

БИЛЕТ 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.

When I invited Jean to the theatre, I was afraid she would refuse my invitation, but she had accepted it. I still doubted whether she would come: her religion did not allow to go to a theatre, play cards or love a man of other religious views. However, when I met her at the entrance to the theatre, I saw she had thrown off her

religious scruples. She looked eager and her dark eyes sparkled with excitement. Our seats were in the pit. They were not expensive, but we could see the stage quite well. I gave her the programme and my opera glasses.

Presently the lights went down; then the curtain rose upon a scene of eighteenth-century Paris at the time of the French Revolution. It was a melodrama full of hopeless love and heroic self-sacrifice, a play after Dickens's novel "A Tale of Two Cities". When Martin Harvey, a famous actor, who played the leading part of Sydney Carton appeared on the stage, Jean's eyes were full of interest and delight. She was greatly impressed by pale, dark Carton and delicate, charming Lucie Manette, the girl he loved.

During the interval Jean said: "Oh, Mr. Shannon, how splendid it is! So different from what I expected! I can't tell you what a treat it is for me! I feel so sorry for poor Sydney Carton! He is so much in love with Lucy and she ... It must be a frightful thing to be in love and not to be loved!"

"Quite," I agreed gravely. "At least they are good friends, and friendship is a wonderful thing." She consulted her programme to conceal her flush. "The girl who does Lucie is very sweet, she has such lovely, blonde hair and is so young!" "Well, in real life she is Martin Harvey's wife, must be about forty-five, and that blonde hair is a wig."

"Please, don't, Mr. Shannon! How can you joke about such things?" she cried in a shocked voice... As the last scene was under way Jean's hand, small and hot, touched mine. We sat hand in hand as though to support each other while watching Carton with a pale face and carefully arranged hair mount the guillotine and meet his death. Jean couldn't keep her tears and they fell upon the back of my hand like raindrops in spring.

When at last the play came to its end there was a storm of applause and many curtain calls for Miss de Silva and Martin Harvey. Miss Jean Law, however, was too overcome to join in such a banal applause, her feelings were too deep for words. Only when we were in the street she whispered with shining eyes. "Oh, Robert, you can't believe me how much I've enjoyed myself!" It was the first time she had used my Christian name.

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. We have our clothes dry-cleaned once a month. 2. Мне сделают еще один ключ завтра. 3. Jake had his groceries delivered two hours ago. 4. Мне сделают анализ крови. 5. I have my hair cut every month. 6. Мне выгуливают собаку дважды в день. 7. I had my nose broken in the fight. 8. Мой багаж украли в аэропорту 5 минут назад. 9. I should cut this tree down today. 10. Вчера до 10 утра мне подстригали траву.

Письменный опрос

Вопрос 1	Какая структура используется при составлении докладов?
Вопрос 2	В каких случаях используются инфинитив и герундий в сложных предложениях?
Вопрос 3	Как образуются наречия?
Вопрос 4	Как меняются формы образования инфинитива и герундия в сложных предложениях?
Вопрос 5	Как образуются придаточные предложения времени и условия?

БИЛЕТ 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)

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Ситуационное задание №1

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The other day my friend George came to see me and brought a small book with him. It was a guide to English conversation for the use of foreign travellers. George said: "My idea is to go to London early on Wednesday morning and spend an hour or two going about and shopping with the help of this book. I want one or two little things - a hat and a pair of bedroom slippers."

On Wednesday we arrived at Waterloo station and went to a small boot shop. Boxes of boots filled the shelves. Black and brown boots hung about its doors and windows. The man, when we entered, was opening with a hammer a new case full of boots.

George raised his hat, and said "Good morning." The man did not even turn round. He said something which was perhaps "Good morning" and went on with his work. George said: "I have been recommended to your shop by my friend, Mr. X." The answer to this in the book was "Mr. X. is a worthy gentleman; it will give me the greatest pleasure to serve a friend of his." What the man said was: "Don't know him; never heard of him." This was not the answer we expected. The book gave three or four methods of buying boots; George had selected the most polite of them centred round "Mr. X." You talked with the shopkeeper about this "Mr. X." and then you began to speak about your desire to buy boots, "cheap and good." But it was necessary to come to business with brutal directness. George left "Mr. X." and turning back to a previous page, took another sentence. It was not a good selection; it was useless to make such a speech to any bootmaker, and especially in a boot-shop full of boots.

George said: "One has told me that you have here boots for sale." For the first time the man put down his hammer, and looked at us. He spoke slowly. He said: "What do you think I keep boots for - to smell them?" He was one of those men that begin quietly and get more angry as they go on. "What do you think I am," he continued, "a boot collector? What do you think I'm keeping this shop for - my health? Do you think I love the boots, and can't part with a pair? Do you think I hang them about here to look at them? Where do you think you are - in an international exhibition of boots? What do you think these boots are - a historical collection? Did you ever hear of a man keeping a boot shop and not selling boots? Do you think I decorate the shop with them? What do you think I am - a prize idiot?" I have always said that these conversation books are practically useless. We could not find the right answer in the book from beginning to end. I must say that George chose the best sentence that was there and used it. He said: "I shall come again, when, perhaps, you have more boots to show me. Till then, good-bye." With that we went out. George wanted to stop at another boot shop and try the experiment once more; he said he really wanted a pair of bedroom slippers. But we advised him to buy them another time.

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. I had my surgery done in a very good clinic. 2. Она починила окно после грозы. 3. She had her store robbed last night. 4. У нас украли все деньги. 5. When will you get your hair done? 6. Я должен заплатить, чтобы мне установили эту программу. 7. Alice has all her clothes made at the dressmaking shop. 8. Комнату Фрэнка убирают дважды в неделю. 9. He has his eyes tested once a year. 10. Он не проверяет зрение сейчас.

Письменный опрос

Вопрос 1	В каких случаях используется пассивный залог?
Вопрос 2	Как образуется будущее время в английском?
Вопрос 3	Как образуются личные и безличные конструкции?

Вопрос 4	Какие дополнительные типы сравнения прилагательных существуют?
Вопрос 5	Как структура мотивационного письма отличается от сопроводительного?

БИЛЕТ 1

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Ситуационное задание № 1

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School! Lessons, games, clubs, homework. A bell rings. You go to a classroom. A bell rings. You have lunch. A bell rings. You go home. But one day you go to school for the last time. What to do after that? You realize that the time to choose one job out of the hundreds has come. It's going to be a hard choice and nobody can make it for you. Before you can choose, you ask yourself quite a lot of questions. What do you know you are good at? What do you enjoy doing? Perhaps you enjoy working with your hands. Or you may prefer using your head – your brains. Are you interested in machines? Or do you like meeting people? It's difficult to know all the answers to these questions until you have left school and actually begun work.

Many young people consider teaching as a career. It's not surprising: after your parents your teacher may be the most important person in your life. With all the teachers you meet, you think there isn't anything you don't know about the work. That's where you are wrong, since only those who are in it can appreciate it. Have you ever asked yourself why most teachers are so devoted to their work and privately think, though they may not like to admit it openly, that they serve humanity doing the most vital job of all? Those of us who spend our days in schools know how rewarding the job is. At the same time it is not easy and a real challenge to your character, abilities and talent, as teaching is a constant stream of decisions.

Children in your classroom aren't just boys and girls. Every one is a unique individual who has never been before and will never again exist. If you like people, you will love teaching. To be a good teacher you must be genuinely interested in what you are doing. The most important things in the world are awareness and learning – wanting to know every day of your life more and more and more. Because every time you learn something new you become something new. An ignorant teacher teaches ignorance, a fearful teacher teaches fear, a bored teacher teaches boredom. But a good teacher catalyzes in his pupils the burning desire to know and love for the truth and beauty. John Steinbeck, writing about his school days said, "I've come to believe that a great teacher is a great artist and you know how few great artists there are in the world. Teaching might even be the greatest of the arts since its medium is the human mind and the human spirit." What an incredible responsibility to be the guardians of the human spirit and the human mind! I think, that is the reason why humanity has the deepest respect for teachers.

I would never stop teaching and I'm sure that you, having chosen it for your career, feel the same way. If you don't feel that way then, please, for all our sakes, get out! The human mind and the human spirit are too wondrous to destroy. But if you are prepared to accept the responsibility, I wish you all the luck in the world.

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. If water reaches 100 degrees, it always boils. 2. Если смешать красный и желтый, получается оранжевый. 3. If I wake up early, I go for a walk. 4. Если идет дождь, земля становится мокрой. 5. If it doesn't rain for a long time, the earth gets dry. 6. Я не уйду, пока ты не придешь. 7. When I finish work, I'll call you. 8. Салли провалит экзамен, если она не будет усердно заниматься. 9. If you clean your room, I'll take you to the zoo. 10. Я дам тебе книгу, если найду ее.

Письменный опрос

Вопрос 1	На какие типы делятся модальные глаголы?
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Вопрос 2	Какие случаи использования косвенной речи существуют в английском языке?
Вопрос 3	Как образуется множественное число существительных?
Вопрос 4	В каких случаях используются личные и безличные конструкции?
Вопрос 5	В каких случаях употребляются формы used to/be used to/get used to?

БИЛЕТ 2

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The children fixed their eyes upon Anne. Anne gazed back, feeling helpless. "Now, children," began Miss Enderby firmly, "you are very, very lucky this term to have Miss Lacey for your new teacher." Anne gave a watery smile. The Children's faces were unmoved.

"Miss Lacey," repeated Miss Enderby with emphasis. "Can you say that?"

"Miss Lacey," chorused the class obediently.

"Perhaps you could say 'Good morning' to your new teacher?" suggested Miss Enderby in an imperative tone.

"Good morning. Miss Lacey," came the polite chorus.

"Good morning, children," responded Anne in a voice which bore no resemblance to her own.

Miss Enderby motioned to the children to take their seats. "I should give out paper and coloured pencils," said Miss Enderby, "as soon as you've called the register. Keep them busy while you're finding your way about the cupboards and so on."

She gave a swift look round the class. "I expect you to help Miss Lacey in every way," said the headmistress. "D'you hear me, Arnold?" The little boy addressed, who had been crossing and uncrossing his eyes in an ugly manner for the enjoyment of his neighbours, looked suitably crest-fallen.

"If I were you, I should keep an eye on that boy," murmured Miss Enderby. "Broken home — brother in Borstal — and some rather dreadful habits!" Anne looked with fresh interest at Arnold and thought he looked quite different from what Miss Enderby said about him. Far too innocent and apple-cheeked to have such a record. But even as she looked, she saw his pink face express his scorn of Miss Enderby who was giving her final messages to the new teacher.

"Break at ten forty-five, dear," said the headmistress. "Come straight to the staff room. I will wait there till you join us. I will introduce you to those you didn't meet on your first visit. How do you like the idea of having a cup of tea then? We need rest after all. If there's anything that puzzles you, I shall be in my room. You can depend on me. Just send a message by one of the children."

She made her way to the door and waited before it, eyebrows raised as she turned her gaze upon the children. They gazed back in some bewilderment. "Is no one going to remember his manners?" asked Miss Enderby. With a nervous start Anne hastened forward to the door but was waved back by a movement of her headmistress's hand. A dozen or more children made a rush to open the door. A freckled girl with two skinny red plaits was the first to drag open the door. She was rewarded by a smile.

"Thank you, dear, thank you," said Miss Enderby and sailed majestically into the corridor. There came a faint sigh of relief as the door closed behind her, and the forty-six tongues which had so far kept unnaturally silent began to wag cheerfully. Anne watched this change with some dismay. She remembered with sudden relief some advice given her at college in just such a situation.

"Stand quite still, be quite calm, and gradually the children will become conscious that you are waiting. Never, never attempt to shout them down."

So Anne stood her ground waiting for the chattering to subside. But the noise grew in volume as conversations became more animated. One or two children ran across the room to see their distant friends. Two little boys attacked each other. A child with birthday cards was displaying their beauties to an admiring crowd round her desk. Arnold had removed his blue pullover and was attempting to pull his shirt over his head, in order to show his friends a scar on his shoulder blade. Amidst growing chaos Anne remained silent. She looked at the clock which jerked from one minute to the next and decided to let it leap once more before she abandoned hope. One crumb of comfort, if comfort it could be called, remained with her. This was an outburst of natural high spirits. Her presence, she noted, meant nothing at all to them. A chair fell over, someone yelped with pain, there was a burst of laughter, and Anne saw the clock jump to another minute. Anne advanced into action.

"To your desks!" she roared, "And quickly!"

With a pleasurable shock she saw her words obeyed. Within a minute order had returned. Refreshed by the break the children turned attentive eyes upon her. Anne's self-esteem crept back.

Ситуационное задание № 2

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1. You get water if you mix hydrogen and oxygen. 2. Люди умирают, если не едят пищу. 3. If you touch a fire, you get burned. 4. Когда люди слишком много едят, они толстеют. 5. If you don't pay for the internet, it doesn't work. 6. Если я ее увижу, я расскажу ей про тебя. 7. Unless you rest, you won't feel better. 8. Если я выиграю в лотерею, я куплю дом. 9. I will be happy if my football team wins. 10. Когда я приду домой, я выгуляю собаку.

Письменный опрос

Вопрос 1	В каких случаях используются разговорный, формальный и нейтральный типы английского языка?
Вопрос 2	В чем состоит отличие трех сравнительных типов прилагательных?
Вопрос 3	Какая структура используется при составлении статей?
Вопрос 4	Как образуются герундий и герундиальные конструкции?
Вопрос 5	Каким образом обособляются придаточные предложения времени и условия в английском языке?

БИЛЕТ 3

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I would never stop teaching and I'm sure that you, having chosen it for your career, feel the same way. If you don't feel that way then, please, for all our sakes, get out! The human mind and the human spirit are too wondrous to destroy. But if you are prepared to accept the responsibility, I wish you all the luck in the world.

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. If water reaches 100 degrees, it always boils. 2. Если смешать красный и желтый, получается оранжевый. 3. If I wake up early, I go for a walk. 4. Если идет дождь, земля становится мокрой. 5. If it doesn't rain for a long time, the earth gets dry. 6. Я не уйду, пока ты не придешь. 7. When I finish work, I'll call you. 8. Салли провалит экзамен, если она не будет усердно заниматься. 9. If you clean your room, I'll take you to the zoo. 10. Я дам тебе книгу, если найду ее.

Письменный опрос

Вопрос 1	Как меняются формы образования инфинитива и причастия в конструкции "Complex Object"?
Вопрос 2	Какая лексика используется при телефонном разговоре на английском языке?

Вопрос 3	В каких случаях используется определенный артикль?
Вопрос 4	В каких случаях используются придаточные предложения времени и условия?
Вопрос 5	Какие коммуникативные навыки развиваются при участии в дебатах у студентов?

БИЛЕТ 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.

The children fixed their eyes upon Anne. Anne gazed back, feeling helpless. "Now, children," began Miss Enderby firmly, "you are very, very lucky this term to have Miss Lacey for your new teacher." Anne gave a watery smile. The Children's faces were unmoved.

"Miss Lacey," repeated Miss Enderby with emphasis. "Can you say that?"

"Miss Lacey," chorused the class obediently.

"Perhaps you could say 'Good morning' to your new teacher?" suggested Miss Enderby in an imperative tone.

"Good morning. Miss Lacey," came the polite chorus.

"Good morning, children," responded Anne in a voice which bore no resemblance to her own.

Miss Enderby motioned to the children to take their seats. "I should give out paper and coloured pencils," said Miss Enderby, "as soon as you've called the register. Keep them busy while you're finding your way about the cupboards and so on."

She gave a swift look round the class. "I expect you to help Miss Lacey in every way," said the headmistress. "D'you hear me, Arnold?" The little boy addressed, who had been crossing and uncrossing his eyes in an ugly manner for the enjoyment of his neighbours, looked suitably crest-fallen.

"If I were you, I should keep an eye on that boy," murmured Miss Enderby. "Broken home — brother in Borstal — and some rather dreadful habits!" Anne looked with fresh interest at Arnold and thought he looked quite different from what Miss Enderby said about him. Far too innocent and apple-cheeked to have such a record. But even as she looked, she saw his pink face express his scorn of Miss Enderby who was giving her final messages to the new teacher.

"Break at ten forty-five, dear," said the headmistress. "Come straight to the staff room. I will wait there till you join us. I will introduce you to those you didn't meet on your first visit. How do you like the idea of having a cup of tea then? We need rest after all. If there's anything that puzzles you, I shall be in my room. You can depend on me. Just send a message by one of the children."

She made her way to the door and waited before it, eyebrows raised as she turned her gaze upon the children. They gazed back in some bewilderment. "Is no one going to remember his manners?" asked Miss Enderby. With a nervous start Anne hastened forward to the door but was waved back by a movement of her headmistress's hand. A dozen or more children made a rush to open the door. A freckled girl with two skinny red plaits was the first to drag open the door. She was rewarded by a smile.

"Thank you, dear, thank you," said Miss Enderby and sailed majestically into the corridor. There came a faint sigh of relief as the door closed behind her, and the forty-six tongues which had so far kept unnaturally silent began to wag cheerfully. Anne watched this change with some dismay. She remembered with sudden relief some advice given her at college in just such a situation.

"Stand quite still, be quite calm, and gradually the children will become conscious that you are waiting. Never, never attempt to shout them down."

So Anne stood her ground waiting for the chattering to subside. But the noise grew in volume as conversations became more animated. One or two children ran across the room to see their distant friends. Two little boys attacked each other. A child with birthday cards was displaying their beauties to an admiring crowd round her desk. Arnold had removed his blue pullover and was attempting to pull his shirt over his head, in order to show his friends a scar on his shoulder blade. Amidst growing chaos Anne remained silent. She looked at the clock which jerked from one minute to the next and decided to let it leap once more before she abandoned hope. One crumb of comfort, if comfort it could be called, remained with her. This was an outburst of natural high spirits. Her presence, she noted, meant nothing at all to them. A chair fell over, someone yelped with pain, there was a burst of laughter, and Anne saw the clock jump to another minute. Anne advanced into action.

"To your desks!" she roared, "And quickly!"

With a pleasurable shock she saw her words obeyed. Within a minute order had returned. Refreshed by the break the children turned attentive eyes upon her. Anne's self-esteem crept back.

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. You get water if you mix hydrogen and oxygen. 2. Люди умирают, если не едят пищу. 3. If you touch a fire, you get burned. 4. Когда люди слишком много едят, они толстеют. 5. If you don't pay for the internet, it doesn't work. 6. Если я ее увижу, я расскажу ей про тебя. 7. Unless you rest, you won't feel better. 8. Если я выиграю в лотерею, я куплю дом. 9. I will be happy if my football team wins. 10. Когда я приду домой, я выгуляю собаку.

Письменный опрос

Вопрос 1	Как образуется передача диалога в косвенной речи?
Вопрос 2	Чем отличается морфологический разбор от синтаксического?
Вопрос 3	Как образуются реальные и нереальные типы условных предложений?
Вопрос 4	В каких случаях используется передача приказов восклицаний, кратких ответов и вопросительных ярлыков в косвенной речи.
Вопрос 5	Какие факторы нужно учитывать при составлении резюме на английском языке?

БИЛЕТ 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

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.

School! Lessons, games, clubs, homework. A bell rings. You go to a classroom. A bell rings. You have lunch. A bell rings. You go home. But one day you go to school for the last time. What to do after that? You realize that the time to choose one job out of the hundreds has come. It's going to be a hard choice and nobody can make it for you. Before you can choose, you ask yourself quite a lot of questions. What do you know you are good at? What do you enjoy doing? Perhaps you enjoy working with your hands. Or you may prefer using your head – your brains. Are you interested in machines? Or do you like meeting people? It's difficult to know all the answers to these questions until you have left school and actually begun work.

Many young people consider teaching as a career. It's not surprising: after your parents your teacher may be the most important person in your life. With all the teachers you meet, you think there isn't anything you don't know about the work. That's where you are wrong, since only those who are in it can appreciate it. Have you ever asked yourself why most teachers are so devoted to their work and privately think, though they may not like to admit it openly, that they serve humanity doing the most vital job of all? Those of us who spend our days in schools know how rewarding the job is. At the same time it is not easy and a real challenge to your character, abilities and talent, as teaching is a constant stream of decisions.

Children in your classroom aren't just boys and girls. Every one is a unique individual who has never been before and will never again exist. If you like people, you will love teaching. To be a good teacher you must be genuinely interested in what you are doing. The most important things in the world are awareness and learning – wanting to know every day of your life more and more and more. Because every time you learn something new you become something new. An ignorant teacher teaches ignorance, a fearful teacher teaches fear, a bored teacher teaches boredom. But a good teacher catalyzes in his pupils the burning desire to know and love for the truth and beauty. John Steinbeck, writing about his school days said, "I've come to believe that a great teacher is a great artist and you know how few great artists there are in the world. Teaching might even be the greatest of the arts since its medium is the human mind and the human spirit." What an incredible responsibility to be the guardians of the human spirit and the human mind! I think, that is the reason why humanity has the deepest respect for teachers.

I would never stop teaching and I'm sure that you, having chosen it for your career, feel the same way. If you don't feel that way then, please, for all our sakes, get out! The human mind and the human spirit are too wondrous to destroy. But if you are prepared to accept the responsibility, I wish you all the luck in the world.

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. If water reaches 100 degrees, it always boils. 2. Если смешать красный и желтый, получается оранжевый. 3. If I wake up early, I go for a walk. 4. Если идет дождь, земля становится мокрой. 5. If it doesn't rain for a long time, the earth gets dry. 6. Я не уйду, пока ты не придешь. 7. When I finish work, I'll call you. 8. Салли провалит экзамен, если она не будет усердно заниматься. 9. If you clean your room, I'll take you to the zoo. 10. Я дам тебе книгу, если найду ее.

Письменный опрос

Вопрос 1	В каких случаях используются конструкции согласования времен в английском языке?
Вопрос 2	Какая структура и стиль языка используется при написании меморандумов?
Вопрос 3	В каких случаях употребляются модальные глаголы?

Вопрос 4	Что такое пассивный залог?
Вопрос 5	Как образуются вопросительные предложения в косвенной речи?

БИЛЕТ 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.

He came into the room to shut the windows while we were still in bed and I saw he looked ill. He was shivering, his face was white, and he walked slowly as though it ached to move. "What's the matter, Schatz?"

"I've got a headache."

"You'd better go back to bed."

"No, I'm all right."

"You go to bed. I'll see you when I'm dressed."

But when I came downstairs he was dressed, sitting by the fire, looking a very sick and miserable boy of nine years. When I put my hand on his forehead I knew he had a fever.

"You go up to bed," I said, "you're sick."

"I'm all right," he said.

When the doctor came he took the boy's temperature.

"What is it?" I asked him.

"One hundred and two."

Downstairs, the doctor left three different medicines in different colored capsules with instructions for giving them. One was to bring down the fever, another a purgative, the third to overcome an acid condition. The germs of influenza can only exist in an acid condition, he explained. He seemed to know all about influenza and said there was nothing to worry about if the fever did not go above one hundred and four degrees. This was a light epidemic of flu and there was no danger if you avoided pneumonia. Back in the room I wrote the boy's temperature down and made a note of the time to give the various capsules.

"Do you want me to read to you?"

"All right, if you want to," said the boy. His face was very white and there were dark areas under his eyes. He lay still in the bed and seemed very detached from what was going on.

I read aloud from Howard Pyle's *Book of Pirates*, but I could see he was not following what I was reading.

"How do you feel, Schatz?" I asked him.

"Just the same, so far," he said.

I sat at the foot of the bed and read to myself while I waited for it to be time to give another capsule. It would have been natural for him to go to sleep, but when I looked up he was looking at the foot of the bed, looking very strangely.

"Why don't you try to go to sleep? I'll wake you up for the medicine."

"I'd rather stay awake."

After a while he said to me, "You don't have to stay in here with me, Papa, if it bothers you."

"It doesn't bother me."

"No, I mean you don't have to stay if it's going to bother you."

I thought perhaps he was a little light-headed and after giving him the prescribed capsules at eleven o'clock I went out for a while. It was a bright, cold day, the ground covered with a sleet that had frozen so that it seemed as if all the bare trees, the bushes, the cut brush and all the grass and the bare ground had been varnished with ice. I took the young Irish setter for a little walk up the road and along a frozen creek. At the house they said the boy had refused to let any one come into the room.

"You can't come in," he said. "You mustn't get what I have." I went up to him and found him in exactly the position I had left him, white-faced, but with the tops of his cheeks flushed by the fever, staring still, as he had stared, at the foot of the bed. I took his temperature.

"What is it?"

"Something like a hundred," I said. It was one hundred and two and four tenths.

"It was a hundred and two," he said.

"Who said so?"

"The doctor."

"Your temperature is all right," I said. "It's nothing to worry about."

"I don't worry," he said, "but I can't keep from thinking."

"Don't think," I said. "Just take it easy."

"I'm taking it easy," he said and looked worried about something.

"Take this with water."

"Do you think it will do any good?"

"Of course, it will."

I sat down and opened the Pirate Book and commenced to read but I could see he was not following, so I stopped.

"About what time do you think I'm going to die?" he asked.

"What?"

"About how long will it be before I die?"

"You aren't going to die. What's the matter with you?"

"Oh, yes, I am. I heard him say a hundred and two."

"People don't die with a fever of one hundred and two. That's a silly way to talk!"

"I know they do. At school in France the boys told me you can't live with forty-four degrees. I've got a hundred and two."

He had been waiting to die all day, ever since nine o'clock in the morning.

"You poor Schatz," I said. "Poor old Schatz, it's like miles and kilometers. You aren't going to die. That's a different thermometer. On that thermometer thirty-seven is normal. On this kind it's ninety-eight."

"Are you sure?"

"Absolutely," I said. "It's like miles and kilometers. You know, like how many kilometers we make when we do seventy miles in the car?"

"Oh," he said.

But his gaze at the foot of the bed relaxed slowly. The hold over himself relaxed too, finally, and the next day it was very slack and he cried very easily at little things that were of no importance.

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 был на твоём месте, я бы купил машину. 2. If I were rich, I would live on my own island. 3. Если бы ты учился в моей школе, мы бы виделись каждый день. 4. If she spoke English better, she would travel more. 5. Если бы у меня было больше свободного времени, я бы больше занимался спортом. 6. If you had come earlier, we would have met. 7. Если бы она меня попросила, я бы ей помог. 8. He would have been lost if he hadn't taken the map with him. 9. Если бы мы выехали раньше, мы бы не опоздали на поезд. 10. If you had invited us, we would have come.

Письменный опрос

Вопрос 1	В каких случаях используются инфинитив и герундий в сложных предложениях?
Вопрос 2	Как образуются наречия?
Вопрос 3	Как меняются формы образования инфинитива и герундия в сложных предложениях?
Вопрос 4	Как образуются придаточные предложения времени и условия?
Вопрос 5	Какая структура используется при составлении делового письма?

БИЛЕТ 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.

A few decades ago, professional footballers spent their nights partying. Now, they are much more aware of the benefits of a good night's sleep.

The change began in the mid-1990s, when mattress salesman Nick Littlehales contacted the manager of the Manchester United football team, Alex Ferguson, asking whether he had ever considered how sleep affected performance on the pitch. Interested, Ferguson arranged for Littlehales to give a presentation to his team. Before long, the whole team had new mattresses and pillows, and Littlehales soon became football's leading mattress advisor. In 1998, he supplied mattresses for England's World Cup team, and at the 2004 Euros, he created individual sleep routines for every player.

Gradually, club managers began to pay more attention to scientific sleep research, and for good reason. In 2011, sleep specialist Cheri Mah discovered that increasing sleep to 8-10 hours per night massively increased the speed and shot accuracy of basketball players. Other research shows that a single night of inadequate sleep can increase the risk of injury, and 64 hours of bad sleep reduces strength, power and balance, and can even cause the body to eat its own muscles!

Consequently, managers started trying to improve their players' sleep. Southampton Football Club's manager Alek Gross, for example, forbade his players from consuming caffeine, sugar or fatty foods, which prevent sleep, in the evenings. Instead, they were given milky protein drinks which made them tired. The Mexico team manager was also concerned about sleep loss when travelling to their World Cup group games in Russia. Together with Manchester United sports scientist Robin Thorpe, he drew up a sleep and training schedule to optimize performance. Even the hotel bedrooms were set to the ideal sleeping temperature. The players supported the routine. In fact, on the evening of a game, their captain Rafael Marquez even asked fans who were celebrating at the same hotel to keep quiet because the team were sleeping. The intervention was a great success. Mexico won their next game versus South Korea and even beat Germany in their group.

Now, many teams and players are making an effort to improve their sleep patterns, using various means. Manchester City player Sergio Aguero, for example, was finding it hard to sleep because his muscular body prevented his legs from closing when he lay on his side. He got a new mattress which matched his height and weight, thus keeping his neck and back aligned in the night. Meanwhile, James Milner from Manchester City found it hard to sleep after evening games, so would play computer games into the early hours. As a result, he was too tired to train the following morning. Setting a routine with a late bedtime, early rise and afternoon nap helped to fix this problem. Since these interventions are cheap and effective, even the less well-known teams can benefit. Brentford, for example, has the smallest budget in the championship league. Even so, the club's head of performance, Chris Haslam, introduced wrist trackers to monitor player's sleep, and these have led to a clear improvement in players' attentiveness.

Whereas in the past, playing after a party and a few hours' sleep was seen as a badge of honour, a good sleep is now considered an essential part of performance.

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 он был выше, он бы играл в баскетбол. 2. If I were you, I wouldn't go there alone. 3. Если бы я хотел похудеть, я бы меньше ел. 4. If he slept more, he would feel better. 5. Если бы Саре не нравились животные, она бы не была ветеринаром. 6. I would have shown you my project if I had finished it. 7. Если бы они не продали свой дом, они бы жили в Дублине. 8. I wouldn't have called Jim if I hadn't missed him. 9. Что бы ты сделал, если бы меня не встретил? 10. If I had known you were coming I would have made a cake.

Письменный опрос

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

БИЛЕТ 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.

He came into the room to shut the windows while we were still in bed and I saw he looked ill. He was shivering, his face was white, and he walked slowly as though it ached to move. "What's the matter, Schatz?"

"I've got a headache."

"You'd better go back to bed."

"No, I'm all right."

"You go to bed. I'll see you when I'm dressed."

But when I came downstairs he was dressed, sitting by the fire, looking a very sick and miserable boy of nine years. When I put my hand on his forehead I knew he had a fever.

"You go up to bed," I said, "you're sick."

"I'm all right," he said.

When the doctor came he took the boy's temperature.

"What is it?" I asked him.

"One hundred and two."

Downstairs, the doctor left three different medicines in different colored capsules with instructions for giving them. One was to bring down the fever, another a purgative, the third to overcome an acid condition. The germs of influenza can only exist in an acid condition, he explained. He seemed to know all about influenza and said there was nothing to worry about if the fever did not go above one hundred and four degrees. This was a light epidemic of flu and there was no danger if you avoided pneumonia. Back in the room I wrote the boy's temperature down and made a note of the time to give the various capsules.

"Do you want me to read to you?"

"All right, if you want to," said the boy. His face was very white and there were dark areas under his eyes. He lay still in the bed and seemed very detached from what was going on.

I read aloud from Howard Pyle's *Book of Pirates*, but I could see he was not following what I was reading.

"How do you feel, Schatz?" I asked him.

"Just the same, so far," he said.

I sat at the foot of the bed and read to myself while I waited for it to be time to give another capsule. It would have been natural for him to go to sleep, but when I looked up he was looking at the foot of the bed, looking very strangely.

"Why don't you try to go to sleep? I'll wake you up for the medicine."

"I'd rather stay awake."

After a while he said to me, "You don't have to stay in here with me, Papa, if it bothers you."

"It doesn't bother me."

"No, I mean you don't have to stay if it's going to bother you."

I thought perhaps he was a little light-headed and after giving him the prescribed capsules at eleven o'clock I went out for a while. It was a bright, cold day, the ground covered with a sleet that had frozen so that it seemed as if all the bare trees, the bushes, the cut brush and all the grass and the bare ground had been varnished with ice. I took the young Irish setter for a little walk up the road and along a frozen creek. At the house they said the boy had refused to let any one come into the room.

"You can't come in," he said. "You mustn't get what I have." I went up to him and found him in exactly the position I had left him, white-faced, but with the tops of his cheeks flushed by the fever, staring still, as he had stared, at the foot of the bed. I took his temperature.

"What is it?"

"Something like a hundred," I said. It was one hundred and two and four tenths.

"It was a hundred and two," he said.

"Who said so?"

"The doctor."

"Your temperature is all right," I said. "It's nothing to worry about."

"I don't worry," he said, "but I can't keep from thinking."

"Don't think," I said. "Just take it easy."

"I'm taking it easy," he said and looked worried about something.

"Take this with water."

"Do you think it will do any good?"

"Of course, it will,"

I sat down and opened the Pirate Book and commenced to read but I could see he was not following, so I stopped.

"About what time do you think I'm going to die?" he asked.

"What?"

"About how long will it be before I die?"

"You aren't going to die. What's the matter with you?"

"Oh, yes, I am. I heard him say a hundred and two."

"People don't die with a fever of one hundred and two. That's a silly way to talk!"

"I know they do. At school in France the boys told me you can't live with forty-four degrees. I've got a hundred and two."

He had been waiting to die all day, ever since nine o'clock in the morning.

"You poor Schatz," I said. "Poor old Schatz, it's like miles and kilometers. You aren't going to die. That's a different thermometer. On that thermometer thirty-seven is normal. On this kind it's ninety-eight."

"Are you sure?"

"Absolutely," I said. "It's like miles and kilometers. You know, like how many kilometers we make when we do seventy miles in the car?"

"Oh," he said.

But his gaze at the foot of the bed relaxed slowly. The hold over himself relaxed too, finally, and the next day it was very slack and he cried very easily at little things that were of no importance.

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 был на твоём месте, я бы купил машину. 2. If I were rich, I would live on my own island. 3. Если бы ты учился в моей школе, мы бы виделись каждый день. 4. If she spoke English better, she would travel more. 5. Если бы у меня было больше свободного времени, я бы больше занимался спортом. 6. If you had come earlier, we would have met. 7. Если бы она меня попросила, я бы ей помог. 8. He would have been lost if he hadn't taken the map with him. 9. Если бы мы выехали раньше, мы бы не опоздали на поезд. 10. If you had invited us, we would have come.

Письменный опрос

Вопрос 1	На какие типы делятся модальные глаголы?
Вопрос 2	Какие случаи использования косвенной речи существуют в английском языке?
Вопрос 3	Как образуется множественное число существительных?
Вопрос 4	В каких случаях используются личные и безличные конструкции?
Вопрос 5	В каких случаях употребляются формы used to/be used to/get used to?

БИЛЕТ 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.

A few decades ago, professional footballers spent their nights partying. Now, they are much more aware of the benefits of a good night's sleep.

The change began in the mid-1990s, when mattress salesman Nick Littlehales contacted the manager of the Manchester United football team, Alex Ferguson, asking whether he had ever considered how sleep affected performance on the pitch. Interested, Ferguson arranged for Littlehales to give a presentation to his team. Before long, the whole team had new mattresses and pillows, and Littlehales soon became football's leading mattress advisor. In 1998, he supplied mattresses for England's World Cup team, and at the 2004 Euros, he created individual sleep routines for every player.

Gradually, club managers began to pay more attention to scientific sleep research, and for good reason. In 2011, sleep specialist Cheri Mah discovered that increasing sleep to 8-10 hours per night massively increased the speed and shot accuracy of basketball players. Other research shows that a single night of inadequate sleep can increase the risk of injury, and 64 hours of bad sleep reduces strength, power and balance, and can even cause the body to eat its own muscles!

Consequently, managers started trying to improve their players' sleep. Southampton Football Club's manager Alek Gross, for example, forbade his players from consuming caffeine, sugar or fatty foods, which prevent sleep, in the evenings. Instead, they were given milky protein drinks which made them tired. The Mexico team manager was also concerned about sleep loss when travelling to their World Cup group games in Russia. Together with Manchester United sports scientist Robin Thorpe, he drew up a sleep and training schedule to optimize performance. Even the hotel bedrooms were set to the ideal sleeping temperature. The players supported the routine. In fact, on the evening of a game, their captain Rafael Marquez even asked fans who were celebrating at the same hotel to keep quiet because the team were sleeping. The intervention was a great success. Mexico won their next game versus South Korea and even beat Germany in their group.

Now, many teams and players are making an effort to improve their sleep patterns, using various means. Manchester City player Sergio Aguero, for example, was finding it hard to sleep because his muscular body prevented his legs from closing when he lay on his side. He got a new mattress which matched his height and weight, thus keeping his neck and back aligned in the night. Meanwhile, James Milner from Manchester City found it hard to sleep after evening games, so would play computer games into the early hours. As a result, he was too tired to train the following morning. Setting a routine with a late bedtime, early rise and afternoon nap helped to fix this problem. Since these interventions are cheap and effective, even the less well-known teams can benefit. Brentford, for example, has the smallest budget in the championship league. Even so, the club's head of performance, Chris Haslam, introduced wrist trackers to monitor player's sleep, and these have led to a clear improvement in players' attentiveness.

Whereas in the past, playing after a party and a few hours' sleep was seen as a badge of honour, a good sleep is now considered an essential part of performance.

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 он был выше, он бы играл в баскетбол. 2. If I were you, I wouldn't go there alone. 3. Если бы я хотел похудеть, я бы меньше ел. 4. If he slept more, he would feel better. 5. Если бы Саре не нравились животные, она бы не была ветеринаром. 6. I would have shown you my project if I had finished it. 7. Если бы они не продали свой дом, они бы жили в Дублине. 8. I wouldn't have called Jim if I hadn't missed him. 9. Что бы ты сделал, если бы меня не встретил? 10. If I had known you were coming I would have made a cake.

Письменный опрос

Вопрос 1	В каких случаях используются разговорный, формальный и нейтральный типы английского языка?
Вопрос 2	В чем состоит отличие трех сравнительных типов прилагательных?
Вопрос 3	Какая структура используется при составлении статей?
Вопрос 4	Как образуются герундий и герундиальные конструкции?
Вопрос 5	Какие дополнительные типы сравнения прилагательных существуют?

БИЛЕТ 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

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.

He came into the room to shut the windows while we were still in bed and I saw he looked ill. He was shivering, his face was white, and he walked slowly as though it ached to move. "What's the matter, Schatz?"

"I've got a headache."

"You'd better go back to bed."

"No, I'm all right."

"You go to bed. I'll see you when I'm dressed."

But when I came downstairs he was dressed, sitting by the fire, looking a very sick and miserable boy of nine years. When I put my hand on his forehead I knew he had a fever.

"You go up to bed," I said, "you're sick."

"I'm all right," he said.

When the doctor came he took the boy's temperature.

"What is it?" I asked him.

"One hundred and two."

Downstairs, the doctor left three different medicines in different colored capsules with instructions for giving them. One was to bring down the fever, another a purgative, the third to overcome an acid condition. The germs of influenza can only exist in an acid condition, he explained. He seemed to know all about influenza and said there was nothing to worry about if the fever did not go above one hundred and four degrees. This was a light epidemic of flu and there was no danger if you avoided pneumonia. Back in the room I wrote the boy's temperature down and made a note of the time to give the various capsules.

"Do you want me to read to you?"

"All right, if you want to," said the boy. His face was very white and there were dark areas under his eyes. He lay still in the bed and seemed very detached from what was going on.

I read aloud from Howard Pyle's *Book of Pirates*, but I could see he was not following what I was reading.

"How do you feel, Schatz?" I asked him.

"Just the same, so far," he said.

I sat at the foot of the bed and read to myself while I waited for it to be time to give another capsule. It would have been natural for him to go to sleep, but when I looked up he was looking at the foot of the bed, looking very strangely.

"Why don't you try to go to sleep? I'll wake you up for the medicine."

"I'd rather stay awake."

After a while he said to me, "You don't have to stay in here with me, Papa, if it bothers you."

"It doesn't bother me."

"No, I mean you don't have to stay if it's going to bother you."

I thought perhaps he was a little light-headed and after giving him the prescribed capsules at eleven o'clock I went out for a while. It was a bright, cold day, the ground covered with a sleet that had frozen so that it seemed as if all the bare trees, the bushes, the cut brush and all the grass and the bare ground had been varnished with ice. I took the young Irish setter for a little walk up the road and along a frozen creek. At the house they said the boy had refused to let any one come into the room.

"You can't come in," he said. "You mustn't get what I have." I went up to him and found him in exactly the position I had left him, white-faced, but with the tops of his cheeks flushed by the fever, staring still, as he had stared, at the foot of the bed. I took his temperature.

"What is it?"

"Something like a hundred," I said. It was one hundred and two and four tenths.

"It was a hundred and two," he said.

"Who said so?"

"The doctor."

"Your temperature is all right," I said. "It's nothing to worry about."

"I don't worry," he said, "but I can't keep from thinking."

"Don't think," I said. "Just take it easy."

"I'm taking it easy," he said and looked worried about something.

"Take this with water."

"Do you think it will do any good?"

"Of course, it will,"

I sat down and opened the Pirate Book and commenced to read but I could see he was not following, so I stopped.

"About what time do you think I'm going to die?" he asked.

"What?"

"About how long will it be before I die?"

"You aren't going to die. What's the matter with you?"

"Oh, yes, I am. I heard him say a hundred and two."

"People don't die with a fever of one hundred and two. That's a silly way to talk!"

"I know they do. At school in France the boys told me you can't live with forty-four degrees. I've got a hundred and two."

He had been waiting to die all day, ever since nine o'clock in the morning.

"You poor Schatz," I said. "Poor old Schatz, it's like miles and kilometers. You aren't going to die. That's a different thermometer. On that thermometer thirty-seven is normal. On this kind it's ninety-eight."

"Are you sure?"

"Absolutely," I said. "It's like miles and kilometers. You know, like how many kilometers we make when we do seventy miles in the car?"

"Oh," he said.

But his gaze at the foot of the bed relaxed slowly. The hold over himself relaxed too, finally, and the next day it was very slack and he cried very easily at little things that were of no importance.

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 был на твоем месте, я бы купил машину. 2. If I were rich, I would live on my own island. 3. Если бы ты учился в моей школе, мы бы виделись каждый день. 4. If she spoke English better, she would travel more. 5. Если бы у меня было больше свободного времени, я бы больше занимался спортом. 6. If you had come earlier, we would have met. 7. Если бы она меня попросила, я бы ей помог. 8. He would have been lost if he hadn't taken the map with him. 9. Если бы мы выехали раньше, мы бы не опоздали на поезд. 10. If you had invited us, we would have come.

Письменный опрос

Вопрос 1	В каких случаях используются инфинитив и причастие?
Вопрос 2	Как меняются формы образования инфинитива и причастия в конструкции "Complex Object"?
Вопрос 3	Какая лексика используется при телефонном разговоре на английском языке?
Вопрос 4	В каких случаях используется определенный артикль?
Вопрос 5	В каких случаях используются придаточные предложения времени и условия?

БИЛЕТ 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.

London is a famous and historic city. It is the capital of England in the United Kingdom. The city is quite popular for international tourism because London is home to one of the oldest-standing monarchies in the western hemisphere. Rita and Joanne recently traveled to London. They were very excited for their trip because this was their first journey overseas from the United States.

Among the popular sights that Rita and Joanne visited are Big Ben, Buckingham Palace, and the London Eye. Big Ben is one of London's most famous monuments. It is a large clock tower located at the northern end of Westminster Palace. The clock tower is 96 meters tall. Unfortunately, Rita and Joanne were only able to view the tower from the outside. The women learned that the tower's interior is undergoing renovations until 2021.

Fortunately, the London Eye, the city's famous Ferris wheel, was open to the public. The London Eye is situated along the southern shores of the Thames River. This attraction stands 135 meters high. It is one of London's most well-known spots for gaining aerial views of the city. Each capsule of the Ferris wheel can hold up to 25 passengers. When their capsule stopped at the top of the Ferris wheel, the women took spectacular panoramic photographs of the beautiful cityscape below. The last place that Rita and Joanne visited was Buckingham Palace, the home of the Queen of England.

The women were impressed by the palace's incredible architecture and historical value. Both Rita and Joanne enjoyed watching the Queen's guards outside the palace. These guards wore red tunic uniforms, shiny black boots, and bearskin hats. Despite the women's attempts to catch the attention of the guards, the guards are specifically trained to avoid distractions. Because of this, the guards ignored the women completely.

Joanne and Rita had an amazing time visiting the city of London, and they are inspired to seek more international travel destinations in the future.

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.

1. Children must wear a uniform at school. 2. Завтра тебе придется вставать рано? 3. Why did you have to stay at home yesterday? 4. Не нужно веселиться, если не хочешь. 5. You've just broken the law and you will have to answer for it. 6. Это было то, на что она была вынуждена согласиться. 7. I might go to the movies tonight. 8. Должно быть, здорово жить в Нью-Йорке. 9. The ice cream here is delicious. You must try some. 10. Не может быть, чтобы это была правда.

Письменный опрос

Вопрос 1	Какие суффиксы используются при словообразовании глаголов, существительных, наречий и прилагательных?
Вопрос 2	Какие типы предложения существуют в английском языке?
Вопрос 3	Как образуется передача диалога в косвенной речи?
Вопрос 4	Чем отличается морфологический разбор от синтаксического?
Вопрос 5	Как образуются реальные и нереальные типы условных предложений?

БИЛЕТ 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.

Keith recently came back from a trip to Chicago, Illinois. This midwestern metropolis is found along the shore of Lake Michigan. During his visit, Keith spent a lot of time exploring the city to visit important landmarks and monuments.

Keith loves baseball, and he made sure to take a visit to Wrigley Field. Not only did he take a tour of this spectacular stadium, but he also got to watch a Chicago Cubs game. In the stadium, Keith and the other fans cheered for the Cubs. Keith was happy that the Cubs won with a score of 5-4. Chicago has many historic places to visit. Keith found the Chicago Water Tower impressive as it is one of the few remaining landmarks to have survived the Great Chicago Fire of 1871. Keith also took a walk through Jackson Park, a great outdoor space that hosted the World's Fair of 1892. The park is great for a leisurely stroll, and it still features some of the original architecture and replicas of monuments that were featured in the World's Fair.

During the last part of his visit, Keith managed to climb the stairs inside of the Willis Tower, a 110-story skyscraper. Despite the challenge of climbing the many flights of stairs, Keith felt that reaching the top was worth the effort. From the rooftop, Keith received a gorgeous view of the city's skyline with Lake Michigan in the background.

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.

1. He couldn't help laughing. 2. Он спросил, может ли он одолжить машину. 3. I might go to the movies tonight. 4. Я не умею плавать. 5. Ought we to consult a doctor? 6. Вы должны это знать. 7. You may cry if you will. 8. Тебе нельзя выходить из комнаты! 9. We shall support our people. 10. Это может быть почтальон, но я не уверен.

Письменный опрос

Вопрос 1	Как образуются инфинитив и инфинитивные конструкции?
Вопрос 2	Как образуются восклицательные предложения?
Вопрос 3	В каких случаях используются конструкции согласования времен в английском языке?
Вопрос 4	Какая структура и стиль языка используется при написании меморандумов?
Вопрос 5	В каких случаях употребляются модальные глаголы?

БИЛЕТ 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.

London is a famous and historic city. It is the capital of England in the United Kingdom. The city is quite popular for international tourism because London is home to one of the oldest-standing monarchies in the western hemisphere. Rita and Joanne recently traveled to London. They were very excited for their trip because this was their first journey overseas from the United States.

Among the popular sights that Rita and Joanne visited are Big Ben, Buckingham Palace, and the London Eye. Big Ben is one of London's most famous monuments. It is a large clock tower located at the northern end of Westminster Palace. The clock tower is 96 meters tall. Unfortunately, Rita and Joanne were only able to view the tower from the outside. The women learned that the tower's interior is undergoing renovations until 2021.

Fortunately, the London Eye, the city's famous Ferris wheel, was open to the public. The London Eye is situated along the southern shores of the Thames River. This attraction stands 135 meters high. It is one of London's most well-known spots for gaining aerial views of the city. Each capsule of the Ferris wheel can hold up to 25 passengers. When their capsule stopped at the top of the Ferris wheel, the women took spectacular panoramic photographs of the beautiful cityscape below. The last place that Rita and Joanne visited was Buckingham Palace, the home of the Queen of England.

The women were impressed by the palace's incredible architecture and historical value. Both Rita and Joanne enjoyed watching the Queen's guards outside the palace. These guards wore red tunic uniforms, shiny black boots, and bearskin hats. Despite the women's attempts to catch the attention of the guards, the guards are specifically trained to avoid distractions. Because of this, the guards ignored the women completely.

Joanne and Rita had an amazing time visiting the city of London, and they are inspired to seek more international travel destinations in the future.

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.

1. Children must wear a uniform at school. 2. Завтра тебе придется вставать рано? 3. Why did you have to stay at home yesterday? 4. Не нужно веселиться, если не хочешь. 5. You've just broken the law and you will have to answer for it. 6. Это было то, на что она была вынуждена согласиться. 7. I might go to the movies tonight. 8. Должно быть, здорово жить в Нью-Йорке. 9. The ice cream here is delicious. You must try some. 10. Не может быть, чтобы это была правда.

Письменный опрос

Вопрос 1	Какие временные маркеры используются для определения прошедших времен?
Вопрос 2	Какая структура используется при составлении докладов?
Вопрос 3	В каких случаях используются инфинитив и герундий в сложных предложениях?
Вопрос 4	Как образуются наречия?
Вопрос 5	Когда употребляются смешанные типы придаточных предложений в английском языке?

БИЛЕТ 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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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.

1. He couldn't help laughing. 2. Он спросил, может ли он одолжить машину. 3. I might go to the movies tonight. 4. Я не умею плавать. 5. Ought we to consult a doctor? 6. Вы должны это знать. 7. You may cry if you will. 8. Тебе нельзя выходить из комнаты! 9. We shall support our people. 10. Это может быть почтальон, но я не уверен.

Письменный опрос

Вопрос 1	Какие дополнительные способы выражения будущего времени в английском вы знаете?
Вопрос 2	Какие типы условных предложений существуют в английском языке?
Вопрос 3	На какие типы делятся модальные глаголы?
Вопрос 4	Какие существительные не поддаются общему правилу?
Вопрос 5	В каких случаях используется пассивный залог?

БИЛЕТ 5

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

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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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.

1. Children must wear a uniform at school. 2. Завтра тебе придется вставать рано? 3. Why did you have to stay at home yesterday? 4. Не нужно веселиться, если не хочешь. 5. You've just broken the law and you will have to answer for it. 6. Это было то, на что она была вынуждена согласиться. 7. I might go to the movies tonight. 8. Должно быть, здорово жить в Нью-Йорке. 9. The ice cream here is delicious. You must try some. 10. Не может быть, чтобы это была правда.

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?

БИЛЕТ 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.

So we decided to have a special celebration of Mother's Day. We thought it a fine idea. It made us all realize how much Mother had done for us for years, and all the efforts and sacrifice that she had made for our sake. We decided that we'd make it a great day, a holiday for all the family, and do everything we could to make Mother happy. Father decided to take a holiday from his office, so as to help in celebrating the day, and my sister Anne and I stayed home from college classes, and Mary and my brother Will stayed home from High School.

It was our plan to make it a day just like Xmas³² or any big holiday, and so we decided to decorate the house with flowers and with mottoes over the mantelpieces,³³ and all that kind of thing. We got Mother to make mottoes and arrange the decorations, because she always does it at Xmas. The two girls thought it would be a nice thing to dress in our very best for such a big occasion and so they both got new hats. Mother trimmed both the hats, and they looked fine, and Father had bought silk ties for himself and us boys as a souvenir of the day to remember Mother by. We were going to get Mother a new hat too, but it turned out that she seemed to really like her old grey bonnet better than a new one, and both the girls said that it was awfully becoming to her.

Well, after breakfast we had it arranged as a surprise for Mother that we would hire a motor car and take her for a beautiful drive away into the country. Mother is hardly ever able to have a treat like that, because we can only afford to keep one maid, and so Mother is busy in the house nearly all the time. But on the very morning of the day we changed the plan a little bit, because it occurred to Father that a thing it would be better to do even than to take Mother for a motor drive would be to take her fishing; if you are going to fish, there is a definite purpose in front of you to heighten the enjoyment.

So we all felt that it would be nicer for Mother to have a definite purpose; and anyway, it turned out that Father had just got a new rod the day before. So we got everything arranged for the trip, and we got Mother to cut up some sandwiches³⁴ and make up a sort of lunch in case we got hungry, though of course we were to come back home again to a big dinner in the middle of the day, just like Xmas or New Year's Day. Mother packed it all up in a basket for us ready to go in the motor. Well, when the car came to the door, it turned out that there hardly seemed as much room in it as we had supposed.

Father said not to mind him, he said that he could just as well stay home; and that he was sure that he could put in the time working in the garden; he said that we were not to let the fact of his not having had a real holiday for three years stand in our way; he wanted us to go right ahead and be happy and have a big day. But of course we all felt that it would never do to let Father stay home, especially as we knew he would make trouble if he did. The two girls, Anne and Mary, would gladly have stayed and helped the maid get dinner, only it seemed such a pity to, on a lovely day like this, having their new hats. But they both said that Mother had only to say the word, and they'd gladly stay home and work. Will and I would have dropped out, hut unfortunately we wouldn't have been any use in getting the dinner.

So in the end it was decided that Mother would stay home and just have a lovely restful day round the house, and get the dinner. It turned out anyway that Mother doesn't care for fishing, and also it was just a little bit cold and fresh out of doors, though it was lovely and sunny, and Father was rather afraid that Mother might take cold if she came. So we all drove away with three cheers for Mother, and Father waved his hand back to her every few minutes till he hit his hand on the back edge of the car, and then said that he didn't think that Mother could see us any longer. Well, — we had the loveliest day up among the hills that you could possibly imagine. It was quite late when we got back, nearly seven o'clock in the evening, but Mother had guessed that we would be late, so she had kept back the dinner so as to have it just nicely ready and hot for us. Only first she had to get towels and soap for Father and clean things for him to put on, because he always gets so messed up with fishing, and that kept Mother busy for a little while, that and helping the girls get ready.

But at last everything was ready, and we sat down to the grandest kind of dinner – roast turkey and all sorts of things like on Xmas Day. Mother had to get up and down a good bit during the meal fetching things back and forward. The dinner lasted a long while, and was great fun, and when it was over all of us wanted to help clear the things up and wash the dishes, only Mother said that she would really much rather do it, and so we let her, because we wanted just for once to humour her.

It was quite late, when it was all over, and when we all kissed Mother before going to bed, she said it had been the most wonderful day in her life, and I think there were tears in her eyes. So we all felt awfully repaid for all that we had done.

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. Matt declared (that) he had never seen that movie before. 2. Билли заверил ее, что присоединится к ней на вечеринке. 3. Мой коллега отрицал, что взял мою папку. 4. My father admitted that he had told her the truth. 5. она отметила, что китайский трудно выучить. 6. Donna reminded me that there would be a conference. 7. Сьюзен сказала нам, что получила хорошее предложение о работе. 8. Он сказал, что должен быть в офисе каждое утро в 6 часов. 9. Mario said that she ought to tell him the truth, whatever it was. 10. Ее следовало бы уволить, если бы кто-нибудь увидел, что она встречается со своим учеником.

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?

БИЛЕТ 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)

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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.

Dear Daddy Long-Legs,

College gets nicer and nicer, I like the girls and the teachers and the classes and the campus and the things to eat. We have ice-cream twice a week and we never have corn-meal mush. The trouble with college is that you are expected to know such a lot of things you've never learned. It's very embarrassing at times. I made an awful mistake the first day. Somebody mentioned Maurice Maeterlinck, and I asked if she was a freshman. The joke has gone all over college. Did you ever hear of Michelangelo? He was a famous artist who lived in Italy in the Middle Ages. Everybody in English Literature seemed to know about him, and the whole class laughed because I thought he was an archangel. He sounds like an archangel, doesn't he? But now, when the girls talk about the things that I never heard of, I just keep still and look them up in the encyclopedia. And anyway, I'm just as bright in class as any of the others, and brighter than some of them!

And you know, Daddy, I have a new unbreakable rule: never to study at night, no matter how many written reviews are coming in the morning. Instead, I read just plain books — I have to, you know, because there are eighteen blank years behind me. You wouldn't believe what an abyss of ignorance my mind is; I am just realizing the depths myself. I never read "David Copperfield", or "Cinderella", or "Ivanhoe", or "Alice in Wonderland", or "Robinson Crusoe", or "Jane Eyre". I didn't know that Henry the Eighth was married more than once or that Shelley was a poet. I didn't know that people used to be monkeys, or that George Eliot was a lady. I had never seen a picture of the "Mona Lisa" and (it's true but you won't believe it) I had never heard of Sherlock Holmes. Now I know all of these things and a lot of others besides, but you can see how much I need to catch up. November 15th your five gold pieces were a surprise! I'm not used to receiving Christmas presents. Do you want to know what I bought with the money?

1. A silver watch to wear on my wrist and get me to recitations in time.
2. Matthew Arnold's poems.
3. A hot-water bottle.
4. A dictionary of synonyms (to enlarge my vocabulary).
5. (I don't much like to confess this last item, but I will.) A pair of silk stockings.

And now, Daddy, never say I don't tell all! It was a very low motive, if you must know it, that prompted the silk stockings. Julia Pendleton, a sophomore, comes into my room to do geometry, and she sits cross-legged on the couch and wears silk stockings every night. But just wait — as soon as she gets back from vacation, I shall go in and sit on her couch in my silk stockings. You see the miserable creature that I am — but at least I'm honest; and you knew already, from my asylum record, that I wasn't perfect, didn't you? But, Daddy, if you'd been dressed in checked gingham all your life, you'd understand how I feel. And when I started to the high school, I entered upon another period even worse than the checked gingham. The poor box.

You can't know how I feared appearing in school in those miserable poor-box dresses. I was perfectly sure to be put down in class next to the girl who first owned my dress, and she would whisper and giggle and point it out to the others. To recapitulate (that's the way the English instructor begins every other sentence), I am very much obliged for my presents. I really believe I've finished. Daddy, I've been writing this letter off and on for two days, and I fear by now you are bored. But I've been so excited about those new adventures that I must talk to somebody, and you are the only one I know. If my letters bore you, you can always toss them into the waste-basket.

Good-bye, Daddy, I hope that you are feeling as happy as I am.

Yours ever, Judy.

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. My mom told me to switch on the light. 2. Донна в отчаянии воскликнула, что больше никогда его не увидит. 3. Sarah said that it was so sweet of me to give her that present. 4. Мария спросила своего учителя, когда ей следует сдать исследовательскую работу. 5. Mike said (that) he was sick and tired as he had been working for them for ten years. 6. Она спросила, знаю ли я его. 7. He asked me where I lived. 8. Я спросила свою подругу, дочитала ли она мою книгу. 9. My boss informed me that I would have to go on a business trip. 10. Мэтт воскликнул, что никогда не ожидал, что она совершит такой ужасный поступок.

Письменный опрос

Вопрос 1	Как образуется пассивный залог во всех временах и конструкциях в английском языке?
Вопрос 2	Когда и в каких типах предложений употребляется глагол shall?
Вопрос 3	Какие случаи употребления условных предложений в реальных и нереальных ситуациях вы можете назвать?
Вопрос 4	В каких случаях используются инфинитив и причастие?
Вопрос 5	Как меняются формы образования инфинитива и причастия в конструкции "Complex Object"?

БИЛЕТ 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.

So we decided to have a special celebration of Mother's Day. We thought it a fine idea. It made us all realize how much Mother had done for us for years, and all the efforts and sacrifice that she had made for our sake. We decided that we'd make it a great day, a holiday for all the family, and do everything we could to make Mother happy. Father decided to take a holiday from his office, so as to help in celebrating the day, and my sister Anne and I stayed home from college classes, and Mary and my brother Will stayed home from High School.

It was our plan to make it a day just like Xmas³² or any big holiday, and so we decided to decorate the house with flowers and with mottoes over the mantelpieces,³³ and all that kind of thing. We got Mother to make mottoes and arrange the decorations, because she always does it at Xmas. The two girls thought it would be a nice thing to dress in our very best for such a big occasion and so they both got new hats. Mother trimmed both the hats, and they looked fine, and Father had bought silk ties for himself and us boys as a souvenir of the day to remember Mother by. We were going to get Mother a new hat too, but it turned out that she seemed to really like her old grey bonnet better than a new one, and both the girls said that it was awfully becoming to her.

Well, after breakfast we had it arranged as a surprise for Mother that we would hire a motor car and take her for a beautiful drive away into the country. Mother is hardly ever able to have a treat like that, because we can only afford to keep one maid, and so Mother is busy in the house nearly all the time. But on the very morning of the day we changed the plan a little bit, because it occurred to Father that a thing it would be better to do even than to take Mother for a motor drive would be to take her fishing; if you are going to fish, there is a definite purpose in front of you to heighten the enjoyment.

So we all felt that it would be nicer for Mother to have a definite purpose; and anyway, it turned out that Father had just got a new rod the day before. So we got everything arranged for the trip, and we got Mother to cut up some sandwiches³⁴ and make up a sort of lunch in case we got hungry, though of course we were to come back home again to a big dinner in the middle of the day, just like Xmas or New Year's Day. Mother packed it all up in a basket for us ready to go in the motor. Well, when the car came to the door, it turned out that there hardly seemed as much room in it as we had supposed.

Father said not to mind him, he said that he could just as well stay home; and that he was sure that he could put in the time working in the garden; he said that we were not to let the fact of his not having had a real holiday for three years stand in our way; he wanted us to go right ahead and be happy and have a big day. But of course we all felt that it would never do to let Father stay home, especially as we knew he would make trouble if he did. The two girls, Anne and Mary, would gladly have stayed and helped the maid get dinner, only it seemed such a pity to, on a lovely day like this, having their new hats. But they both said that Mother had only to say the word, and they'd gladly stay home and work. Will and I would have dropped out, but unfortunately we wouldn't have been any use in getting the dinner.

So in the end it was decided that Mother would stay home and just have a lovely restful day round the house, and get the dinner. It turned out anyway that Mother doesn't care for fishing, and also it was just a little bit cold and fresh out of doors, though it was lovely and sunny, and Father was rather afraid that Mother might take cold if she came. So we all drove away with three cheers for Mother, and Father waved his hand back to her every few minutes till he hit his hand on the back edge of the car, and then said that he didn't think that Mother could see us any longer. Well, — we had the loveliest day up among the hills that you could possibly imagine. It was quite late when we got back, nearly seven o'clock in the evening, but Mother had guessed that we would be late, so she had kept back the dinner so as to have it just nicely ready and hot for us. Only first she had to get towels and soap for Father and clean things for him to put on, because he always gets so messed up with fishing, and that kept Mother busy for a little while, that and helping the girls get ready.

But at last everything was ready, and we sat down to the grandest kind of dinner — roast turkey and all sorts of things like on Xmas Day. Mother had to get up and down a good bit during the meal fetching things back and forward. The dinner lasted a long while, and was great fun, and when it was over all of us wanted to help clear the things up and

wash the dishes, only Mother said that she would really much rather do it, and so we let her, because we wanted just for once to humour her.

It was quite late, when it was all over, and when we all kissed Mother before going to bed, she said it had been the most wonderful day in her life, and I think there were tears in her eyes. So we all felt awfully repaid for all that we had done.

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. Matt declared (that) he had never seen that movie before. 2. Билли заверил ее, что присоединится к ней на вечеринке. 3. Мой коллега отрицал, что взял мою папку. 4. My father admitted that he had told her the truth. 5. она отметила, что китайский трудно выучить. 6. Donna reminded me that there would be a conference. 7. Сьюзен сказала нам, что получила хорошее предложение о работе. 8. Он сказал, что должен быть в офисе каждое утро в 6 часов. 9. Mario said that she ought to tell him the truth, whatever it was. 10. Ее следовало бы уволить, если бы кто-нибудь увидел, что она встречается со своим учеником.

Письменный опрос

Вопрос 1	В каких случаях используются инфинитив и герундий?
Вопрос 2	Какие суффиксы используются при словообразовании глаголов, существительных, наречий и прилагательных?
Вопрос 3	Какие типы предложения существуют в английском языке?
Вопрос 4	Как образуется передача диалога в косвенной речи?
Вопрос 5	Чем отличается морфологический разбор от синтаксического?

БИЛЕТ 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.

Dear Daddy Long-Legs,

College gets nicer and nicer, I like the girls and the teachers and the classes and the campus and the things to eat. We have ice-cream twice a week and we never have corn-meal mush. The trouble with college is that you are expected to know such a lot of things you've never learned. It's very embarrassing at times. I made an awful mistake the first day. Somebody mentioned Maurice Maeterlinck, and I asked if she was a freshman. The joke has gone all over college. Did you ever hear of Michelangelo? He was a famous artist who lived in Italy in the Middle Ages. Everybody in English Literature seemed to know about him, and the whole class laughed because I thought he was an archangel. He sounds like an archangel, doesn't he? But now, when the girls talk about the things that I never heard of, I just keep still and look them up in the encyclopedia. And anyway, I'm just as bright in class as any of the others, and brighter than some of them!

And you know, Daddy, I have a new unbreakable rule: never to study at night, no matter how many written reviews are coming in the morning. Instead, I read just plain books — I have to, you know, because there are eighteen blank years behind me. You wouldn't believe what an abyss of ignorance my mind is; I am just realizing the depths myself. I never read "David Copperfield", or "Cinderella", or "Ivanhoe", or "Alice in Wonderland", or "Robinson Crusoe", or "Jane Eyre". I didn't know that Henry the Eighth was married more than once or that Shelley was a poet. I didn't know that people used to be monkeys, or that George Eliot was a lady. I had never seen a picture of the "Mona Lisa" and (it's true but you won't believe it) I had never heard of Sherlock Holmes. Now I know all of these things and a lot of others besides, but you can see how much I need to catch up. November 15th your five gold pieces were a surprise! I'm not used to receiving Christmas presents. Do you want to know what I bought with the money?

1. A silver watch to wear on my wrist and get me to recitations in time.
2. Matthew Arnold's poems.
3. A hot-water bottle.
4. A dictionary of synonyms (to enlarge my vocabulary).
5. (I don't much like to confess this last item, but I will.) A pair of silk stockings.

And now, Daddy, never say I don't tell all! It was a very low motive, if you must know it, that prompted the silk stockings. Julia Pendleton, a sophomore, comes into my room to do geometry, and she sits cross-legged on the couch and wears silk stockings every night. But just wait — as soon as she gets back from vacation, I shall go in and sit on her couch in my silk stockings. You see the miserable creature that I am — but at least I'm honest; and you knew already, from my asylum record, that I wasn't perfect, didn't you? But, Daddy, if you'd been dressed in checked gingham all your life, you'd understand how I feel. And when I started to the high school, I entered upon another period even worse than the checked gingham. The poor box.

You can't know how I feared appearing in school in those miserable poor-box dresses. I was perfectly sure to be put down in class next to the girl who first owned my dress, and she would whisper and giggle and point it out to the others. To recapitulate (that's the way the English instructor begins every other sentence), I am very much obliged for my presents. I really believe I've finished. Daddy, I've been writing this letter off and on for two days, and I fear by now you are bored. But I've been so excited about those new adventures that I must talk to somebody, and you are the only one I know. If my letters bore you, you can always toss them into the waste-basket.

Good-bye, Daddy, I hope that you are feeling as happy as I am.

Yours ever, Judy.

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. My mom told me to switch on the light. 2. Донна в отчаянии воскликнула, что больше никогда его не увидит. 3. Sarah said that it was so sweet of me to give her that present. 4. Мария спросила своего учителя, когда ей следует сдать исследовательскую работу. 5. Mike said (that) he was sick and tired as he had been working for them for ten years. 6. Она спросила, знаю ли я его. 7. He asked me where I lived. 8. Я спросила свою подругу, дочитала ли она мою книгу. 9. My boss informed me that I would have to go on a business trip. 10. Мэтт воскликнул, что никогда не ожидал, что она совершит такой ужасный поступок.

Письменный опрос

Вопрос 1	Как образуются инфинитив и инфинитивные конструкции?
Вопрос 2	Какие случаи использования косвенной речи существуют в английском языке?
Вопрос 3	Как образуются восклицательные предложения?
Вопрос 4	В каких случаях используются конструкции согласования времен в английском языке?
Вопрос 5	Какая структура и стиль языка используется при написании меморандумов?

БИЛЕТ 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

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.

So we decided to have a special celebration of Mother's Day. We thought it a fine idea. It made us all realize how much Mother had done for us for years, and all the efforts and sacrifice that she had made for our sake. We decided that we'd make it a great day, a holiday for all the family, and do everything we could to make Mother happy. Father decided to take a holiday from his office, so as to help in celebrating the day, and my sister Anne and I stayed home from college classes, and Mary and my brother Will stayed home from High School.

It was our plan to make it a day just like Xmas³² or any big holiday, and so we decided to decorate the house with flowers and with mottoes over the mantelpieces,³³ and all that kind of thing. We got Mother to make mottoes and arrange the decorations, because she always does it at Xmas. The two girls thought it would be a nice thing to dress in our very best for such a big occasion and so they both got new hats. Mother trimmed both the hats, and they looked fine, and Father had bought silk ties for himself and us boys as a souvenir of the day to remember Mother by. We were going to get Mother a new hat too, but it turned out that she seemed to really like her old grey bonnet better than a new one, and both the girls said that it was awfully becoming to her.

Well, after breakfast we had it arranged as a surprise for Mother that we would hire a motor car and take her for a beautiful drive away into the country. Mother is hardly ever able to have a treat like that, because we can only afford to keep one maid, and so Mother is busy in the house nearly all the time. But on the very morning of the day we changed the plan a little bit, because it occurred to Father that a thing it would be better to do even than to take Mother for a motor drive would be to take her fishing; if you are going to fish, there is a definite purpose in front of you to heighten the enjoyment.

So we all felt that it would be nicer for Mother to have a definite purpose; and anyway, it turned out that Father had just got a new rod the day before. So we got everything arranged for the trip, and we got Mother to cut up some sandwiches³⁴ and make up a sort of lunch in case we got hungry, though of course we were to come back home again to a big dinner in the middle of the day, just like Xmas or New Year's Day. Mother packed it all up in a basket for us ready to go in the motor. Well, when the car came to the door, it turned out that there hardly seemed as much room in it as we had supposed.

Father said not to mind him, he said that he could just as well stay home; and that he was sure that he could put in the time working in the garden; he said that we were not to let the fact of his not having had a real holiday for three years stand in our way; he wanted us to go right ahead and be happy and have a big day. But of course we all felt that it would never do to let Father stay home, especially as we knew he would make trouble if he did. The two girls, Anne and Mary, would gladly have stayed and helped the maid get dinner, only it seemed such a pity to, on a lovely day like this, having their new hats. But they both said that Mother had only to say the word, and they'd gladly stay home and work. Will and I would have dropped out, but unfortunately we wouldn't have been any use in getting the dinner.

So in the end it was decided that Mother would stay home and just have a lovely restful day round the house, and get the dinner. It turned out anyway that Mother doesn't care for fishing, and also it was just a little bit cold and fresh out of doors, though it was lovely and sunny, and Father was rather afraid that Mother might take cold if she came. So we all drove away with three cheers for Mother, and Father waved his hand back to her every few minutes till he hit his hand on the back edge of the car, and then said that he didn't think that Mother could see us any longer. Well, — we had the loveliest day up among the hills that you could possibly imagine. It was quite late when we got back, nearly seven o'clock in the evening, but Mother had guessed that we would be late, so she had kept back the dinner so as to have it just nicely ready and hot for us. Only first she had to get towels and soap for Father and clean things for him to put on, because he always gets so messed up with fishing, and that kept Mother busy for a little while, that and helping the girls get ready.

But at last everything was ready, and we sat down to the grandest kind of dinner — roast turkey and all sorts of things like on Xmas Day. Mother had to get up and down a good bit during the meal fetching things back and forward. The dinner lasted a long while, and was great fun, and when it was over all of us wanted to help clear the things up and

wash the dishes, only Mother said that she would really much rather do it, and so we let her, because we wanted just for once to humour her.

It was quite late, when it was all over, and when we all kissed Mother before going to bed, she said it had been the most wonderful day in her life, and I think there were tears in her eyes. So we all felt awfully repaid for all that we had done.

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. Matt declared (that) he had never seen that movie before. 2. Билли заверил ее, что присоединится к ней на вечеринке. 3. Мой коллега отрицал, что взял мою папку. 4. My father admitted that he had told her the truth. 5. она отметила, что китайский трудно выучить. 6. Donna reminded me that there would be a conference. 7. Сьюзен сказала нам, что получила хорошее предложение о работе. 8. Он сказал, что должен быть в офисе каждое утро в 6 часов. 9. Mario said that she ought to tell him the truth, whatever it was. 10. Ее следовало бы уволить, если бы кто-нибудь увидел, что она встречается со своим учеником.

Письменный опрос

Вопрос 1	Чем отличается словообразование при помощи приставок от других методов?
Вопрос 2	Как образуются прилагательные?
Вопрос 3	Какие правила пунктуации используются при прямой и косвенной речах?
Вопрос 4	В каких случаях используются разговорный, формальный и нейтральный типы английского языка?
Вопрос 5	В чем состоит отличие трех сравнительных типов прилагательных?

БИЛЕТ 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.

Margie even wrote about it that night in her diary. On the page headed May 17, 2157, she wrote, "Today Tommy found a real book!" It was a very old book. Margie's grandfather once said that when he was a little boy his grandfather told him that there was a time when all stories were printed on paper. They turned the pages, which were yellow and crinkly, and it was awfully funny to read words that stood still instead of moving the way they were supposed to — on a screen, you know. And then, when they turned back to the page before, it has been the same words on it that it had been when they read it the first time. "Gee" said Tommy, "what a waste. When you're through with the book, you just throw it away, I guess. Our television screen must have had a million books on and it's good for plenty more. I wouldn't throw it away.

"Same with mine," said Margie. She was eleven and hadn't seen as many telebooks as Tommy had. He was thirteen. She said, "Where did you find it?"

"In my house." He pointed—without looking, because he was busy reading. "In the attic."

"What's it about?"

"School."

Margie was scornful. "School? What's there to write about school? I hate school."

Margie always hated school, but now she hated it more than ever. The mechanical teacher had been giving her test after test in geography and she had been doing worse and worse until her mother had shaken her head sorrowfully and sent for the County Inspector. He was a round little man with a red face and a whole box of tools, with dials and wires. He smiled at Margie and gave her an apple, then took the teacher apart. Margie had hoped he wouldn't know how to put it together again, but he knew all right, and, after an hour or so, there it was again, large and black and ugly, with a big screen on which all the lessons were shown and the questions were asked. That wasn't so bad. The part Margie hated most was the slot where she had to put homework and test papers. She always had to write them out in a punch code they made her learn when she was six years old and the mechanical teacher calculated the mark in no time. The Inspector had smiled after he was finished and patted Margie's head. He said to her mother, "It's not the little girl's fault, Mrs. Jones, I think the geography sector was geared a little too quick. Those things happen sometimes. I've slowed it up to an average ten year level. Actually, the overall pattern of her progress is quite satisfactory." And he patted Margie's head again. Margie was disappointed. She had been hoping they would take the teacher away altogether. They had once taken Tommy's teacher away for nearly a month because the history sector had blanked out completely. So she said to Tommy.

"Why would anyone write about school?" Tommy looked at her with very superior eyes.

"Because it's not our kind of school, stupid. This is the old kind of school that they had hundreds and hundreds years ago."

He added loftily, pronouncing the word carefully, "Centuries ago." Margie was hurt.

"Well, I don't know what kind of school they had all that time ago." She read the book over his shoulder for a while, then said, "Anyway, they had a teacher."

"Sure, they had a teacher, but it wasn't a regular teacher. It was a man."

"A man? How could a man be a teacher?"

"Well, he just told the boys and girls things and gave them homework and asked them questions."

"A man isn't smart enough."

"Sure, he is, my father knows as much as my teacher."

"He can't. A man can't know as much as a teacher."

"He knows almost as much, I betcha." Margie wasn't prepared to dispute that. She said, "I wouldn't want a strange man in my house to teach me."

Tommy screamed with laughter. "You don't know much, Margie. The teachers didn't live in the house. They had a special building and all the kids went there."

"And all the kids learned the same things?"

"Sure, if they were the same age."

"But my mother says a teacher has to be adjusted to fit the mind of each boy and girl it teaches and that each kid has to be taught differently."

"Just the same they didn't do it that way then. If you don't like it, you don't have to read the book."

"I didn't say I didn't like it," Margie said quickly. She wanted to read about those funny schools.

They weren't even half-finished, when Margie's mother called,

"Margie! School!"

Margie looked up. "Not yet Mamma."

"Now!" said Mrs. Jones. "And it's probably time for Tommy, too."

Margie said to Tommy, "Can I read the book some more with you after school?" "Maybe," he said nonchalantly. He walked away, whistling, the dusty old book tucked beneath his arm. Margie went into the schoolroom. It was right next to her bedroom and the mechanical teacher was on and waiting for her. It was always on at the same time every day, except Saturday and Sunday, because her mother said little girls learned better if they learned at regular hours. The screen lit up, and it said: "Today's arithmetic lesson is on the addition of proper fractions. Please insert yesterday's homework in the proper slot."

Margie did so with a sigh. She was thinking about the old schools they had when her grandfather's grandfather was a little boy. All the kids from the whole neighbourhood came laughing and shouting in the schoolyard, sitting together in schoolroom, going home together at the end of the day. They learned the same things, so they could help one another on the homework and talk about it. And the teachers were people ... The mechanical teacher was flashing on the screen: "When we add the fractions $\frac{1}{2}$ and $\frac{1}{4}$ 8 – "Margie was thinking about how the kids must have loved it in the old days. She was thinking about the fun they had.

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. They were expected to come on Friday. 2. I don't remember having been asked to help her. 3. I hate being told what to do. 4. Он притворился, что ему дали деньги. 5. They expect the work to be done by the weekend. 6. Встречу проведут на следующей неделе? 7. The car has not been transported yet. 8. Я забыл камеру на лавочке, и ее не украли! 9. The article will have been rewritten by tomorrow morning. 10. Полицию вызвали до того, как воры убежали.

Письменный опрос

Вопрос 1	Когда и в каких типах предложений употребляется глагол shall?
Вопрос 2	Какие случаи употребления условных предложений в реальных и нереальных ситуациях вы можете назвать?
Вопрос 3	В каких случаях используются инфинитив и причастие?
Вопрос 4	Как меняются формы образования инфинитива и причастия в конструкции "Complex Object"?
Вопрос 5	Какая лексика используется при телефонном разговоре на английском языке?

БИЛЕТ 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

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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.

Each Friday morning the whole school spent the pre-recess period in writing their Weekly Review. This was one of the old Man's pet schemes: and one about which he would brook no interference. Each child would review the events of his school week in his own words, in his own way; he was free to comment, to criticise, to agree or disagree, with any person, subject or method, as long as it was in some way associated with the school. No one and nothing was sacred, from the Headmaster down, and the child, moreover, was safe from any form of reprisal. "Look at it this way," Mr. Florian said. "It is of advantage to both pupils and teacher. If a child wants to write about something which matters to him, he will take some pains to set it down as carefully and with as much detail as possible; that must in some way improve his written English in terms of spelling, construction and style. Week by week we are able, through his review, to follow and observe his progress in such things. As for the teachers, we soon get a pretty good idea what the children think of us and whether or not we are getting close to them... You will discover that these children are reasonably fair, even when they comment on us.

If we are careless about our clothing, manners or person they will soon notice it, and it would be pointless to be angry with them for pointing such things out. Finally, from the reviews, the sensible teacher will observe the trend of individual and collective interests

and plan his work accordingly." On the first Friday of my association with the class I was anxious to discover what sort of figure I cut in front of them, and what kind of comment they would make about me. I read through some of the reviews at lunch-time, and must admit to a mixture of relief and disappointment at discovering that, apart from mentioning that they had a new "blackie" teacher, very little attention was given to me ... It occurred to me that they probably imagined I would be as transient as my many predecessors, and therefore saw no point in wasting either time or effort in writing about me. But if I had made so little impression on them, it must be my own fault, I decided. It was up to me to find some way to get through to them. Thereafter I tried very hard to be a successful teacher with my class, but somehow, as day followed day in painful procession, I realized that I was not making the grade. I bought and read books on the psychology of teaching in an effort to discover some way of providing the children with the sort of intellectual challenge to which they would respond, but the suggested methods somehow did not meet my particular need, and just did not work. It was as if I were trying to reach the children through a thick pane of glass, so remote and uninterested they seemed.

Looking back, I realize that in fact I passed through three phases in my relationship with them. The first was the silent treatment, and during that time, for my first few weeks, they would do any task I set them without question or protest, but equally without interest or enthusiasm; and if their interest was not required for the task in front of them would sit and stare at me with the same careful patient attention a birdwatcher devotes to the rare, feathered visitor... I took great pains with the planning of my lessons, using illustrations from the familiar things of their own background... I created various problems within the domestic framework, and tried to encourage their participation, but it was as though there were a conspiracy of indifference, and my attempts at informality fell pitifully flat. Gradually they moved on to the second and more annoying phase of their campaign, the "noisy" treatment. It is true to say that all of them did not actively join in this but those who did not were obviously in some sympathy with those who did. During a lesson, especially one in which it was necessary for me to read or speak to them, someone would lift the lid of a desk and then let it fall with a loud bang; the culprit would merely sit and look at me with wide innocent eyes as if it were an accident. They knew as well as I did that there was nothing I could do about it, and I bore it with as much show of aplomb as I could manage.

One or two such interruptions during a lesson were usually enough to destroy its planned continuity... So I felt angry and frustrated when they rudely interrupted that which was being done purely for their own benefit. One morning I was reading to them some simple poetry. Just when I thought I had inveigled them into active interest one of the girls, Monica Page, let the top of the desk fall; the noise seemed to reverberate in every part of my being and I felt a sudden burning anger. I looked at her for some moments before daring to open my mouth; she returned my gaze, then casually remarked to the class at large: "The bleeding 3 thing won't stay up." It was all rather deliberate, the noisy

interruption and the crude remark, and it heralded the third stage of their conduct. From then on the words "bloody" or "bleeding" were hardly ever absent from any remark they made to one another especially in the classroom. They would call out to each other on any silly pretext and refer to the "bleeding" this or that, and always in a voice loud enough for my ears. One day during an arithmetic period I played right into their hands. I was so overcome by anger and disgust that I completely lost my temper ... I went upstairs and sat in the library, the only place where I could be alone for a little while. I felt sick at heart, because it seemed that this latest act, above all others, was intended to display their utter disrespect for me. They seemed to have no sense of decency, these children; everything they said or did was coloured by an ugly viciousness, as if their minds were forever rooting after filth. "Why, oh why," I asked myself, "did they behave like that? What was wrong with them?"

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 believed that they are from a very rich family. 2. This rule must be taken into consideration. 3. They admitted having been told about that. 4. Он был очень удивлен, что ему выдали сертификат. 5. She hopes to be invited to the party. 6. Вы можете проходить в свою комнату. Ваш чемодан принесут туда через минуту. 7. A big discount will be provided for the first ten customers. 8. Ты никогда не будешь разочарован своими верными сотрудниками. 9. The book was written by an unknown author. 10. Матч отменили из-за погоды?

Письменный опрос

Вопрос 1	Какие суффиксы используются при словообразовании глаголов, существительных, наречий и прилагательных?
Вопрос 2	Какие типы предложения существуют в английском языке?
Вопрос 3	Как образуется передача диалога в косвенной речи?
Вопрос 4	Чем отличается морфологический разбор от синтаксического?
Вопрос 5	Как образуются реальные и нереальные типы условных предложений?

БИЛЕТ 3

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

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Формируемые (оцениваемые) индикаторы достижения компетенций:

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"In my house." He pointed—without looking, because he was busy reading. "In the attic."

"What's it about?"

"School."

Margie was scornful. "School? What's there to write about school? I hate school."

Margie always hated school, but now she hated it more than ever. The mechanical teacher had been giving her test after test in geography and she had been doing worse and worse until her mother had shaken her head sorrowfully and sent for the County Inspector. He was a round little man with a red face and a whole box of tools, with dials and wires. He smiled at Margie and gave her an apple, then took the teacher apart. Margie had hoped he wouldn't know how to put it together again, but he knew all right, and, after an hour or so, there it was again, large and black and ugly, with a big screen on which all the lessons were shown and the questions were asked. That wasn't so bad. The part Margie hated most was the slot where she had to put homework and test papers. She always had to write them out in a punch code they made her learn when she was six years old and the mechanical teacher calculated the mark in no time. The Inspector had smiled after he was finished and patted Margie's head. He said to her mother, "It's not the little girl's fault, Mrs. Jones, I think the geography sector was geared a little too quick. Those things happen sometimes. I've slowed it up to an average ten year level. Actually, the overall pattern of her progress is quite satisfactory." And he patted Margie's head again. Margie was disappointed. She had been hoping they would take the teacher away altogether. They had once taken Tommy's teacher away for nearly a month because the history sector had blanked out completely. So she said to Tommy.

"Why would anyone write about school?" Tommy looked at her with very superior eyes.

"Because it's not our kind of school, stupid. This is the old kind of school that they had hundreds and hundreds years ago."

He added loftily, pronouncing the word carefully, "Centuries ago." Margie was hurt.

"Well, I don't know what kind of school they had all that time ago." She read the book over his shoulder for a while, then said, "Anyway, they had a teacher."

"Sure, they had a teacher, but it wasn't a regular teacher. It was a man."

"A man? How could a man be a teacher?"

"Well, he just told the boys and girls things and gave them homework and asked them questions."

"A man isn't smart enough."

"Sure, he is, my father knows as much as my teacher."

"He can't. A man can't know as much as a teacher."

"He knows almost as much, I betcha." Margie wasn't prepared to dispute that. She said, "I wouldn't want a strange man in my house to teach me."

Tommy screamed with laughter. "You don't know much, Margie. The teachers didn't live in the house. They had a special building and all the kids went there."

"And all the kids learned the same things?"

"Sure, if they were the same age."

"But my mother says a teacher has to be adjusted to fit the mind of each boy and girl it teaches and that each kid has to be taught differently."

"Just the same they didn't do it that way then. If you don't like it, you don't have to read the book."

"I didn't say I didn't like it," Margie said quickly. She wanted to read - about those funny schools.

They weren't even half-finished, when Margie's mother called,

"Margie! School!"

Margie looked up. "Not yet Mamma."

"Now!" said Mrs. Jones. "And it's probably time for Tommy, too."

Margie said to Tommy, "Can I read the book some more with you after school?" "Maybe," he said nonchalantly. He walked away, whistling, the dusty old book tucked beneath his arm. Margie went into the schoolroom. It was right next to her bedroom and the mechanical teacher was on and waiting for her. It was always on at the same time every day, except Saturday and Sunday, because her mother said little girls learned better if they learned at regular hours. The screen lit up, and it said: "Today's arithmetic lesson is on the addition of proper fractions. Please insert yesterday's homework in the proper slot."

Margie did so with a sigh. She was thinking about the old schools they had when her grandfather's grandfather was a little boy. All the kids from the whole neighbourhood came laughing and shouting in the schoolyard, sitting together in schoolroom, going home together at the end of the day. They learned the same things, so they could help one another on the homework and talk about it. And the teachers were people ... The mechanical teacher was flashing on the screen: "When we add the fractions $\frac{1}{2}$ and $\frac{1}{4}$ 8 – "Margie was thinking about how the kids must have loved it in the old days. She was thinking about the fun they had.

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. They were expected to come on Friday. 2. I don't remember having been asked to help her. 3. I hate being told what to do. 4. Он притворился, что ему дали деньги. 5. They expect the work to be done by the weekend. 6. Встречу проведут на следующей неделе? 7. The car has not been transported yet. 8. Я забыл камеру на лавочке, и ее не украли! 9. The article will have been rewritten by tomorrow morning. 10. Полицию вызвали до того, как воры убежали.

Письменный опрос

Вопрос 1	Как образуются восклицательные предложения?
Вопрос 2	В каких случаях используются конструкции согласования времен в английском языке?
Вопрос 3	Какая структура и стиль языка используется при написании меморандумов?
Вопрос 4	В каких случаях употребляются модальные глаголы?
Вопрос 5	Что такое пассивный залог?

БИЛЕТ 4

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

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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.

Each Friday morning the whole school spent the pre-recess period in writing their Weekly Review. This was one of the old Man's pet schemes: and one about which he would brook no interference. Each child would review the events of his school week in his own words, in his own way; he was free to comment, to criticise, to agree or disagree, with any person, subject or method, as long as it was in some way associated with the school. No one and nothing was sacred, from the Headmaster down, and the child, moreover, was safe from any form of reprisal. "Look at it this way," Mr. Florian said. "It is of advantage to both pupils and teacher. If a child wants to write about something which matters to him, he will take some pains to set it down as carefully and with as much detail as possible; that must in some way improve his written English in terms of spelling, construction and style. Week by week we are able, through his review, to follow and observe his progress in such things. As for the teachers, we soon get a pretty good idea what the children think of us and whether or not we are getting close to them... You will discover that these children are reasonably fair, even when they comment on us.

If we are careless about our clothing, manners or person they will soon notice it, and it would be pointless to be angry with them for pointing such things out. Finally, from the reviews, the sensible teacher will observe the trend of individual and collective interests

and plan his work accordingly." On the first Friday of my association with the class I was anxious to discover what sort of figure I cut in front of them, and what kind of comment they would make about me. I read through some of the reviews at lunch-time, and must admit to a mixture of relief and disappointment at discovering that, apart from mentioning that they had a new "blackie" teacher, very little attention was given to me ... It occurred to me that they probably imagined I would be as transient as my many predecessors, and therefore saw no point in wasting either time or effort in writing about me. But if I had made so little impression on them, it must be my own fault, I decided. It was up to me to find some way to get through to them. Thereafter I tried very hard to be a successful teacher with my class, but somehow, as day followed day in painful procession, I realized that I was not making the grade. I bought and read books on the psychology of teaching in an effort to discover some way of providing the children with the sort of intellectual challenge to which they would respond, but the suggested methods somehow did not meet my particular need, and just did not work. It was as if I were trying to reach the children through a thick pane of glass, so remote and uninterested they seemed.

Looking back, I realize that in fact I passed through three phases in my relationship with them. The first was the silent treatment, and during that time, for my first few weeks, they would do any task I set them without question or protest, but equally without interest or enthusiasm; and if their interest was not required for the task in front of them would sit and stare at me with the same careful patient attention a birdwatcher devotes to the rare, feathered visitor... I took great pains with the planning of my lessons, using illustrations from the familiar things of their own background... I created various problems within the domestic framework, and tried to encourage their participation, but it was as though there were a conspiracy of indifference, and my attempts at informality fell pitifully flat. Gradually they moved on to the second and more annoying phase of their campaign, the "noisy" treatment. It is true to say that all of them did not actively join in this but those who did not were obviously in some sympathy with those who did. During a lesson, especially one in which it was necessary for me to read or speak to them, someone would lift the lid of a desk and then let it fall with a loud bang; the culprit would merely sit and look at me with wide innocent eyes as if it were an accident. They knew as well as I did that there was nothing I could do about it, and I bore it with as much show of aplomb as I could manage.

One or two such interruptions during a lesson were usually enough to destroy its planned continuity... So I felt angry and frustrated when they rudely interrupted that which was being done purely for their own benefit. One morning I was reading to them some simple poetry. Just when I thought I had inveigled them into active interest one of the girls, Monica Page, let the top of the desk fall; the noise seemed to reverberate in every part of my being and I felt a sudden burning anger. I looked at her for some moments before daring to open my mouth; she returned my gaze, then casually remarked to the class at large: "The bleeding 3 thing won't stay up." It was all rather deliberate, the noisy

interruption and the crude remark, and it heralded the third stage of their conduct. From then on the words "bloody" or "bleeding" were hardly ever absent from any remark they made to one another especially in the classroom. They would call out to each other on any silly pretext and refer to the "bleeding" this or that, and always in a voice loud enough for my ears. One day during an arithmetic period I played right into their hands. I was so overcome by anger and disgust that I completely lost my temper ... I went upstairs and sat in the library, the only place where I could be alone for a little while. I felt sick at heart, because it seemed that this latest act, above all others, was intended to display their utter disrespect for me. They seemed to have no sense of decency, these children; everything they said or did was coloured by an ugly viciousness, as if their minds were forever rooting after filth. "Why, oh why," I asked myself, "did they behave like that? What was wrong with them?"

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 believed that they are from a very rich family. 2. This rule must be taken into consideration. 3. They admitted having been told about that. 4. Он был очень удивлен, что ему выдали сертификат. 5. She hopes to be invited to the party. 6. Вы можете проходить в свою комнату. Ваш чемодан принесут туда через минуту. 7. A big discount will be provided for the first ten customers. 8. Ты никогда не будешь разочарован своими верными сотрудниками. 9. The book was written by an unknown author. 10. Матч отменили из-за погоды?

Письменный опрос

Вопрос 1	В каких случаях используются инфинитив и герундий в сложных предложениях?
Вопрос 2	Как образуются наречия?
Вопрос 3	Как меняются формы образования инфинитива и герундия в сложных предложениях?
Вопрос 4	Как образуются придаточные предложения времени и условия?
Вопрос 5	Какая структура используется при составлении делового письма?

БИЛЕТ 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

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.

Margie even wrote about it that night in her diary. On the page headed May 17, 2157, she wrote, "Today Tommy found a real book!" It was a very old book. Margie's grandfather once said that when he was a little boy his grandfather told him that there was a time when all stories were printed on paper. They turned the pages, which were yellow and crinkly, and it was awfully funny to read words that stood still instead of moving the way they were supposed to — on a screen, you know. And then, when they turned back to the page before, it has been the same words on it that it had been when they read it the first time. "Gee" said Tommy, "what a waste. When you're through with the book, you just throw it away, I guess. Our television screen must have had a million books on and it's good for plenty more. I wouldn't throw it away.

"Same with mine," said Margie. She was eleven and hadn't seen as many telebooks as Tommy had. He was thirteen. She said, "Where did you find it?"

"In my house." He pointed—without looking, because he was busy reading. "In the attic."

"What's it about?"

"School."

Margie was scornful. "School? What's there to write about school? I hate school."

Margie always hated school, but now she hated it more than ever. The mechanical teacher had been giving her test after test in geography and she had been doing worse and worse until her mother had shaken her head sorrowfully and sent for the County Inspector. He was a round little man with a red face and a whole box of tools, with dials and wires. He smiled at Margie and gave her an apple, then took the teacher apart. Margie had hoped he wouldn't know how to put it together again, but he knew all right, and, after an hour or so, there it was again, large and black and ugly, with a big screen on which all the lessons were shown and the questions were asked. That wasn't so bad. The part Margie hated most was the slot where she had to put homework and test papers. She always had to write them out in a punch code they made her learn when she was six years old and the mechanical teacher calculated the mark in no time. The Inspector had smiled after he was finished and patted Margie's head. He said to her mother, "It's not the little girl's fault, Mrs. Jones, I think the geography sector was geared a little too quick. Those things happen sometimes. I've slowed it up to an average ten year level. Actually, the overall pattern of her progress is quite satisfactory." And he patted Margie's head again. Margie was disappointed. She had been hoping they would take the teacher away altogether. They had once taken Tommy's teacher away for nearly a month because the history sector had blanked out completely. So she said to Tommy.

"Why would anyone write about school?" Tommy looked at her with very superior eyes.

"Because it's not our kind of school, stupid. This is the old kind of school that they had hundreds and hundreds years ago."

He added loftily, pronouncing the word carefully, "Centuries ago." Margie was hurt.

"Well, I don't know what kind of school they had all that time ago." She read the book over his shoulder for a while, then said, "Anyway, they had a teacher."

"Sure, they had a teacher, but it wasn't a regular teacher. It was a man."

"A man? How could a man be a teacher?"

"Well, he just told the boys and girls things and gave them homework and asked them questions."

"A man isn't smart enough."

"Sure, he is, my father knows as much as my teacher."

"He can't. A man can't know as much as a teacher."

"He knows almost as much, I betcha." Margie wasn't prepared to dispute that. She said, "I wouldn't want a strange man in my house to teach me."

Tommy screamed with laughter. "You don't know much, Margie. The teachers didn't live in the house. They had a special building and all the kids went there."

"And all the kids learned the same things?"

"Sure, if they were the same age."

"But my mother says a teacher has to be adjusted to fit the mind of each boy and girl it teaches and that each kid has to be taught differently."

"Just the same they didn't do it that way then. If you don't like it, you don't have to read the book."

"I didn't say I didn't like it," Margie said quickly. She wanted to read - about those funny schools.

They weren't even half-finished, when Margie's mother called,

"Margie! School!"

Margie looked up. "Not yet Mamma."

"Now!" said Mrs. Jones. "And it's probably time for Tommy, too."

Margie said to Tommy, "Can I read the book some more with you after school?" "Maybe," he said nonchalantly. He walked away, whistling, the dusty old book tucked beneath his arm. Margie went into the schoolroom. It was right next to her bedroom and the mechanical teacher was on and waiting for her. It was always on at the same time every day, except Saturday and Sunday, because her mother said little girls learned better if they learned at regular hours. The screen lit up, and it said: "Today's arithmetic lesson is on the addition of proper fractions. Please insert yesterday's homework in the proper slot."

Margie did so with a sigh. She was thinking about the old schools they had when her grandfather's grandfather was a little boy. All the kids from the whole neighbourhood came laughing and shouting in the schoolyard, sitting together in schoolroom, going home together at the end of the day. They learned the same things, so they could help one another on the homework and talk about it. And the teachers were people ... The mechanical teacher was flashing on the screen: "When we add the fractions $\frac{1}{2}$ and $\frac{1}{4}$ 8 – "Margie was thinking about how the kids must have loved it in the old days. She was thinking about the fun they had.

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. They were expected to come on Friday. 2. I don't remember having been asked to help her. 3. I hate being told what to do. 4. Он притворился, что ему дали деньги. 5. They expect the work to be done by the weekend. 6. Встречу проведут на следующей неделе? 7. The car has not been transported yet. 8. Я забыл камеру на лавочке, и ее не украли! 9. The article will have been rewritten by tomorrow morning. 10. Полицию вызвали до того, как воры убежали.

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?

БИЛЕТ 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.

Atticus was halfway through his speech to the jury. He had evidently pulled some papers from his briefcase that rested beside his chair, because they were on his table. Tom Robinson was toying with them.

"...absence of any corroborative evidence, this man was indicted on a capital charge and is now on trial for his life..."

I punched Jem. "How long's he been at it?"

"He's just gone over the evidence," Jem whispered... We looked down again. Atticus was speaking easily, with the kind of detachment he used when he dictated a letter. He walked slowly up and down in front of the jury, and the jury seemed to be attentive: their heads were up, and they followed Atticus's route with what seemed to be appreciation. I guess it was because Atticus wasn't a thunderer. Atticus paused, then he did something he didn't ordinarily do. He unhitched his watch and chain and placed them on the table, saying, "With the court's permission —" Judge Taylor nodded, and then Atticus did something I never saw him do before or since, in public or in private: he unbuttoned his vest, unbuttoned his collar, loosened his tie, and took off his coat. He never loosened a scrap of his clothing until he undressed at bedtime, and to Jem and me, this was the equivalent of him standing before us stark naked. We exchanged horrified glances. Atticus put his hands in his pockets, and as he returned to the jury, I saw his gold collar button and the tips of his pen and pencil winking in the light.

"Gentlemen," he said.

Jem and I again looked at each other. Atticus might have said "Scout". His voice had lost its aridity, its detachment, and he was talking to the jury as if they were folks on the post office corner.

"Gentlemen," he was saying. "I shall be brief, but I would like to use my remaining time with you to remind you that this case is not a difficult one, it requires no minute sifting of complicated facts, but it does require you to be sure beyond all reasonable doubt as to the guilt of the defendant. To begin with, this case should never have come to trial. This case is as simple as black and white."

"The state has not produced one iota of medical evidence to the effect that the crime Tom Robinson is charged with ever took place. It has relied instead upon the testimony of two witnesses whose evidence has not only been called into serious question on cross-examination, but has been flatly contradicted by the defendant. The defendant is not guilty, but somebody in this courtroom is.

"I have nothing but pity in my heart for the chief witness for the state, but my pity does not extend so far as to her putting a man's life at stake, which she had done in an effort to get rid of her own guilt.

"I say guilt, gentlemen, because it was guilt that motivated her. She has committed no crime, she has merely broken a rigid and time-honored code of our society, a code so severe that whoever breaks it is hounded from our midst as unfit to live with. She is the victim of cruel poverty and ignorance, but I cannot pity her: she is white. She knew full well the enormity of her offense, but because her desires were stronger than the code she was breaking, she persisted in breaking it. She persisted, and her subsequent reaction is something that all of us have known at one time or another. She did something every child has done — she tried to put the evidence of her offense away from her. But in this case, she was no child hiding stolen contraband: she struck out at her victim — of necessity she must put him away from her — he must be removed from her presence, from this world. She must destroy the evidence of her offense.

"What was the evidence of her offense? Tom Robinson, a human being. She must put Tom Robinson away from her. Tom Robinson was her daily reminder of what she did. What did she do? She tempted a Negro.

"She was white, and she tempted a Negro. She did something that in our society is unspeakable: she kissed a black man. Not an old Uncle, but a strong young Negro man. No code mattered to her before she broke it, but it came crashing down on her afterwards.

"Her father saw it, and the defendant has testified as to his remarks. What did her father do? We don't know, but there is circumstantial evidence to indicate that Mayella Ewell was beaten savagely by someone who led almost exclusively with his left. We do know in part what Mr. Ewell did: he did what any God fearing, persevering, respectable white man would do under the circumstances — he swore out a warrant, no doubt signing it with his left hand, and Tom Robinson now sits before you, having taken the oath with the only good hand he possesses — his right hand.

"And so a quiet, respectable, humble Negro who had the unmitigated temerity to 'feel sorry' for a white woman has had to put his word against two white people's. I need not remind you of their appearance and conduct on the stand — you saw them for yourselves. The witnesses for the state, with the exception of the sheriff of Maycomb County, have presented themselves to you, gentlemen, to this court, in the cynical confidence that their testimony would not be doubted, confident that you, gentlemen, would go along with them on the assumption — the evil assumption — that all Negroes lie, that all Negroes are basically immoral beings, that all Negro men are not to be trusted around our women, an assumption one associates with minds of their caliber.

"Which, gentlemen, we know is in itself a lie as black as Tom Robinson's skin, a lie I do not have to point out to you. You know the truth, and the truth is this: some Negroes lie, some Negroes are immoral, some Negro men are not to be trusted around women — black or white. But this is a truth that applies to the human race and to no particular race of men. There is not a person in this courtroom who has never told a lie, who has never done an immoral thing, and there is no man living who has never looked upon a woman without desire."

Atticus paused and took out his handkerchief. Then he took off his glasses and wiped them, and we saw another "first": we had never seen him sweat — he was one of those men whose faces never perspired, but now it was shining tan.

"One more thing, gentlemen, before I quit. Thomas Jefferson once said that all men are created equal, a phrase that the Yankees and the distaff side of the Executive branch in Washington are fond of hurling at us. There is a tendency in this year of grace, 1935, for certain people to use this phrase out of context, to satisfy all conditions. The most ridiculous example I can think of is that the people who run public education promote the stupid and idle along with the industrious — because all men are created equal, educators will gravely tell you, the children left behind suffer terrible feelings of inferiority. We know all men are not created equal in the sense some people would have us believe — some people are smarter than others, some people have more opportunity because they're born with it, some men make more money than others, some ladies make better cakes than others — some people are born gifted beyond the normal scope of most men.

"But there is one way in this country in which all men are created equal — there is one human institution that makes a pauper the equal of a Rockefeller, the stupid man the equal of an Einstein, and the ignorant man the equal of any college president. That institution, gentlemen, is a court. It can be the Supreme Court of the United States or the humblest J.P. court in the land, or this honorable court which

you serve. Our courts have their faults, as does any human institution, but in this country our courts are the great levellers, and in our courts all men are created equal.

"I'm no idealist to believe firmly in the integrity of our courts and in the jury system. Gentlemen, a court is no better than each man of you sitting before me on this jury. A court is only as sound as its jury, and a jury is only as sound as the men who make it up. I am confident that you, gentlemen, will review without passion the evidence you have heard, come to a decision, and restore this defendant to his family. In the name of God, do your duty."

Atticus's voice had dropped, and as he turned away from the jury he said something I did not catch. He said it more to himself than to the court. I punched Jem.

"What'd he say?"

"In the name of God, believe him, I think that's what he said..."

What happened after that had a dreamlike quality: in a dream I saw the jury return, moving like underwater swimmers, and Judge Taylor's voice came from far away and was tiny. I saw something only

a lawyer's child could be expected to see, could be expected to watch for, and it was like watching Atticus walk into the street, raise a rifle to his shoulder and pull the trigger, but watching all the time knowing that the gun was empty. A jury never looks at a defendant it has convicted, and when this

jury came in, not one of them looked at Tom Robinson. The foreman handed a piece of paper to Mr. Tate who handed it to the clerk who handed it to the judge. ... I shut my eyes. Judge Taylor was polling the jury: "Guilty ... guilty... guilty ... guilty ..." I peeked at Jem: his hands were white from gripping the balcony rail, and his shoulders jerked as if each "guilty" was a separate stab between them.

Judge Taylor was saying something. His gavel was in his fist, but he wasn't using it. Dimly, I saw Atticus pushing papers from the table into his briefcase. He snapped it shut, went to the court reporter and

said something, nodded to Mr. Gilmer, and then went to Tom Robinson and whispered something to him. Atticus put his hand on Tom's shoulder as he whispered. Atticus took his coat off the back of his

chair and pulled it over his shoulder. Then he left the courtroom, but not by his usual exit. He must have wanted to go home the short way, because he walked quickly down the middle aisle toward the

south exit. I followed the top of his head as he made his way to the door. He did not look up.

Someone was punching me, but I was reluctant to take my eyes from the people below us, and from the image of Atticus's lonely walk down the aisle.

"Miss Jean Louise?"

I looked around. They were standing. All around us and in the balcony on the opposite wall, the Negroes were getting to their feet. Reverend Sykes's voice was as distant as Judge Taylor's:

"Miss Jean Louise, stand up. Your father's passing."

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. I remember talking to her about this issue. 2. Помни выключить свет! 3. I will never forget meeting him for the first time. 4. Не забудь закрыть дверь! 5. You are responsible for keeping the room tidy. 6. Тебе стыдно за весь этот шум? 7. There is nothing to discuss any more, let's go home. 8. Почему бы не заказать пиццу и напитки сегодня на ужин? 9. I would prefer to go by taxi, not on foot. 10. Я хотел бы оплатить счет, но забыл кошелек дома.

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?

БИЛЕТ 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.

Speed was very nervous as he took his seat on the dais at five to seven and watched the school straggling to their places. They came in quietly enough, but there was an atmosphere of subdued expectancy of which Speed was keenly conscious; the boys stared about them, grinned at each other, seemed as if they were waiting for something to happen. Nevertheless, at five past seven all was perfectly quiet and orderly, although it was obvious that little work was being done. Speed felt rather as if he were sitting on a powder-magazine, and there was a sense in which he was eager for the storm to break. At about a quarter past seven a banging of desk-lids began at the far end of the hall.

He stood up and said, quietly, but in a voice that carried well: "I don't want to be hard on anybody, so I'd better warn you that I shall punish any disorderliness very severely." There was some tittering, and for a moment or so he wondered if he had made a fool of himself. Then he saw a bright, rather pleasant-faced boy in one of the back rows deliberately raise a desk-lid and drop it with a bang. Speed consulted the map of the desks that was in front of him and by counting down the rows discovered the boy's name to be Worsley. He wondered how the name should be pronounced – whether the first syllable should rhyme with "purse" or with "horse". Instinct in him, that uncanny feeling for atmosphere, embarked him on an outrageously bold adventure, nothing less than a piece of facetiousness, the most dangerous weapon in a new Master's armoury, and the one most of all likely to recoil on himself. He stood up again and said: "Wawsley or Wursley— however you call yourself— you have a hundred lines!"

The whole assembly roared with laughter. That frightened him a little. Supposing they did not stop laughing! He remembered an occasion at his own school when a class had ragged a certain Master very neatly and subtly by pretending to go off into hysterics of laughter at some trifling witticism of his. When the laughter subsided, a lean, rather clever-looking boy rose up in the front row but one and said, impudently: "Please sir, I'm Worsley. I didn't do anything."

Speed replied promptly: "Oh, didn't you? Well, you've got a hundred lines, anyway."

"What for, sir" – in hot indignation.

"For sitting in your wrong desk."

Again the assembly laughed, but there was no mistaking the respectfulness that underlay the merriment. And, as a matter of fact, the rest of the evening passed entirely without incident. After the others had gone, Worsley came up to the dais accompanied by the pleasant-faced boy who dropped the desk-lid. Worsley pleaded for the remission of his hundred lines, and the other boy supported him urging that it was he and not Worsley who had dropped the lid.

"And what's your name?" asked Speed.

"Naylor, sir."

"Very well, Naylor, you and Worsley can share the hundred lines between you." He added smiling: "I've no doubt you're neither of you worse than anybody else but you must pay the penalty of being pioneers."

They went away laughing. That night Speed went into Clanwell's room for a chat before bedtime, and Clanwell congratulated him fulsomely on his successful passage of the ordeal. "As a matter of fact," Clanwell said, "I happen to know that they'd prepared a star benefit performance for you but that you put them off, somehow, from the beginning. The prefects get to hear of these things and they tell me. Of course, I don't take any official notice of them. It doesn't matter to me what plans people make – it's when any are put into execution that I wake up. Anyhow, you may be interested to know that the members of School House6 subscribed over fifteen shillings to purchase fireworks which they were going to let off after the switches had been turned off! Alas for fond hopes ruined!" Clanwell and Speed leaned back in their armchairs and roared with laughter.

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. He stopped eating fast food. 2. Я остановилась, чтобы поздороваться с соседкой. 3. Try talking to him. He might listen. 4. Она старается получить повышение. 5. She regrets buying that expensive ring. 6. У них очень хорошо получается рисовать птиц и животных. 7. I heard him apologize for being rude. 8. Почему бы не заказать пиццу и напитки сегодня на ужин? 9. Так важно быть искренними в отношениях. 10. I'm willing to see the progress in you study.

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?

БИЛЕТ 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)

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Atticus was halfway through his speech to the jury. He had evidently pulled some papers from his briefcase that rested beside his chair, because they were on his table. Tom Robinson was toying with them.

"...absence of any corroborative evidence, this man was indicted on a capital charge and is now on trial for his life..."

I punched Jem. "How long's he been at it?"

"He's just gone over the evidence," Jem whispered... We looked down again. Atticus was speaking easily, with the kind of detachment he used when he dictated a letter. He walked slowly up and down in front of the jury, and the jury seemed to be attentive: their heads were up, and they followed Atticus's route with what seemed to be appreciation. I guess it was because Atticus wasn't a thunderer. Atticus paused, then he did something he didn't ordinarily do. He unhitched his watch and chain and placed them on the table, saying, "With the court's permission —" Judge Taylor nodded, and then Atticus did something I never saw him do before or since, in public or in private: he unbuttoned his vest, unbuttoned his collar, loosened his tie, and took off his coat. He never loosened a scrap of his clothing until he undressed at bedtime, and to Jem and me, this was the equivalent of him standing before us stark naked. We exchanged horrified glances. Atticus put his hands in his pockets, and as he returned to the jury, I saw his gold collar button and the tips of his pen and pencil winking in the light.

"Gentlemen," he said.

Jem and I again looked at each other. Atticus might have said "Scout". His voice had lost its aridity, its detachment, and he was talking to the jury as if they were folks on the post office corner.

"Gentlemen," he was saying. "I shall be brief, but I would like to use my remaining time with you to remind you that this case is not a difficult one, it requires no minute sifting of complicated facts, but it does require you to be sure beyond all reasonable doubt as to the guilt of the defendant. To begin with, this case should never have come to trial. This case is as simple as black and white."

"The state has not produced one iota of medical evidence to the effect that the crime Tom Robinson is charged with ever took place. It has relied instead upon the testimony of two witnesses whose evidence has not only been called into serious question on cross-examination, but has been flatly contradicted by the defendant. The defendant is not guilty, but somebody in this courtroom is.

"I have nothing but pity in my heart for the chief witness for the state, but my pity does not extend so far as to her putting a man's life at stake, which she had done in an effort to get rid of her own guilt.

"I say guilt, gentlemen, because it was guilt that motivated her. She has committed no crime, she has merely broken a rigid and time-honored code of our society, a code so severe that whoever breaks it is hounded from our midst as unfit to live with. She is the victim of cruel poverty and ignorance, but I cannot pity her: she is white. She knew full well the enormity of her offense, but because her desires were stronger than the code she was breaking, she persisted in breaking it. She persisted, and her subsequent reaction is something that all of us have known at one time or another. She did something every child has done — she tried to put the evidence of her offense away from her. But in this case, she was no child hiding stolen contraband: she struck out at her victim — of necessity she must put him away from her — he must be removed from her presence, from this world. She must destroy the evidence of her offense.

"What was the evidence of her offense? Tom Robinson, a human being. She must put Tom Robinson away from her. Tom Robinson was her daily reminder of what she did. What did she do? She tempted a Negro.

"She was white, and she tempted a Negro. She did something that in our society is unspeakable: she kissed a black man. Not an old Uncle, but a strong young Negro man. No code mattered to her before she broke it, but it came crashing down on her afterwards.

"Her father saw it, and the defendant has testified as to his remarks. What did her father do? We don't know, but there is circumstantial evidence to indicate that Mayella Ewell was beaten savagely by someone who led almost exclusively with his left. We do know in part what Mr. Ewell did: he did what any God fearing, persevering, respectable

white man would do under the circumstances — he swore out a warrant, no doubt signing it with his left hand, and Tom Robinson now sits before you, having taken the oath with the only good hand he possesses — his right hand.

"And so a quiet, respectable, humble Negro who had the unmitigated temerity to 'feel sorry' for a white woman has had to put his word against two white people's. I need not remind you of their appearance and conduct on the stand — you saw them for yourselves. The witnesses for the state, with the exception of the sheriff of Maycomb County, have presented themselves to you, gentlemen, to this court, in the cynical confidence that their testimony would not be doubted, confident that you, gentlemen, would go along with them on the assumption — the evil assumption — that all Negroes lie, that all Negroes are basically immoral beings, that all Negro men are not to be trusted around our women, an assumption one associates with minds of their caliber.

"Which, gentlemen, we know is in itself a lie as black as Tom Robinson's skin, a lie I do not have to point out to you. You know the truth, and the truth is this: some Negroes lie, some Negroes are immoral, some Negro men are not to be trusted around women — black or white. But this is a truth that applies to the human race and to no particular race of men. There is not a person in this courtroom who has never told a lie, who has never done an immoral thing, and there is no man living who has never looked upon a woman without desire."

Atticus paused and took out his handkerchief. Then he took off his glasses and wiped them, and we saw another "first": we had never seen him sweat — he was one of those men whose faces never perspired, but now it was shining tan.

"One more thing, gentlemen, before I quit. Thomas Jefferson once said that all men are created equal, a phrase that the Yankees and the distaff side of the Executive branch in Washington are fond of hurling at us. There is a tendency in this year of grace, 1935, for certain people to use this phrase out of context, to satisfy all conditions. The most ridiculous example I can think of is that the people who run public education promote the stupid and idle along with the industrious — because all men are created equal, educators will gravely tell you, the children left behind suffer terrible feelings of inferiority. We know all men are not created equal in the sense some people would have us believe — some people are smarter than others, some people have more opportunity because they're born with it, some men make more money than others, some ladies make better cakes than others — some people are born gifted beyond the normal scope of most men.

"But there is one way in this country in which all men are created equal — there is one human institution that makes a pauper the equal of a Rockefeller, the stupid man the equal of an Einstein, and the ignorant man the equal of any college president. That institution, gentlemen, is a court. It can be the Supreme Court of the United States or the humblest J.P. court in the land, or this honorable court which

you serve. Our courts have their faults, as does any human institution, but in this country our courts are the great levellers, and in our courts all men are created equal.

"I'm no idealist to believe firmly in the integrity of our courts and in the jury system. Gentlemen, a court is no better than each man of you sitting before me on this jury. A court is only as sound as its jury, and a jury is only as sound as the men who make it up. I am confident that you, gentlemen, will review without passion the evidence you have heard, come to a decision, and restore this defendant to his family. In the name of God, do your duty."

Atticus's voice had dropped, and as he turned away from the jury he said something I did not catch. He said it more to himself than to the court. I punched Jem.

"What'd he say?"

"In the name of God, believe him, I think that's what he said."...

What happened after that had a dreamlike quality: in a dream I saw the jury return, moving like underwater swimmers, and Judge Taylor's voice came from far away and was tiny. I saw something only

a lawyer's child could be expected to see, could be expected to watch for, and it was like watching Atticus walk into the street, raise a rifle to his shoulder and pull the trigger, but watching all the time knowing that the gun was empty. A jury never looks at a defendant it has convicted, and when this

jury came in, not one of them looked at Tom Robinson. The foreman handed a piece of paper to Mr. Tate who handed it to the clerk who handed it to the judge. ... I shut my eyes. Judge Taylor was polling the jury: "Guilty ... guilty... guilty ... guilty ..." I peeked at Jem: his hands were white from gripping the balcony rail, and his shoulders jerked as if each "guilty" was a separate stab between them.

Judge Taylor was saying something. His gavel was in his fist, but he wasn't using it. Dimly, I saw Atticus pushing papers from the table into his briefcase. He snapped it shut, went to the court reporter and

said something, nodded to Mr. Gilmer, and then went to Tom Robinson and whispered something to him. Atticus put his hand on Tom's shoulder as he whispered. Atticus took his coat off the back of his

chair and pulled it over his shoulder. Then he left the courtroom, but not by his usual exit. He must have wanted to go home the short way, because he walked quickly down the middle aisle toward the

south exit. I followed the top of his head as he made his way to the door. He did not look up.

Someone was punching me, but I was reluctant to take my eyes from the people below us, and from the image of Atticus's lonely walk down the aisle.

"Miss Jean Louise?"

I looked around. They were standing. All around us and in the balcony on the opposite wall, the Negroes were getting to their feet. Reverend Sykes's voice was as distant as Judge Taylor's:

"Miss Jean Louise, stand up. Your father's passing."

Ситуационное задание № 2

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1. I remember talking to her about this issue. 2. Помни выключить свет! 3. I will never forget meeting him for the first time. 4. Не забудь закрыть дверь! 5. You are responsible for keeping the room tidy. 6. Тебе стыдно за весь этот шум? 7. There is nothing to discuss any more, let's go home. 8. Почему бы не заказать пиццу и напитки сегодня на ужин? 9. I would prefer to go by taxi, not on foot. 10. Я хотел бы оплатить счет, но забыл кошелек дома.

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?

БИЛЕТ 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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"What for, sir" – in hot indignation.

"For sitting in your wrong desk."

Again the assembly laughed, but there was no mistaking the respectfulness that underlay the merriment. And, as a matter of fact, the rest of the evening passed entirely without incident. After the others had gone, Worsley came up to the dais accompanied by the pleasant-faced boy who dropped the desk-lid. Worsley pleaded for the remission of his hundred lines, and the other boy supported him urging that it was he and not Worsley who had dropped the lid.

"And what's your name?" asked Speed.

"Naylor, sir."

"Very well, Naylor, you and Worsley can share the hundred lines between you." He added smiling: "I've no doubt you're neither of you worse than anybody else but you must pay the penalty of being pioneers."

They went away laughing. That night Speed went into Clanwell's room for a chat before bedtime, and Clanwell congratulated him fulsomely on his successful passage of the ordeal. "As a matter of fact," Clanwell said, "I happen to know that they'd prepared a star benefit performance for you but that you put them off, somehow, from the beginning. The prefects get to hear of these things and they tell me. Of course, I don't take any official notice of them. It doesn't matter to me what plans people make – it's when any are put into execution that I wake up. Anyhow, you may be interested to know that the members of School House subscribed over fifteen shillings to purchase fireworks which they were going to let off after the switches had been turned off! Alas for fond hopes ruined!" Clanwell and Speed leaned back in their armchairs and roared with laughter.

Ситуационное задание №2

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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?

БИЛЕТ 5

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

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"The state has not produced one iota of medical evidence to the effect that the crime Tom Robinson is charged with ever took place. It has relied instead upon the testimony of two witnesses whose evidence has not only been called into serious question on cross-examination, but has been flatly contradicted by the defendant. The defendant is not guilty, but somebody in this courtroom is.

"I have nothing but pity in my heart for the chief witness for the state, but my pity does not extend so far as to her putting a man's life at stake, which she had done in an effort to get rid of her own guilt.

"I say guilt, gentlemen, because it was guilt that motivated her. She has committed no crime, she has merely broken a rigid and time-honored code of our society, a code so severe that whoever breaks it is hounded from our midst as unfit to live with. She is the victim of cruel poverty and ignorance, but I cannot pity her: she is white. She knew full well the enormity of her offense, but because her desires were stronger than the code she was breaking, she persisted in breaking it. She persisted, and her subsequent reaction is something that all of us have known at one time or another. She did something every child has done — she tried to put the evidence of her offense away from her. But in this case, she was no child hiding stolen contraband: she struck out at her victim — of necessity she must put him away from her — he must be removed from her presence, from this world. She must destroy the evidence of her offense.

"What was the evidence of her offense? Tom Robinson, a human being. She must put Tom Robinson away from her. Tom Robinson was her daily reminder of what she did. What did she do? She tempted a Negro.

"She was white, and she tempted a Negro. She did something that in our society is unspeakable: she kissed a black man. Not an old Uncle, but a strong young Negro man. No code mattered to her before she broke it, but it came crashing down on her afterwards.

"Her father saw it, and the defendant has testified as to his remarks. What did her father do? We don't know, but there is circumstantial evidence to indicate that Mayella Ewell was beaten savagely by someone who led almost exclusively with his left. We do know in part what Mr. Ewell did: he did what any God fearing, persevering, respectable

white man would do under the circumstances — he swore out a warrant, no doubt signing it with his left hand, and Tom Robinson now sits before you, having taken the oath with the only good hand he possesses — his right hand.

"And so a quiet, respectable, humble Negro who had the unmitigated temerity to 'feel sorry' for a white woman has had to put his word against two white people's. I need not remind you of their appearance and conduct on the stand — you saw them for yourselves. The witnesses for the state, with the exception of the sheriff of Maycomb County, have presented themselves to you, gentlemen, to this court, in the cynical confidence that their testimony would not be doubted, confident that you, gentlemen, would go along with them on the assumption — the evil assumption — that all Negroes lie, that all Negroes are basically immoral beings, that all Negro men are not to be trusted around our women, an assumption one associates with minds of their caliber.

"Which, gentlemen, we know is in itself a lie as black as Tom Robinson's skin, a lie I do not have to point out to you. You know the truth, and the truth is this: some Negroes lie, some Negroes are immoral, some Negro men are not to be trusted around women — black or white. But this is a truth that applies to the human race and to no particular race of men. There is not a person in this courtroom who has never told a lie, who has never done an immoral thing, and there is no man living who has never looked upon a woman without desire."

Atticus paused and took out his handkerchief. Then he took off his glasses and wiped them, and we saw another "first": we had never seen him sweat — he was one of those men whose faces never perspired, but now it was shining tan.

"One more thing, gentlemen, before I quit. Thomas Jefferson once said that all men are created equal, a phrase that the Yankees and the distaff side of the Executive branch in Washington are fond of hurling at us. There is a tendency in this year of grace, 1935, for certain people to use this phrase out of context, to satisfy all conditions. The most ridiculous example I can think of is that the people who run public education promote the stupid and idle along with the industrious — because all men are created equal, educators will gravely tell you, the children left behind suffer terrible feelings of inferiority. We know all men are not created equal in the sense some people would have us believe — some people are smarter than others, some people have more opportunity because they're born with it, some men make more money than others, some ladies make better cakes than others — some people are born gifted beyond the normal scope of most men.

"But there is one way in this country in which all men are created equal — there is one human institution that makes a pauper the equal of a Rockefeller, the stupid man the equal of an Einstein, and the ignorant man the equal of any college president. That institution, gentlemen, is a court. It can be the Supreme Court of the United States or the humblest J.P. court in the land, or this honorable court which

you serve. Our courts have their faults, as does any human institution, but in this country our courts are the great levellers, and in our courts all men are created equal.

"I'm no idealist to believe firmly in the integrity of our courts and in the jury system. Gentlemen, a court is no better than each man of you sitting before me on this jury. A court is only as sound as its jury, and a jury is only as sound as the men who make it up. I am confident that you, gentlemen, will review without passion the evidence you have heard, come to a decision, and restore this defendant to his family. In the name of God, do your duty."

Atticus's voice had dropped, and as he turned away from the jury he said something I did not catch. He said it more to himself than to the court. I punched Jem.

"What'd he say?"

"In the name of God, believe him, I think that's what he said."...

What happened after that had a dreamlike quality: in a dream I saw the jury return, moving like underwater swimmers, and Judge Taylor's voice came from far away and was tiny. I saw something only

a lawyer's child could be expected to see, could be expected to watch for, and it was like watching Atticus walk into the street, raise a rifle to his shoulder and pull the trigger, but watching all the time knowing that the gun was empty. A jury never looks at a defendant it has convicted, and when this

jury came in, not one of them looked at Tom Robinson. The foreman handed a piece of paper to Mr. Tate who handed it to the clerk who handed it to the judge. ... I shut my eyes. Judge Taylor was polling the jury: "Guilty ... guilty... guilty ... guilty ..." I peeked at Jem: his hands were white from gripping the balcony rail, and his shoulders jerked as if each "guilty" was a separate stab between them.

Judge Taylor was saying something. His gavel was in his fist, but he wasn't using it. Dimly, I saw Atticus pushing papers from the table into his briefcase. He snapped it shut, went to the court reporter and

said something, nodded to Mr. Gilmer, and then went to Tom Robinson and whispered something to him. Atticus put his hand on Tom's shoulder as he whispered. Atticus took his coat off the back of his

chair and pulled it over his shoulder. Then he left the courtroom, but not by his usual exit. He must have wanted to go home the short way, because he walked quickly down the middle aisle toward the

south exit. I followed the top of his head as he made his way to the door. He did not look up.

Someone was punching me, but I was reluctant to take my eyes from the people below us, and from the image of Atticus's lonely walk down the aisle.

"Miss Jean Louise?"

I looked around. They were standing. All around us and in the balcony on the opposite wall, the Negroes were getting to their feet. Reverend Sykes's voice was as distant as Judge Taylor's:

"Miss Jean Louise, stand up. Your father's passing."

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. I remember talking to her about this issue. 2. Помни выключить свет! 3. I will never forget meeting him for the first time. 4. Не забудь закрыть дверь! 5. You are responsible for keeping the room tidy. 6. Тебе стыдно за весь этот шум? 7. There is nothing to discuss any more, let's go home. 8. Почему бы не заказать пиццу и напитки сегодня на ужин? 9. I would prefer to go by taxi, not on foot. 10. Я хотел бы оплатить счет, но забыл кошелек дома.

Письменный опрос

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

8. Перечень рекомендуемых учебных изданий, дополнительной литературы и (или) иных информационных источников для самостоятельной подготовки обучающихся к текущему контролю успеваемости и промежуточной аттестации обучающихся

Электронные учебные издания и электронные образовательные ресурсы

Учебные материалы – электронные учебные издания (издания электронных библиотечных систем)

Учебная литература (перечень основной (обязательной) и дополнительной учебной литературы, необходимой для освоения дисциплины (модуля)) включает в себя следующие **электронные учебные издания**:

Основная (обязательная) учебная литература:

Гонсалес-Фернандес, А. Испанский язык с элементами делового общения для продолжающих: учебник и практикум для вузов / А. .. Гонсалес-Фернандес, М. В.

Ивлева, Г. Г. Немецкий язык: учебник и практикум для среднего профессионального образования / Г. Г. Ивлева. – 3-е изд., испр. и доп. – Москва : Издательство Юрайт, 2020

Ларионова, Н. И. Царева. – 3-е изд., перераб. и доп. – Москва : Издательство Юрайт, 2020

Ларионова, М. В. Испанский язык с элементами делового общения для начинающих : учебник и практикум для вузов / М. В. Ларионова, Н. И. Царева, А. .. Гонсалес-Фернандес. – 4-е изд., испр. и доп. – Москва : Издательство Юрайт, 2020

Невзорова, Г. Д. Английский язык в 2 ч. Часть 1: учебник для вузов / Г. Д. Невзорова, Г. И. Никитушкина. – 2-е изд., испр. и доп. – Москва : Издательство Юрайт, 2020

Невзорова, Г. Д. Английский язык в 2 ч. Часть 2 : учебник для вузов / Г. Д. Невзорова, Г. И. Никитушкина. – 2-е изд., испр. и доп. – Москва : Издательство Юрайт, 2020

Дополнительная учебная литература:

1. Крупченко, А. К. Английский язык для педагогов: academic english (b1–b2) : учебное пособие для вузов / А. К. Крупченко, А. Н. Кузнецов, Е. В. Прилипко ; под общей редакцией А. К. Крупченко. – Москва : Издательство Юрайт, 2019

2. Кузьменкова, Ю. Б. Английский язык + аудиозаписи в ЭБС : учебник и практикум для прикладного бакалавриата / Ю. Б. Кузьменкова. – Москва : Издательство Юрайт, 2019

3. Мичугина, С. В. Английский язык для педагогов (А2) : учебное пособие для вузов / С. В. Мичугина. – Москва : Издательство Юрайт, 2019

4. Невзорова, Г. Д. Английский язык в 2 ч. Часть 1 : учебник для академического бакалавриата / Г. Д. Невзорова, Г. И. Никитушкина. – 2-е изд., испр. и доп. – Москва : Издательство Юрайт, 2019

5. Невзорова, Г. Д. Английский язык в 2 ч. Часть 2 : учебник для академического бакалавриата / Г. Д. Невзорова, Г. И. Никитушкина. – 2-е изд., испр. и доп. – Москва : Издательство Юрайт, 2019

Периодические издания

Вестник Московского университета. Серия 14. Психология. : Научный журнал. – Москва : Московский государственный университет имени М.В. Ломоносова (Издательский Дом)

Право и цифровая экономика. – Москва : ФГБОУ ВПО "Московский государственный юридический университет имени О.Е. Кутафина (МГЮА)"

Иные электронные образовательные ресурсы

Единое окно доступа к образовательным ресурсам (<http://window.edu.ru/>)

Федеральный образовательный портал "Экономика. Социология. Менеджмент" (<http://ecsocman.hse.ru/>)

Электронная библиотечная система «ЭБС ЮРАЙТ» (Электронно-библиотечная система «ЭБС ЮРАЙТ» (<https://biblio-online.ru/> или <https://urait.ru/>))

Электронно-библиотечная система «Рукопт» (Электронная библиотечная система «Рукопт») (Электронная библиотечная система «Национальный цифровой ресурс «Рукопт») <https://rucont.ru/> или <https://lib.rucont.ru/>

Электронная информационно-образовательная среда организации Университета БРИКС (<https://brics.study/>)

II. Информационное обеспечение (перечень информационных технологий, используемых при осуществлении образовательного процесса, включая перечень программного обеспечения и информационных справочных систем)

Каждый обучающийся обеспечен индивидуальным неограниченным доступом к электронно-библиотечной системе (ЭБС), содержащей издания учебной, учебно-методической и иной литературы.

Состав необходимого комплекта лицензионного и свободно распространяемого программного обеспечения, в том числе отечественного производства: Яндекс.Браузер; LibreOffice; Notepad++; GNU Image Manipulation Program (GIMP); Firefox (Браузер Mozilla Firefox); 7-Zip; FAR Manager.

Ресурсы информационно-телекоммуникационной сети «Интернет»

(перечень ресурсов информационно-телекоммуникационной сети «Интернет»):

Электронные информационные ресурсы

Состав современных профессиональных баз данных (в том числе международных реферативных баз данных научных изданий)

Федеральная служба государственной статистики (<https://www.gks.ru/>)

Открытые данные России (<https://data.gov.ru/>)

Статистический Отдел Организации Объединенных Наций (United Nations Statistics Division) (<http://data.un.org/>)

Экономическая и социальная комиссия для Азии и Тихого океана (United Nations Economic and Social Commission for Asia and the Pacific) (<https://www.unescap.org/our-work/statistics>)

Европейская экономическая комиссия Организации Объединенных Наций (United Nations Economic Commission for Europe) (http://www.unece.org/stats/stats_h.html)

Продовольственная и сельскохозяйственная организация Объединённых Наций (Food and Agriculture Organization of the United Nations) (<http://www.fao.org/statistics/en/>)

Международный валютный фонд (МВФ) (International Monetary Fund (IMF)) (<https://www.imf.org/en/Data>)

Институт статистики ЮНЕСКО (UNESCO Institute of Statistics) (<http://uis.unesco.org/>)

Организация Объединенных Наций По Промышленному Развитию (United Nations Industrial Development Organization) (<https://www.unido.org/researchers/statistical-databases>)

Группа Всемирного Банка (The World Bank Group) (<https://data.worldbank.org/>)

Всемирная организация здравоохранения (World Health Organization) (<https://www.who.int/data/>)

Всемирная торговая организация (World Trade Organization) (https://www.wto.org/english/res_e/statis_e/statis_e.htm)

Евростат (Eurostat (European Statistical Office)) (<https://ec.europa.eu/eurostat/>)

Межгосударственный статистический комитет Содружества Независимых Государств (<http://www.cisstat.com/Obase/index.htm>)

Организация экономического сотрудничества и развития (Organisation for Economic Co-operation and Development) (<https://data.oecd.org/>)

Международное энергетическое агентство (International Energy Agency) (<https://www.iea.org/data-and-statistics/>)

Состав международных реферативных баз данных научных изданий

Science Alert (<https://scialert.net/>)

AENSI Publisher (American-Eurasian Network for Scientific Information Journals) (<http://www.aensiweb.com/>)

Asian Economic and Social Society (AESS) (<http://www.aessweb.com/>)

PressAcademia (<http://www.pressacademia.org/>)

OMICs International (<https://www.omicsonline.org/>)

Scientific Research Publishing (<https://www.scirp.org/>)

Hikari Ltd (<http://www.m-hikari.com/>)

OAPEN (<https://www.oapen.org/>)

Scientific & Academic Publishing (SAP) (<http://www.sapub.org/journal/index.aspx>)

Global Advanced Research Journals (<http://garj.org/>)

Kamla-Raj Enterprises (<http://www.krepublishers.com/>)

ISER PUBLICATIONS (<http://www.iserjournals.com/>)

Medwell Journals (Scientific Research Publishing Company) (<https://medwelljournals.com/home.php>)

Состав информационных справочных систем

Официальный интернет-портал правовой информации. Государственная система правовой информации (<http://pravo.gov.ru/>)

База знаний Открытого правительства (<http://wiki.ac-forum.ru/>)

Высшая аттестационная комиссия при Министерстве науки и высшего образования Российской Федерации (<https://vak.minobrnauki.gov.ru/main>)

Российский фонд фундаментальных исследований (<https://www.rfbr.ru/>)

Федеральный портал «Российское образование» (<http://www.edu.ru/>)

Espacenet (Поиск патентной информации) (<https://ru.espacenet.com/>)

Справочно-информационный портал ГРАМОТА.РУ (<http://gramota.ru/>)

Государственная система правовой информации (<http://pravo.gov.ru/>)

Евразийский Монитор (<http://eurasiamonitor.org/>)

Экономические факультеты, институты и исследовательские центры в мире (<https://edirc.repec.org/>)

Информационная система Федеральной службы по надзору в сфере защиты прав потребителей и благополучия человека «Документы» (<https://www.rospotrebnadzor.ru/documents/documents.php>)

Иные информационные ресурсы - информационные ресурсы органов государственной власти

Президент России (<http://kremlin.ru/>)

Правительство России (<http://government.ru/>)

Министерство науки и высшего образования РФ (<https://www.minobrnauki.gov.ru/>)

Министерство просвещения РФ (<https://edu.gov.ru/>)

Министерство экономического развития Российской Федерации (<https://www.economy.gov.ru/>)