) компетенция(ии)

УК-4 Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)

Формируемые (оцениваемые) индикаторы достижения компетенций:

УК-4.2 Демонстрирует способность осуществлять деловую коммуникацию в устной и письменной формах на иностранном(ых) языке(ах), оформлять письменную речь грамотно, в соответствии с правилами орфографии и пунктуации

УК-4.3 Выполняет перевод текстов с иностранного(-ых) на государственный язык Российской Федерации и (или) с государственного языка РФ на иностранный(-ые)

Ситуационное задание №1

Переведите текст, задайте к нему вопросы, демонстрируя осуществление деловой коммуникации в устной и письменной формах на иностранном(ых) языке(ах) и оформление письменной речи грамотно, в соответствии с правилами орфографии и пунктуации. Составьте небольшой пересказ данного текста в виде summary.

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I sat for a while frozen with horror; and then in despair I again turned over the pages. I came to typhoid fever – read the symptoms – discovered that I had typhoid fever – began to get interested in my case, and so started alphabetically. Cholera I had, with severe complications; and diphtheria I seemed to have been born with. I looked through the twenty-six letters, and the only disease I had not got was housemaid's knee. I sat and thought what an interesting case I must be from a medical point of view. Students would have no need to "walk the hospitals" if they had me. I was a hospital in myself. All they need do would be to walk round me, and, after that, take their diploma.

Then I wondered how long I had to live. I tried to examine myself. I felt my pulse. I could not at first feel any pulse at all. Then, all of a sudden, it seemed to start off. I pulled out my watch and timed it. I made it a hundred and forty-seven to the minute. I tried to feel my heart. I could not feel my heart. It had stopped beating. I patted myself all over my front, from what I call my waist up to my head but I could not feel or hear anything. I tried to look at my tongue. I stuck it out as far as ever it would go, and I shut one eye and tried to examine it with the other. I could only see the tip, but I felt more certain than before that I had scarlet fever. I had walked into the reading-room a happy, healthy man. I crawled out a miserable wreck. I went to my medical man. He is an old chum of mine, and feels my pulse, and looks at my tongue, and talks about the weather, all for nothing, when I fancy, I'm ill. So I went straight up and saw him, and he said:

"Well, what's the matter with you?" I said:

"I will not take up your time, dear boy, with telling you what is the matter with me. Life is short and you might pass away before I had finished. But I will tell you what is not the matter with me. Everything else, however, I have got." And I told him how I came to discover it all. Then he opened me and looked down me, and took hold of my wrist, and then he hit me over the chest when I wasn't expecting it – a cowardly thing to do, I call it. After that, he sat down and wrote out a prescription, and folded it up and gave it me, and I put it in my pocket and went out. I did not open it, I took it to the nearest chemist's, and handed it in. The man read it, and then handed it back. He said he didn't keep it.

I said: "You are a chemist?"

He said: "I am a chemist. If I was a co-operative stores and family hotel combined, I might be able to oblige you."

I read the prescription. It ran: "1 lb. beefsteak, with 1 pt. bitter beer every six hours. 1 ten-mile walk every morning. 1 bed at 11 sharp every night. And don't stuff up your head with things you don't understand."

I followed the directions with the happy result that my life was preserved and is still going on.

Ситуационное задание №2

Выполните перевод текстов с иностранного(-ых) на государственный язык Российской Федерации и (или) с государственного языка РФ на иностранный(-ые). Объясните случаи употребления конструкции Conditional Sentences (2,3).

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Письменный опрос

Вопрос 1	В каких случаях используется неопределенный артикль?
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Вопрос 2	На что необходимо обращать внимание при переводе предложений?
Вопрос 3	Как образуется согласование времен в английском языке?
Вопрос 4	Когда употребляются смешанные типы придаточных предложений в английском языке?
Вопрос 5	Для чего используются условные предложения в английском языке?

ВАРИАНТ 4

Формируемая(ые) (оцениваемая(ые)) компетенция(ии)

УК-4 Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)

Формируемые (оцениваемые) индикаторы достижения компетенций:

УК-4.2 Демонстрирует способность осуществлять деловую коммуникацию в устной и письменной формах на иностранном(ых) языке(ах), оформлять письменную речь грамотно, в соответствии с правилами орфографии и пунктуации

УК-4.3 Выполняет перевод текстов с иностранного(-ых) на государственный язык Российской Федерации и (или) с государственного языка РФ на иностранный(-ые)

Ситуационное задание №1

Переведите текст, задайте к нему вопросы, демонстрируя осуществление деловой коммуникации в устной и письменной формах на иностранном(ых) языке(ах) и оформление письменной речи грамотно, в соответствии с правилами орфографии и пунктуации. Составьте небольшой пересказ данного текста в виде summary.

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I sat for a while frozen with horror; and then in despair I again turned over the pages. I came to typhoid fever – read the symptoms – discovered that I had typhoid fever – began to get interested in my case, and so started alphabetically. Cholera I had, with severe complications; and diphtheria I seemed to have been born with. I looked through the twenty-six letters, and the only disease I had not got was housemaid's knee. I sat and thought what an interesting case I must be from a medical point of view. Students would have no need to "walk the hospitals" if they had me. I was a hospital in myself. All they need do would be to walk round me, and, after that, take their diploma.

Then I wondered how long I had to live. I tried to examine myself. I felt my pulse. I could not at first feel any pulse at all. Then, all of a sudden, it seemed to start off. I pulled out my watch and timed it. I made it a hundred and forty-seven to the minute. I tried to feel my heart. I could not feel my heart. It had stopped beating. I patted myself all over my front, from what I call my waist up to my head but I could not feel or hear anything. I tried to look at my tongue. I stuck it out as far as ever it would go, and I shut one eye and tried to examine it with the other. I could only see the tip, but I felt more certain than before that I had scarlet fever. I had walked into the reading-room a happy, healthy man. I crawled out a miserable wreck. I went to my medical man. He is an old chum of mine, and feels my pulse, and looks at my tongue, and talks about the weather, all for nothing, when I fancy, I'm ill. So I went straight up and saw him, and he said:

"Well, what's the matter with you?" I said:

"I will not take up your time, dear boy, with telling you what is the matter with me. Life is short and you might pass away before I had finished. But I will tell you what is not the matter with me. Everything else, however, I have got." And I told him how I came to discover it all. Then he opened me and looked down me, and took hold of my wrist, and then he hit me over the chest when I wasn't expecting it – a cowardly thing to do, I call it. After that, he sat down and wrote out a prescription, and folded it up and gave it me, and I put it in my pocket and went out. I did not open it, I took it to the nearest chemist's, and handed it in. The man read it, and then handed it back. He said he didn't keep it.

I said: "You are a chemist?"

He said: "I am a chemist. If I was a co-operative stores and family hotel combined, I might be able to oblige you."

I read the prescription. It ran: "1 lb. beefsteak, with 1 pt. bitter beer every six hours. 1 ten-mile walk every morning. 1 bed at 11 sharp every night. And don't stuff up your head with things you don't understand."

I followed the directions with the happy result that my life was preserved and is still going on.

Ситуационное задание №2

Выполните перевод текстов с иностранного(-ых) на государственный язык Российской Федерации и (или) с государственного языка РФ на иностранный(-ые). Объясните случаи употребления конструкции Conditional Sentences (2,3).

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Письменный опрос

Вопрос 1

В какой форме должны проходить дебаты на практических занятиях между

	студентами?
Вопрос 2	Какие приставки используются при словообразовании глаголов, существительных, наречий и прилагательных?
Вопрос 3	Чем отличается словообразование при помощи приставок от других методов?
Вопрос 4	Как образуются прилагательные?
Вопрос 5	Какие правила пунктуации используются при прямой и косвенной речах?

ВАРИАНТ 5

Формируемая(ые) (оцениваемая(ые)) компетенция(ии)

УК-4 Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)

Формируемые (оцениваемые) индикаторы достижения компетенций:

УК-4.2 Демонстрирует способность осуществлять деловую коммуникацию в устной и письменной формах на иностранном(ых) языке(ах), оформлять письменную речь грамотно, в соответствии с правилами орфографии и пунктуации

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Ситуационное задание №1

Переведите текст, задайте к нему вопросы, демонстрируя осуществление деловой коммуникации в устной и письменной формах на иностранном(ых) языке(ах) и оформление письменной речи грамотно, в соответствии с правилами орфографии и пунктуации. Составьте небольшой пересказ данного текста в виде summary.

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Ситуационное задание №2

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Письменный опрос

Вопрос 1

Каким образом обособляются придаточные предложения времени и условия в

	английском языке?
Вопрос 2	Для чего используются наречия частоты?
Вопрос 3	Как образуется пассивный залог во всех временах и конструкциях в английском языке?
Вопрос 4	Когда и в каких типах предложений употребляется глагол shall?
Вопрос 5	Какие случаи употребления условных предложений в реальных и нереальных ситуациях вы можете назвать?

ВАРИАНТ 1

Формируемая(ые) (оцениваемая(ые)) компетенция(ии)

УК-4 Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)

Формируемые (оцениваемые) индикаторы достижения компетенций:

УК-4.2 Демонстрирует способность осуществлять деловую коммуникацию в устной и письменной формах на иностранном(ых) языке(ах), оформлять письменную речь грамотно, в соответствии с правилами орфографии и пунктуации

УК-4.3 Выполняет перевод текстов с иностранного(-ых) на государственный язык Российской Федерации и (или) с государственного языка РФ на иностранный(-ые)

Ситуационное задание № 1

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Ситуационное задание № 2

Выполните перевод текстов с иностранного(-ых) на государственный язык Российской Федерации и (или) с государственного языка РФ на иностранный(-ые). Объясните случаи употребления Modal Verbs.

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Письменный опрос

Вопрос 1	Какие коммуникативные навыки развиваются при участии в дебатах у студентов?
Вопрос 2	Как структура мотивационного письма отличается от сопроводительного?
Вопрос 3	Как образуются прошедшие времена во всех типах предложений?
Вопрос 4	В каких случаях используются инфинитив и герундий?
Вопрос 5	В каких случаях используется неопределенный артикль?

ВАРИАНТ 2

Формируемая(ые) (оцениваемая(ые)) компетенция(ии)

УК-4 Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)

Формируемые (оцениваемые) индикаторы достижения компетенций:

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Ситуационное задание №1

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Ситуационное задание №2

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Письменный опрос

Вопрос 1	На что необходимо обращать внимание при переводе предложений?
Вопрос 2	В каких случаях используется передача приказов восклицаний, кратких ответов и вопросительных ярлыков в косвенной речи.
Вопрос 3	Какие факторы нужно учитывать при составлении резюме на английском языке?
Вопрос 4	Чем косвенная речь отличается от прямой?
Вопрос 5	Какого стиля следует придерживаться при ведении деловых встреч и прохождении собеседования?

ВАРИАНТ 3

Формируемая(ые) (оцениваемая(ые)) компетенция(ии)

УК-4 Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)

Формируемые (оцениваемые) индикаторы достижения компетенций:

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Ситуационное задание №1

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Ситуационное задание №2

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Письменный опрос

Вопрос 1	Что такое пассивный залог?
Вопрос 2	Как образуется согласование времен в английском языке?
Вопрос 3	Как образуются вопросительные предложения в косвенной речи?
Вопрос 4	В каких случаях используется передача приказов/просьб/предложений?
Вопрос 5	В каких случаях используются инфинитив и причастие в конструкции "Complex Object"?

ВАРИАНТ 4

Формируемая(ые) (оцениваемая(ые)) компетенция(ии)

УК-4 Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)

Формируемые (оцениваемые) индикаторы достижения компетенций:

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Ситуационное задание №1

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Ситуационное задание №2

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Письменный опрос

Вопрос 1	Как меняются формы образования инфинитива и герундия в сложных предложениях?
Вопрос 2	Для чего используются условные предложения в английском языке?
Вопрос 3	Как образуются придаточные предложения времени и условия?
Вопрос 4	Какая структура используется при составлении делового письма?
Вопрос 5	Почему некоторые глаголы состояния нельзя использовать во временах Continuous?

ВАРИАНТ 5

Формируемая(ые) (оцениваемая(ые)) компетенция(ии)

УК-4 Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)

Формируемые (оцениваемые) индикаторы достижения компетенций:

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Ситуационное задание №1

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Ситуационное задание №2

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Письменный опрос

Вопрос 1	Как образуется будущее время в английском?
Вопрос 2	Как образуются личные и безличные конструкции?
Вопрос 3	Какие дополнительные типы сравнения прилагательных существуют?
Вопрос 4	Как структура мотивационного письма отличается от сопроводительного?
Вопрос 5	В каких случаях используется неопределенный артикль?

ВАРИАНТ 1

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Ситуационное задание № 1

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"It's rather a funny story," he said. "He wasn't a bad chap. I liked him. He was always well-dressed and smart-looking. He was handsome in a way, with curly hair and pink-and-white cheeks. Women thought a lot of him. There was no harm in him, you know, he was only wild. Of course, he drank too much. Those sorts of fellows always do. A bit of money used to come in for him once a quarter and he made a bit more by cardplaying. He won a good deal of mine, I know that."

Burton gave a kindly little chuckle. I knew from my own experience that he could lose money at bridge with a good grace. "I suppose that is why he came to me when he went broke, that and the fact that he was a namesake of mine. He came to see me in my office one day and asked me for a job. I was rather surprised. He told me that there was no more money coming from home and he wanted to work. I asked him how old he was.

"Thirty-five," he said.

"And what have you been doing hitherto?" I asked him.

"Well, nothing very much," he said.

I couldn't help laughing.

"I'm afraid I can't do anything for you just yet," I said. "Come back and see me in another thirty-five years, and I'll see what I can do."

He didn't move. He went rather pale. He hesitated for a moment and then told me that he had had bad luck at cards for some time. He hadn't been willing to stick to bridge, he'd been playing poker, and he'd got trimmed. He hadn't a penny. He'd pawned everything he had. He couldn't pay his hotel bill and they wouldn't give him any more credit. He was down and out. If he couldn't get something to do he'd have to commit suicide. I looked at him for a bit. I could see now that he was all to pieces. He'd been drinking more than usual and he looked fifty. The girls wouldn't have thought so much of him if they'd seen him then.

"Well, isn't there anything you can do except play cards?" I asked him.

"I can swim," he said.

"Swim!"

I could hardly believe my ears; it seemed such an insane answer to give.

"I swam for my university." 55

I got some glimmering of what he was driving at. I've known too many men who were little tin gods at their university to be impressed by it.

"I was a pretty good swimmer myself when I was a young man," I said. Suddenly I had an idea. Pausing in his story, Burton turned to me.

"Do you know Kobe?" he asked.

"No," I said, "I passed through it once, but I only spent a night there."

"Then you don't know the Shioya Club. When I was a young man I swam from there round the beacon and landed at the creek of Tarumi. It's over three miles and it's rather difficult on account of the currents round the beacon. Well, I told my young namesake about it and I said to him that if he'd do it I'd give him a job. I could see he was rather taken aback.

"You say you're a swimmer," I said.

"I'm not in very good condition," he answered.

I didn't say anything. I shrugged my shoulders. He looked at me for a moment and then he nodded.

"All right," he said. "When do you want me to do it?" I looked at my watch. It was just after ten.

"The swim shouldn't take you much over an hour and a quarter. I'll drive round to the creek at half past twelve and meet you. I'll take you back to the club to dress and then we'll have lunch together,"

"Done," he said.

We shook hands. I wished him good luck and he left me. I had a lot of work to do that morning and I only just managed to get to the creek at Tarumi at half past twelve. But I needn't have hurried; he never turned up."

"Did he funk it at toe last moment?" I asked.

"No, he didn't funk it. He started all right. But of course he'd ruined his constitution by drink and dissipation. The currents round the beacon were more than he could manage. We didn't get the body for about three days." I didn't say anything for a moment or two, I was a trifle shocked. Then I asked Burton a question.

"When you made him that offer of a job, did you know he'd be drowned?"

He gave a little mild chuckle and he looked at me with those kind and candid blue eyes of his. He rubbed his chin with his hand.

"Well, I hadn't got a vacancy in my office at the moment."

Ситуационное задание № 2

Выполните перевод текстов с иностранного(-ых) на государственный язык Российской Федерации и (или) с государственного языка РФ на иностранный(-ые). Объясните случаи употребления Reported Speech.

1. Tom thanked them for helping him out. 2. Илон выразил свою благодарность за то, что я пришел. 3. Mary begged his pardon for having left his encyclopedia at home. 4. Она извинилась перед учителем за опоздание. 5. Bella advised him to take a cab, as otherwise he might be late for the meeting. 6. Она предложила ему поехать туда вместе. 7. The man offered to bring her a glass of water. 8. Ребенок умолял маму не вести его в музей. 9. The father urged his daughter to take care of her little brother. 10. Она сказала мне не открывать дверь.

Письменный опрос

Вопрос 1	Какие случаи использования косвенной речи существуют в английском языке?
Вопрос 2	Как образуется множественное число существительных?
Вопрос 3	В каких случаях используются личные и безличные конструкции?
Вопрос 4	В каких случаях употребляются формы used to/be used to/get used to?
Вопрос 5	В какой форме должны проходить дебаты на практических занятиях между студентами?

ВАРИАНТ 2

Формируемая(ые) (оцениваемая(ые)) компетенция(ии)

УК-4 Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)

Формируемые (оцениваемые) индикаторы достижения компетенций:

УК-4.2 Демонстрирует способность осуществлять деловую коммуникацию в устной и письменной формах на иностранном(ых) языке(ах), оформлять письменную речь грамотно, в соответствии с правилами орфографии и пунктуации

УК-4.3 Выполняет перевод текстов с иностранного(-ых) на государственный язык Российской Федерации и (или) с государственного языка РФ на иностранный(-ые)

Ситуационное задание №1

Переведите текст, задайте к нему вопросы, демонстрируя осуществление деловой коммуникации в устной и письменной формах на иностранном(ых) языке(ах) и оформление письменной речи грамотно, в соответствии с правилами орфографии и пунктуации. Составьте небольшой пересказ данного текста в виде summary.

"It's rather a funny story," he said. "He wasn't a bad chap. I liked him. He was always well-dressed and smart-looking. He was handsome in a way, with curly hair and pink-and-white cheeks. Women thought a lot of him. There was no harm in him, you know, he was only wild. Of course, he drank too much. Those sorts of fellows always do. A bit of money used to come in for him once a quarter and he made a bit more by cardplaying. He won a good deal of mine, I know that."

Burton gave a kindly little chuckle. I knew from my own experience that he could lose money at bridge with a good grace. "I suppose that is why he came to me when he went broke, that and the fact that he was a namesake of mine. He came to see me in my office one day and asked me for a job. I was rather surprised. He told me that there was no more money coming from home and he wanted to work. I asked him how old he was.

"Thirty-five," he said.

"And what have you been doing hitherto?" I asked him.

"Well, nothing very much," he said.

I couldn't help laughing.

"I'm afraid I can't do anything for you just yet," I said. "Come back and see me in another thirty-five years, and I'll see what I can do."

He didn't move. He went rather pale. He hesitated for a moment and then told me that he had had bad luck at cards for some time. He hadn't been willing to stick to bridge, he'd been playing poker, and he'd got trimmed. He hadn't a penny. He'd pawned everything he had. He couldn't pay his hotel bill and they wouldn't give him any more credit. He was down and out. If he couldn't get something to do he'd have to commit suicide. I looked at him for a bit. I could see now that he was all to pieces. He'd been drinking more than usual and he looked fifty. The girls wouldn't have thought so much of him if they'd seen him then.

"Well, isn't there anything you can do except play cards?" I asked him.

"I can swim," he said.

"Swim!"

I could hardly believe my ears; it seemed such an insane answer to give.

"I swam for my university." 55

I got some glimmering of what he was driving at. I've known too many men who were little tin gods at their university to be impressed by it.

"I was a pretty good swimmer myself when I was a young man," I said. Suddenly I had an idea. Pausing in his story, Burton turned to me.

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"You say you're a swimmer," I said.

"I'm not in very good condition," he answered.

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"All right," he said. "When do you want me to do it?" I looked at my watch. It was just after ten.

"The swim shouldn't take you much over an hour and a quarter. I'll drive round to the creek at half past twelve and meet you. I'll take you back to the club to dress and then we'll have lunch together,"

"Done," he said.

We shook hands. I wished him good luck and he left me. I had a lot of work to do that morning and I only just managed to get to the creek at Tarumi at half past twelve. But I needn't have hurried; he never turned up."

"Did he funk it at toe last moment?" I asked.

"No, he didn't funk it. He started all right. But of course he'd ruined his constitution by drink and dissipation. The currents round the beacon were more than he could manage. We didn't get the body for about three days." I didn't say anything for a moment or two, I was a trifle shocked. Then I asked Burton a question.

"When you made him that offer of a job, did you know he'd be drowned?"

He gave a little mild chuckle and he looked at me with those kind and candid blue eyes of his. He rubbed his chin with his hand.

"Well, I hadn't got a vacancy in my office at the moment."

Ситуационное задание № 2

Выполните перевод текстов с иностранного(-ых) на государственный язык Российской Федерации и (или) с государственного языка РФ на иностранный(-ые). Объясните случаи употребления Reported Speech.

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Письменный опрос

Вопрос 1	В чем состоит отличие трех сравнительных типов прилагательных?
Вопрос 2	Какая структура используется при составлении статей?
Вопрос 3	Как образуются герундий и герундиальные конструкции?
Вопрос 4	Каким образом обособляются придаточные предложения времени и условия в английском языке?
Вопрос 5	Для чего используются наречия частоты?

ВАРИАНТ 3

Формируемая(ые) (оцениваемая(ые)) компетенция(ии)

УК-4 Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)

Формируемые (оцениваемые) индикаторы достижения компетенций:

УК-4.2 Демонстрирует способность осуществлять деловую коммуникацию в устной и письменной формах на иностранном(ых) языке(ах), оформлять письменную речь грамотно, в соответствии с правилами орфографии и пунктуации

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Ситуационное задание №1

Переведите текст, задайте к нему вопросы, демонстрируя осуществление деловой коммуникации в устной и письменной формах на иностранном(ых) языке(ах) и оформление письменной речи грамотно, в соответствии с правилами орфографии и пунктуации. Составьте небольшой пересказ данного текста в виде summary.

"It's rather a funny story," he said. "He wasn't a bad chap. I liked him. He was always well-dressed and smart-looking. He was handsome in a way, with curly hair and pink-and-white cheeks. Women thought a lot of him. There was no harm in him, you know, he was only wild. Of course, he drank too much. Those sorts of fellows always do. A bit of money used to come in for him once a quarter and he made a bit more by cardplaying. He won a good deal of mine, I know that."

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"Well, nothing very much," he said.

I couldn't help laughing.

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"I can swim," he said.

"Swim!"

I could hardly believe my ears; it seemed such an insane answer to give.

"I swam for my university." 55

I got some glimmering of what he was driving at. I've known too many men who were little tin gods at their university to be impressed by it.

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"You say you're a swimmer," I said.

"I'm not in very good condition," he answered.

I didn't say anything. I shrugged my shoulders. He looked at me for a moment and then he nodded.

"All right," he said. "When do you want me to do it?" I looked at my watch. It was just after ten.

"The swim shouldn't take you much over an hour and a quarter. I'll drive round to the creek at half past twelve and meet you. I'll take you back to the club to dress and then we'll have lunch together,"

"Done," he said.

We shook hands. I wished him good luck and he left me. I had a lot of work to do that morning and I only just managed to get to the creek at Tarumi at half past twelve. But I needn't have hurried; he never turned up."

"Did he funk it at toe last moment?" I asked.

"No, he didn't funk it. He started all right. But of course he'd ruined his constitution by drink and dissipation. The currents round the beacon were more than he could manage. We didn't get the body for about three days." I didn't say anything for a moment or two, I was a trifle shocked. Then I asked Burton a question.

"When you made him that offer of a job, did you know he'd be drowned?"

He gave a little mild chuckle and he looked at me with those kind and candid blue eyes of his. He rubbed his chin with his hand.

"Well, I hadn't got a vacancy in my office at the moment."

Ситуационное задание № 2

Выполните перевод текстов с иностранного(-ых) на государственный язык Российской Федерации и (или) с государственного языка РФ на иностранный(-ые). Объясните случаи употребления Reported Speech.

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Письменный опрос

Вопрос 1	Какая лексика используется при телефонном разговоре на английском языке?
Вопрос 2	В каких случаях используется определенный артикль?
Вопрос 3	В каких случаях используются придаточные предложения времени и условия?
Вопрос 4	Какие коммуникативные навыки развиваются при участии в дебатах у студентов?
Вопрос 5	Как образуются прошедшие времена во всех типах предложений?

ВАРИАНТ 4

Формируемая(ые) (оцениваемая(ые)) компетенция(ии)

УК-4 Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)

Формируемые (оцениваемые) индикаторы достижения компетенций:

УК-4.2 Демонстрирует способность осуществлять деловую коммуникацию в устной и письменной формах на иностранном(ых) языке(ах), оформлять письменную речь грамотно, в соответствии с правилами орфографии и пунктуации

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Ситуационное задание №1

Переведите текст, задайте к нему вопросы, демонстрируя осуществление деловой коммуникации в устной и письменной формах на иностранном(ых) языке(ах) и оформление письменной речи грамотно, в соответствии с правилами орфографии и пунктуации. Составьте небольшой пересказ данного текста в виде summary.

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"Thirty-five," he said.

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"Well, nothing very much," he said.

I couldn't help laughing.

"I'm afraid I can't do anything for you just yet," I said. "Come back and see me in another thirty-five years, and I'll see what I can do."

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"Swim!"

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"You say you're a swimmer," I said.

"I'm not in very good condition," he answered.

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"All right," he said. "When do you want me to do it?" I looked at my watch. It was just after ten.

"The swim shouldn't take you much over an hour and a quarter. I'll drive round to the creek at half past twelve and meet you. I'll take you back to the club to dress and then we'll have lunch together,"

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"When you made him that offer of a job, did you know he'd be drowned?"

He gave a little mild chuckle and he looked at me with those kind and candid blue eyes of his. He rubbed his chin with his hand.

"Well, I hadn't got a vacancy in my office at the moment."

Ситуационное задание № 2

Выполните перевод текстов с иностранного(-ых) на государственный язык Российской Федерации и (или) с государственного языка РФ на иностранный(-ые). Объясните случаи употребления Reported Speech.

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Письменный опрос

Вопрос 1	Как образуются реальные и нереальные типы условных предложений?
Вопрос 2	В каких случаях используется передача приказов восклицаний, кратких ответов и вопросительных ярлыков в косвенной речи.
Вопрос 3	Какие факторы нужно учитывать при составлении резюме на английском языке?
Вопрос 4	Чем косвенная речь отличается от прямой?
Вопрос 5	Какого стиля следует придерживаться при ведении деловых встреч и прохождении собеседования?

ВАРИАНТ 5

Формируемая(ые) (оцениваемая(ые)) компетенция(ии)

УК-4 Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)

Формируемые (оцениваемые) индикаторы достижения компетенций:

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Ситуационное задание №1

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"Thirty-five," he said.

"And what have you been doing hitherto?" I asked him.

"Well, nothing very much," he said.

I couldn't help laughing.

"I'm afraid I can't do anything for you just yet," I said. "Come back and see me in another thirty-five years, and I'll see what I can do."

He didn't move. He went rather pale. He hesitated for a moment and then told me that he had had bad luck at cards for some time. He hadn't been willing to stick to bridge, he'd been playing poker, and he'd got trimmed. He hadn't a penny. He'd pawned everything he had. He couldn't pay his hotel bill and they wouldn't give him any more credit. He was down and out. If he couldn't get something to do he'd have to commit suicide. I looked at him for a bit. I could see now that he was all to pieces. He'd been drinking more than usual and he looked fifty. The girls wouldn't have thought so much of him if they'd seen him then.

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"No," I said, "I passed through it once, but I only spent a night there."

"Then you don't know the Shioya Club. When I was a young man I swam from there round the beacon and landed at the creek of Tarumi. It's over three miles and it's rather difficult on account of the currents round the beacon. Well, I told my young namesake about it and I said to him that if he'd do it I'd give him a job. I could see he was rather taken aback.

"You say you're a swimmer," I said.

"I'm not in very good condition," he answered.

I didn't say anything. I shrugged my shoulders. He looked at me for a moment and then he nodded.

"All right," he said. "When do you want me to do it?" I looked at my watch. It was just after ten.

"The swim shouldn't take you much over an hour and a quarter. I'll drive round to the creek at half past twelve and meet you. I'll take you back to the club to dress and then we'll have lunch together,"

"Done," he said.

We shook hands. I wished him good luck and he left me. I had a lot of work to do that morning and I only just managed to get to the creek at Tarumi at half past twelve. But I needn't have hurried; he never turned up."

"Did he funk it at toe last moment?" I asked.

"No, he didn't funk it. He started all right. But of course he'd ruined his constitution by drink and dissipation. The currents round the beacon were more than he could manage. We didn't get the body for about three days." I didn't say anything for a moment or two, I was a trifle shocked. Then I asked Burton a question.

"When you made him that offer of a job, did you know he'd be drowned?"

He gave a little mild chuckle and he looked at me with those kind and candid blue eyes of his. He rubbed his chin with his hand.

"Well, I hadn't got a vacancy in my office at the moment."

Ситуационное задание № 2

Выполните перевод текстов с иностранного(-ых) на государственный язык Российской Федерации и (или) с государственного языка РФ на иностранный(-ые). Объясните случаи употребления Reported Speech.

1. Tom thanked them for helping him out. 2. Илон выразил свою благодарность за то, что я пришел. 3. Mary begged his pardon for having left his encyclopedia at home. 4. Она извинилась перед учителем за опоздание. 5. Bella advised him to take a cab, as otherwise he might be late for the meeting. 6. Она предложила ему поехать туда вместе. 7. The man offered to bring her a glass of water. 8. Ребенок умолял маму не вести его в музей. 9. The father urged his daughter to take care of her little brother. 10. Она сказала мне не открывать дверь.

Письменный опрос

Вопрос 1	Как образуется множественное число существительных?
Вопрос 2	В каких случаях используются личные и безличные конструкции?
Вопрос 3	В каких случаях употребляются формы used to/be used to/get used to?
Вопрос 4	В какой форме должны проходить дебаты на практических занятиях между студентами?
Вопрос 5	Какие приставки используются при словообразовании глаголов, существительных, наречий и прилагательных?

ВАРИАНТ 1

Формируемая(ые) (оцениваемая(ые)) компетенция(ии)

УК-4 Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)

Формируемые (оцениваемые) индикаторы достижения компетенций:

УК-4.2 Демонстрирует способность осуществлять деловую коммуникацию в устной и письменной формах на иностранном(ых) языке(ах), оформлять письменную речь грамотно, в соответствии с правилами орфографии и пунктуации

УК-4.3 Выполняет перевод текстов с иностранного(-ых) на государственный язык Российской Федерации и (или) с государственного языка РФ на иностранный(-ые)

Ситуационное задание № 1

Переведите текст, задайте к нему вопросы, демонстрируя осуществление деловой коммуникации в устной и письменной формах на иностранном(ых) языке(ах) и оформление письменной речи грамотно, в соответствии с правилами орфографии и пунктуации. Составьте небольшой пересказ данного текста в виде summary.

We got out at Sonning, and went for a walk round the village. It is the most fairy-like nook on the whole river. It is more like a stage village than one built of bricks and mortar. Every house is smothered in roses, and now, in early June, they were bursting forth in clouds of dainty splendour. If you stop at Sonning, put up at the "Bull", behind the church. It is a veritable picture of an old country inn, with a green, square courtyard in front, where, on seats beneath the trees, the old men group of an evening to drink their ale and gossip over village politics; with low quaint rooms and latticed windows and awkward stairs and winding passages. We roamed about sweet Sonning for an hour or so, and then, it being too late to push on past Reading, we decided to go back to one of the Shiplake islands, and put up there for the night. It was still early when we got settled and George said that, as we had plenty of time, it would be a splendid opportunity to try a good, slap-up supper. He said he would show us what could be done up the river in the way of cooking, and suggested that, with the vegetables and the remains of the cold beef and general odds and ends, we should make an Irish stew. It seemed a fascinating idea. George gathered wood and made a fire, and Harris and I started to peel the potatoes. I should never have thought that peeling potatoes was such an undertaking.

The job turned out to be the biggest thing of its kind that I had ever been in. We began cheerfully, one might almost say skittishly but our light-heartedness was gone by the time the first potato was finished. The more we peeled, the more peel there seemed to be left on; by the time we had got all the peel off and all the eyes out, there was no potato left – at least none worth speaking of. George came and had a look at it – it was about the size of peanut. He said: "Oh, that won't do! You're wasting them. You must scrape them."

So we scraped them and that was harder work than peeling. They are such an extraordinary shape, potatoes – all bumps and warts and hollows. We worked steadily for five-and-twenty minutes, and did four potatoes. Then we struck. We said we should require the rest of the evening for scraping ourselves. I never saw such a thing as potato-scraping for making a fellow in a mess. It seemed difficult to believe that the potato-scrapings in which Harris and I stood, half-smothered, could have come off four potatoes. It shows you what can be done with economy and care. George said it was absurd to have only four potatoes in an Irish stew, so we washed half a dozen or so more and put them in without peeling. We also put in a cabbage and about half a peck of peas. George stirred it all up, and then he said that there seemed to be a lot of room to spare, so we overhauled both the hampers, and picked out all the odds and ends and the remnants, and added them to the stew. There were half a pork pie and a bit of cold boiled bacon left, and we put them in. Then George found half a tin of potted salmon, and he emptied that into the pot. He said that was the advantage of Irish stew: you got rid of such a lot of things. I fished out a couple of eggs that had got cracked, and we put those in. George said they would thicken the gravy.

I forget the other ingredients, but I know nothing was wasted; and I remember that towards the end, Montmorency, who had evinced great interest in the proceedings throughout, strolled away with an earnest and thoughtful air, reappearing, a few minutes afterwards, with a dead water-rat in his mouth, which he evidently wished to present as his contribution to the dinner; whether in a sarcastic spirit, or with a general desire to assist, I cannot say. We had a discussion as to whether the rat should go in or not. Harris said that he thought it would be all right, mixed up with the other things, and that every little helped; but George stood up for precedent! He said he had never heard of water-rats in Irish stew, and he would rather be on the safe side, and not try experiments. Harris said: "If you never try a new thing how can you tell what it's like? It's men such as you that hamper the world's progress. Think of the man who first tried German sausage!"

It was a great success, that Irish stew. I don't think I ever enjoyed a meal more. There was something so fresh and piquant about it. One's palate gets so tired of the old hackneyed things: here was a dish with a new flavour, with a taste like nothing else on earth. And it was nourishing, too. As George said, there was good stuff in it. The peas and potatoes might have been a bit softer, but we all had good teeth, so that did not matter much; and as for the gravy, it was a poem – a little too rich, perhaps, for a weak stomach, but nutritious.

Ситуационное задание № 2

Выполните перевод текстов с иностранного(-ых) на государственный язык Российской Федерации и (или) с государственного языка РФ на иностранный(-ые). Объясните случаи употребления Passive Voice.

1. It is said that Anna is a gossip. 2. Известно, что Эрик работает на ФБР. 3. This rule must be taken into consideration. 4. Никому не нравится, когда с ним обращаются плохо. 5. Has the meeting been cancelled? 6. За электричество не платят с января. 7. His picture was described as the best artwork of the past year. 8. Местный магазин ограбили этим утром. 9. Your delegation will be met at the airport. 10. Мой проект по английской литературе испорчен! Кто это сделал?

Письменный опрос

Вопрос 1	Какая структура используется при составлении статей?
Вопрос 2	Как образуются герундий и герундиальные конструкции?
Вопрос 3	Каким образом обособляются придаточные предложения времени и условия в английском языке?
Вопрос 4	Для чего используются наречия частоты?
Вопрос 5	Как образуется пассивный залог во всех временах и конструкциях в английском языке?

ВАРИАНТ 2

Формируемая(ые) (оцениваемая(ые)) компетенция(ии)

УК-4 Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)

Формируемые (оцениваемые) индикаторы достижения компетенций:

УК-4.2 Демонстрирует способность осуществлять деловую коммуникацию в устной и письменной формах на иностранном(ых) языке(ах), оформлять письменную речь грамотно, в соответствии с правилами орфографии и пунктуации

УК-4.3 Выполняет перевод текстов с иностранного(-ых) на государственный язык Российской Федерации и (или) с государственного языка РФ на иностранный(-ые)

Ситуационное задание №1

Переведите текст, задайте к нему вопросы, демонстрируя осуществление деловой коммуникации в устной и письменной формах на иностранном(ых) языке(ах) и оформление письменной речи грамотно, в соответствии с правилами орфографии и пунктуации. Составьте небольшой пересказ данного текста в виде summary.

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The job turned out to be the biggest thing of its kind that I had ever been in. We began cheerfully, one might almost say skittishly but our light-heartedness was gone by the time the first potato was finished. The more we peeled, the more peel there seemed to be left on; by the time we had got all the peel off and all the eyes out, there was no potato left – at least none worth speaking of. George came and had a look at it – it was about the size of peanut. He said: "Oh, that won't do! You're wasting them. You must scrape them."

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I forget the other ingredients, but I know nothing was wasted; and I remember that towards the end, Montmorency, who had evinced great interest in the proceedings throughout, strolled away with an earnest and thoughtful air, reappearing, a few minutes afterwards, with a dead water-rat in his mouth, which he evidently wished to present as his contribution to the dinner; whether in a sarcastic spirit, or with a general desire to assist, I cannot say. We had a discussion as to whether the rat should go in or not. Harris said that he thought it would be all right, mixed up with the other things, and that every little helped; but George stood up for precedent! He said he had never heard of water-rats in Irish stew, and he would rather be on the safe side, and not try experiments. Harris said: "If you never try a new thing how can you tell what it's like? It's men such as you that hamper the world's progress. Think of the man who first tried German sausage!"

It was a great success, that Irish stew. I don't think I ever enjoyed a meal more. There was something so fresh and piquant about it. One's palate gets so tired of the old hackneyed things: here was a dish with a new flavour, with a taste like nothing else on earth. And it was nourishing, too. As George said, there was good stuff in it. The peas and potatoes might have been a bit softer, but we all had good teeth, so that did not matter much; and as for the gravy, it was a poem – a little too rich, perhaps, for a weak stomach, but nutritious.

Ситуационное задание № 2

Выполните перевод текстов с иностранного(-ых) на государственный язык Российской Федерации и (или) с государственного языка РФ на иностранный(-ые). Объясните случаи употребления Passive Voice.

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Письменный опрос

Вопрос 1	В каких случаях используется определенный артикль?
Вопрос 2	В каких случаях используются придаточные предложения времени и условия?
Вопрос 3	Какие коммуникативные навыки развиваются при участии в дебатах у студентов?
Вопрос 4	Как образуются прошедшие времена во всех типах предложений?
Вопрос 5	В каких случаях используются инфинитив и герундий?

ВАРИАНТ 3

Формируемая(ые) (оцениваемая(ые)) компетенция(ии)

УК-4 Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)

Формируемые (оцениваемые) индикаторы достижения компетенций:

УК-4.2 Демонстрирует способность осуществлять деловую коммуникацию в устной и письменной формах на иностранном(ых) языке(ах), оформлять письменную речь грамотно, в соответствии с правилами орфографии и пунктуации

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Ситуационное задание №1

Переведите текст, задайте к нему вопросы, демонстрируя осуществление деловой коммуникации в устной и письменной формах на иностранном(ых) языке(ах) и оформление письменной речи грамотно, в соответствии с правилами орфографии и пунктуации. Составьте небольшой пересказ данного текста в виде summary.

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I forget the other ingredients, but I know nothing was wasted; and I remember that towards the end, Montmorency, who had evinced great interest in the proceedings throughout, strolled away with an earnest and thoughtful air, reappearing, a few minutes afterwards, with a dead water-rat in his mouth, which he evidently wished to present as his contribution to the dinner; whether in a sarcastic spirit, or with a general desire to assist, I cannot say. We had a discussion as to whether the rat should go in or not. Harris said that he thought it would be all right, mixed up with the other things, and that every little helped; but George stood up for precedent! He said he had never heard of water-rats in Irish stew, and he would rather be on the safe side, and not try experiments. Harris said: "If you never try a new thing how can you tell what it's like? It's men such as you that hamper the world's progress. Think of the man who first tried German sausage!"

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Ситуационное задание № 2

Выполните перевод текстов с иностранного(-ых) на государственный язык Российской Федерации и (или) с государственного языка РФ на иностранный(-ые). Объясните случаи употребления Passive Voice.

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Письменный опрос

Вопрос 1	В каких случаях используется передача приказов восклицаний, кратких ответов и вопросительных ярлыков в косвенной речи.
Вопрос 2	Какие факторы нужно учитывать при составлении резюме на английском языке?
Вопрос 3	Чем косвенная речь отличается от прямой?
Вопрос 4	Какого стиля следует придерживаться при ведении деловых встреч и прохождении собеседования?
Вопрос 5	Как образуются инфинитив и инфинитивные конструкции?

ВАРИАНТ 4

Формируемая(ые) (оцениваемая(ые)) компетенция(ии)

УК-4 Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)

Формируемые (оцениваемые) индикаторы достижения компетенций:

УК-4.2 Демонстрирует способность осуществлять деловую коммуникацию в устной и письменной формах на иностранном(ых) языке(ах), оформлять письменную речь грамотно, в соответствии с правилами орфографии и пунктуации

УК-4.3 Выполняет перевод текстов с иностранного(-ых) на государственный язык Российской Федерации и (или) с государственного языка РФ на иностранный(-ые)

Ситуационное задание №1

Переведите текст, задайте к нему вопросы, демонстрируя осуществление деловой коммуникации в устной и письменной формах на иностранном(ых) языке(ах) и оформление письменной речи грамотно, в соответствии с правилами орфографии и пунктуации. Составьте небольшой пересказ данного текста в виде summary.

We got out at Sonning, and went for a walk round the village. It is the most fairy-like nook on the whole river. It is more like a stage village than one built of bricks and mortar. Every house is smothered in roses, and now, in early June, they were bursting forth in clouds of dainty splendour. If you stop at Sonning, put up at the "Bull", behind the church. It is a veritable picture of an old country inn, with a green, square courtyard in front, where, on seats beneath the trees, the old men group of an evening to drink their ale and gossip over village politics; with low quaint rooms and latticed windows and awkward stairs and winding passages. We roamed about sweet Sonning for an hour or so, and then, it being too late to push on past Reading, we decided to go back to one of the Shiplake islands, and put up there for the night. It was still early when we got settled and George said that, as we had plenty of time, it would be a splendid opportunity to try a good, slap-up supper. He said he would show us what could be done up the river in the way of cooking, and suggested that, with the vegetables and the remains of the cold beef and general odds and ends, we should make an Irish stew. It seemed a fascinating idea. George gathered wood and made a fire, and Harris and I started to peel the potatoes. I should never have thought that peeling potatoes was such an undertaking.

The job turned out to be the biggest thing of its kind that I had ever been in. We began cheerfully, one might almost say skittishly but our light-heartedness was gone by the time the first potato was finished. The more we peeled, the more peel there seemed to be left on; by the time we had got all the peel off and all the eyes out, there was no potato left – at least none worth speaking of. George came and had a look at it – it was about the size of peanut. He said: "Oh, that won't do! You're wasting them. You must scrape them."

So we scraped them and that was harder work than peeling. They are such an extraordinary shape, potatoes – all bumps and warts and hollows. We worked steadily for five-and-twenty minutes, and did four potatoes. Then we struck. We said we should require the rest of the evening for scraping ourselves. I never saw such a thing as potato-scraping for making a fellow in a mess. It seemed difficult to believe that the potato-scrapings in which Harris and I stood, half-smothered, could have come off four potatoes. It shows you what can be done with economy and care. George said it was absurd to have only four potatoes in an Irish stew, so we washed half a dozen or so more and put them in without peeling. We also put in a cabbage and about half a peck of peas. George stirred it all up, and then he said that there seemed to be a lot of room to spare, so we overhauled both the hampers, and picked out all the odds and ends and the remnants, and added them to the stew. There were half a pork pie and a bit of cold boiled bacon left, and we put them in. Then George found half a tin of potted salmon, and he emptied that into the pot. He said that was the advantage of Irish stew: you got rid of such a lot of things. I fished out a couple of eggs that had got cracked, and we put those in. George said they would thicken the gravy.

I forget the other ingredients, but I know nothing was wasted; and I remember that towards the end, Montmorency, who had evinced great interest in the proceedings throughout, strolled away with an earnest and thoughtful air, reappearing, a few minutes afterwards, with a dead water-rat in his mouth, which he evidently wished to present as his contribution to the dinner; whether in a sarcastic spirit, or with a general desire to assist, I cannot say. We had a discussion as to whether the rat should go in or not. Harris said that he thought it would be all right, mixed up with the other things, and that every little helped; but George stood up for precedent! He said he had never heard of water-rats in Irish stew, and he would rather be on the safe side, and not try experiments. Harris said: "If you never try a new thing how can you tell what it's like? It's men such as you that hamper the world's progress. Think of the man who first tried German sausage!"

It was a great success, that Irish stew. I don't think I ever enjoyed a meal more. There was something so fresh and piquant about it. One's palate gets so tired of the old hackneyed things: here was a dish with a new flavour, with a taste like nothing else on earth. And it was nourishing, too. As George said, there was good stuff in it. The peas and potatoes might have been a bit softer, but we all had good teeth, so that did not matter much; and as for the gravy, it was a poem – a little too rich, perhaps, for a weak stomach, but nutritious.

Ситуационное задание № 2

Выполните перевод текстов с иностранного(-ых) на государственный язык Российской Федерации и (или) с государственного языка РФ на иностранный(-ые). Объясните случаи употребления Passive Voice.

1. It is said that Anna is a gossip. 2. Известно, что Эрик работает на ФБР. 3. This rule must be taken into consideration. 4. Никому не нравится, когда с ним обращаются плохо. 5. Has the meeting been cancelled? 6. За электричество не платят с января. 7. His picture was described as the best artwork of the past year. 8. Местный магазин ограбили этим утром. 9. Your delegation will be met at the airport. 10. Мой проект по английской литературе испорчен! Кто это сделал?

Письменный опрос

Вопрос 1	Как образуются вопросительные предложения в косвенной речи?
Вопрос 2	В каких случаях используется передача приказов/просьб/предложений?
Вопрос 3	В каких случаях используются инфинитив и причастие в конструкции "Complex Object"?
Вопрос 4	Какие временные маркеры используются для определения прошедших времен?
Вопрос 5	Какая структура используется при составлении докладов?

ВАРИАНТ 5

Формируемая(ые) (оцениваемая(ые)) компетенция(ии)

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Формируемые (оцениваемые) индикаторы достижения компетенций:

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УК-4.3 Выполняет перевод текстов с иностранного(-ых) на государственный язык Российской Федерации и (или) с государственного языка РФ на иностранный(-ые)

Ситуационное задание №1

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Ситуационное задание № 2

Выполните перевод текстов с иностранного(-ых) на государственный язык Российской Федерации и (или) с государственного языка РФ на иностранный(-ые). Объясните случаи употребления Passive Voice.

1. It is said that Anna is a gossip. 2. Известно, что Эрик работает на ФБР. 3. This rule must be taken into consideration. 4. Никому не нравится, когда с ним обращаются плохо. 5. Has the meeting been cancelled? 6. За электричество не платят с января. 7. His picture was described as the best artwork of the past year. 8. Местный магазин ограбили этим утром. 9. Your delegation will be met at the airport. 10. Мой проект по английской литературе испорчен! Кто это сделал?

Письменный опрос

Вопрос 1	Почему некоторые глаголы состояния нельзя использовать во временах Continuous?
Вопрос 2	Какие дополнительные способы выражения будущего времени в английском вы знаете?
Вопрос 3	Какие типы условных предложений существуют в английском языке?
Вопрос 4	Какие существительные не поддаются общему правилу?
Вопрос 5	В каких случаях используется пассивный залог?

ВАРИАНТ 1

Формируемая(ые) (оцениваемая(ые)) компетенция(ии)

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Формируемые (оцениваемые) индикаторы достижения компетенций:

УК-4.2 Демонстрирует способность осуществлять деловую коммуникацию в устной и письменной формах на иностранном(ых) языке(ах), оформлять письменную речь грамотно, в соответствии с правилами орфографии и пунктуации

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The First postcard came from Forfar. "I thought you might like a picture of Forfar," it said. "You have always been so interested in Scotland, and that is one reason why I am interested in you. I have enjoyed all your books, but do you really get to grips with people? I doubt it. Try to think of this as a handshake from your devoted admirer, W.S."

Like other novelists, Walter Streeter was used to getting communications from strangers. Usually they were friendly but sometimes they were critical. In either case he always answered them, for he was conscientious. But answering them took up the time and energy he needed for his writing, so that he was rather relieved that W.S. had given no address. The photograph of Forfar was uninteresting and he tore it up. His anonymous correspondent's criticism, however, lingered in his mind. Did he really fail to come to grips with his characters? Perhaps he did. He was aware that in most cases they were either projections of his own personality or, in different forms, the antithesis of it. The Me and the Not Me. Perhaps W.S. had spotted this. Not for the first time Walter made a vow to be more objective. About ten days later arrived another postcard, this time from Berwick on Tweed.

"What do you think of Berwick on Tweed?" it said. "Like you, it's on the Border. I hope this doesn't sound rude. I don't mean that you are a borderline case! You know how much I admire your stories. Some people call them otherworldly. I think you should plump for one world or the other. Another firm handshake from W.S." Walter Streeter pondered over this and began to wonder about the sender. Was his correspondent a man or a woman? It looked like a man's handwriting – commercial, unselfconscious – and the criticism was like a man's. On the other hand, it was like a woman to probe – to want to make him feel at the same time flattered and unsure of himself. He felt the faint stirrings of curiosity but soon dismissed them: he was not a man to experiment with acquaintances. Still it was odd to think of this unknown person speculating about him, sizing him up. Otherworldly, indeed! He reread the last two chapters he had written. Perhaps they didn't have their feet firm on the ground. Perhaps he was too ready to escape, as other novelists were nowadays, into an ambiguous world, a world where the conscious mind did not have things too much its own way. But did that matter? He threw the picture of Berwick on Tweed into his November fire and tried to write; but the words came haltingly, as though contending with an extra strong barrier of self-criticism.

And as the days passed he became uncomfortably aware of self-division, as though someone had taken hold of his personality and was pulling it apart. His work was no longer homogeneous, there were two strains in it, unreconciled and opposing, and it went much slower as he tried to resolve the discord. Never mind, he thought; perhaps I was getting into a groove. These difficulties may be growing pains, I may have tapped a new source of supply. If only I could correlate the two and make their conflict fruitful, as many artists have! The third postcard showed a picture of York Minster. "I know you are interested in cathedrals," it said. "I'm sure this isn't a sign of megalomania in your case, but smaller churches are sometimes more rewarding. I'm seeing a good many churches on my way south. Are you He tried to put the thought away from him; he tried to destroy the postcard as he had the others. But something in him wanted to preserve it. It had become a piece of him, he felt. Yielding to an irresistible compulsion, which he dreaded, he found himself putting it behind the clock on the chimney piece. He couldn't see it but he knew that it was there. He now had to admit to himself that the postcard business had become a leading factor in his life. It had created a new area of thoughts and feelings and they were most unhelpful. His being was strung up in expectation of the next postcard. Yet when it came it took him, as the others had, completely by surprise. He could not bring himself to look at the picture. "I hope you are well and would like a postcard from Coventry," he read. "Have you ever been sent to Coventry? I have – in fact you sent me there.

It isn't a pleasant experience, I can tell you. I am getting nearer. Perhaps we shall come to grips after all. I advised you to come to grips with your characters, didn't I? Have I given you any new ideas? If I have you ought to thank me, for they are what novelists want, I understand. I have been rereading your novels, living in them, I might say. Another hard handshake. As always, W.S." A wave of panic surged up in Walter Streeter. How was it that he had never noticed, all this time, the most significant fact about the postcards – that each one came from a place geographically closer to him than the last? "I am coming nearer." Had his mind, unconsciously self-protective, worn blinkers? If it had, he wished he could

put them back. He took an atlas and idly traced out W.S.'s itinerary. An interval of eighty miles or so seemed to separate the stopping places. Walter lived in a large West Country town about ninety miles from Coventry. Should he show the postcards to an alienist? But what could an alienist tell him? He would not know, what Walter wanted to know, whether he had anything to fear from W.S. Better go to the police. The police were used to dealing with poison pens. If they laughed at him, so much the better. They did not laugh, however. They said they thought the postcards were a hoax and that W.S. would never show up in the flesh. Then they asked if there was anyone who had a grudge against him. "No one that I know of," Walter said. They, too, took the view that the writer was probably a woman. They told him not to worry but to let them know if further postcards came.

Ситуационное задание № 2

Выполните перевод текстов с иностранного(-ых) на государственный язык Российской Федерации и (или) с государственного языка РФ на иностранный(-ые). Объясните случаи употребления Gerund и Infinitive Forms.

1. С сожалением сообщаю вам, что не смогу помочь завтра. 2. Traveling abroad means arranging many things. 3. Я планирую поискать работу онлайн. 4. Let's go on talking. She will not bother us again. 5. После уборки в ванной она начала мыть кухню. 6. Его обвинили в ограблении магазина. 7. I saw them cross the road. 8. Его заставили ответить за последствия. 9. Olga wrote on Instagram to ask the locals where to buy a bottle of good wine in Verona. 10. Она научилась петь в возрасте 4 лет, она настоящий талант!

Письменный опрос

Вопрос 1	На что необходимо обращать внимание при переводе предложений?
Вопрос 2	Как образуется согласование времен в английском языке?
Вопрос 3	Когда употребляются смешанные типы придаточных предложений в английском языке?
Вопрос 4	Для чего используются условные предложения в английском языке?
Вопрос 5	На какие типы делятся модальные глаголы?

ВАРИАНТ 2

Формируемая(ые) (оцениваемая(ые)) компетенция(ии)

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Формируемые (оцениваемые) индикаторы достижения компетенций:

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Ситуационное задание №1

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the stopping places Walter lived in a large West Country town about ninety miles from Coventry. Should he show the postcards to an alienist? But what could an alienist tell him? He would not know, what Walter wanted to know, whether he had anything to fear from W.S. Better go to the police. The police were used to dealing with poison pens. If they laughed at him, so much the better. They did not laugh, however. They said they thought the postcards were a hoax and that W.S. would never show up in the flesh. Then they asked if there was anyone who had a grudge against him. "No one that I know of," Walter said. They, too, took the view that the writer was probably a woman. They told him not to worry but to let them know if further postcards came.

Ситуационное задание № 2

Выполните перевод текстов с иностранного(-ых) на государственный язык Российской Федерации и (или) с государственного языка РФ на иностранный(-ые). Объясните случаи употребления Gerund и Infinitive Forms.

1. С сожалением сообщаю вам, что не смогу помочь завтра. 2. Traveling abroad means arranging many things. 3. Я планирую поискать работу онлайн. 4. Let's go on talking. She will not bother us again. 5. После уборки в ванной она начала мыть кухню. 6. Его обвинили в ограблении магазина. 7. I saw them cross the road. 8. Его заставили ответить за последствия. 9. Olga wrote on Instagram to ask the locals where to buy a bottle of good wine in Verona. 10. Она научилась петь в возрасте 4 лет, она настоящий талант!

Письменный опрос

Вопрос 1	Какие приставки используются при словообразовании глаголов, существительных, наречий и прилагательных?
Вопрос 2	Чем отличается словообразование при помощи приставок от других методов?
Вопрос 3	Как образуются прилагательные?
Вопрос 4	Какие правила пунктуации используются при прямой и косвенной речах?
Вопрос 5	В каких случаях используются разговорный, формальный и нейтральный типы английского языка?

ВАРИАНТ 3

Формируемая(ые) (оцениваемая(ые)) компетенция(ии)

УК-4 Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)

Формируемые (оцениваемые) индикаторы достижения компетенций:

УК-4.2 Демонстрирует способность осуществлять деловую коммуникацию в устной и письменной формах на иностранном(ых) языке(ах), оформлять письменную речь грамотно, в соответствии с правилами орфографии и пунктуации

УК-4.3 Выполняет перевод текстов с иностранного(-ых) на государственный язык Российской Федерации и (или) с государственного языка РФ на иностранный(-ые)

Ситуационное задание №1

Переведите текст, задайте к нему вопросы, демонстрируя осуществление деловой коммуникации в устной и письменной формах на иностранном(ых) языке(ах) и оформление письменной речи грамотно, в соответствии с правилами орфографии и пунктуации. Составьте небольшой пересказ данного текста в виде summary.

The First postcard came from Forfar. "I thought you might like a picture of Forfar," it said. "You have always been so interested in Scotland, and that is one reason why I am interested in you. I have enjoyed all your books, but do you really get to grips with people? I doubt it. Try to think of this as a handshake from your devoted admirer, W.S."

Like other novelists, Walter Streeter was used to getting communications from strangers. Usually they were friendly but sometimes they were critical. In either case he always answered them, for he was conscientious. But answering them took up the time and energy he needed for his writing, so that he was rather relieved that W.S. had given no address. The photograph of Forfar was uninteresting and he tore it up. His anonymous correspondent's criticism, however, lingered in his mind. Did he really fail to come to grips with his characters? Perhaps he did. He was aware that in most cases they were either projections of his own personality or, in different forms, the antithesis of it. The Me and the Not Me. Perhaps W.S. had spotted this. Not for the first time Walter made a vow to be more objective. About ten days later arrived another postcard, this time from Berwick on Tweed.

"What do you think of Berwick on Tweed?" it said. "Like you, it's on the Border. I hope this doesn't sound rude. I don't mean that you are a borderline case! You know how much I admire your stories. Some people call them otherworldly. I think you should plump for one world or the other. Another firm handshake from W.S." Walter Streeter pondered over this and began to wonder about the sender. Was his correspondent a man or a woman? It looked like a man's handwriting – commercial, unselfconscious – and the criticism was like a man's. On the other hand, it was like a woman to probe – to want to make him feel at the same time flattered and unsure of himself. He felt the faint stirrings of curiosity but soon dismissed them: he was not a man to experiment with acquaintances. Still it was odd to think of this unknown person speculating about him, sizing him up. Otherworldly, indeed! He reread the last two chapters he had written. Perhaps they didn't have their feet firm on the ground. Perhaps he was too ready to escape, as other novelists were nowadays, into an ambiguous world, a world where the conscious mind did not have things too much its own way. But did that matter? He threw the picture of Berwick on Tweed into his November fire and tried to write; but the words came haltingly, as though contending with an extra strong barrier of self-criticism.

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