

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 диалог, 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 собственный диалог с распределением ролей на ту же тему из своей личной практики.

- Receptionist: Good afternoon! This is Capitol Hotels in Washington, D.C. How may I help you?
- Mr. Abrams: Hi, I'd like to schedule a reservation for this upcoming weekend from Friday night until Sunday.
- Receptionist: Sure! Let me check and see what rooms are available. Do you need a room with one bed or two?
- Mr. Abrams: My wife and I will be visiting the city, but a room with one bed will be just fine.
- Receptionist: Alright... It looks like we have several rooms available. Would you care for a room with a balcony?
- Mr. Abrams: A single room with no balcony will suit our needs just fine. I did notice on your website that you have a pool and an exercise room. Are these facilities available for all hotel guests?
- Receptionist: Yes, all hotel guests are allowed access to those facilities. The hotel stay also includes breakfast. We have a restaurant on-site that also serves lunch and dinner, but those meals are not included in your lodging fee.
- Mr. Abrams: Okay, that's fine. What time are both check-in and check-out?
- Receptionist: Check-in for you on Friday can be any time after 3:00 p.m. Check-out will be on Sunday before noon.
- Mr. Abrams: Sounds great!
- Receptionist: I am glad that I could help you today. Is there anything else that you need at this point in time?
- Mr. Abrams: Would you like my credit card information now, or can I take care of that upon my arrival to the hotel's reception desk?
- Receptionist: We can handle payment upon your arrival on Friday. We look forward to seeing you then!
- Mr. Abrams: Thank you! I look forward to my stay.
- Receptionist: Enjoy the rest of your week!

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 Present Perfect Tense и Past Simple Tense.

1. I have not finished reading this book today. 2. Сколько гостей ты пригласил? 3 I read that book last year, it was quite interesting. 4. Он что-то обдумывал примерно полчаса, затем быстро оделся и вышел. 5. When did you see Mary? — I saw her last week. 6. Вы когда-нибудь слышали об этой певице? — Да, она очень известна. 7. My father knows so much because he has traveled a lot. 8. Это третья двойка, которую ты получил по английскому. В чем дело? За что ты ее получил? 9. Have you ever seen the eruption of a volcano? 10. Сколько ты сегодня спал? — Около 6 часов.

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 3

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

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

Формируемые (оцениваемые) индикаторы достижения компетенций:

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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 диалог, 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 собственный диалог с распределением ролей на ту же тему из своей личной практики.

- Edward: Hello, Mary!

- Mary: Hello, Eddy. It's so nice to see you. Come in, please. (Edward comes in, takes off his coat and hangs it on the hook.)

- Edward: Look here, Mary, there's a concert this evening at the club. You are sure to like it. What about going there together?

- Mary: Oh, I'm sorry I can't. I'm making a new dress. I want to wear it at our party and I haven't finished it yet.

- Edward: Oh, dear, we haven't been to the club for ages. Besides, it's a pity to stay at home on such a fine day, you know.

- Mary: All right. Eddy. But will you help me before we go?

- Edward: Oh, yes, why not?

- Mary: Something has gone wrong with my electric iron. (Mary gives the iron to Edward.) Can you put it right?

- Edward: Let me have a look at it. (Edward examines the iron.) Well, there's nothing the matter with

the iron. I'm sure it's the plug. (Edward repairs the plug. Mary goes out to change. Then she comes back to Edward.)

- Edward: Here you are.

- Mary: How clever of you! Thank you ever so much!

- Edward: Not at all. Are you ready to go now?

- Mary: Just a moment! I must switch off the light.

- Edward: Hurry up then. We're going to be late, I'm afraid.

- Mary: I'm ready. Come on. (Mary and Edward hurry out.)

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 Present Perfect Tense и Past Simple Tense.

1. He did not eat at all yesterday. 2. Мистер Спарк ушел. — А куда он пошел? 3. Have you ever played the piano in front of people? 4. Уже 12 лет, как она окончила университет и начала работать. 5. She has just come from school. And now she is doing her homework. 6. О чем ты написала в сочинении? 7. We traveled around Europe with my close friends last year. 8. Сегодня я проконсультировалась у другого врача. — И что он тебе посоветовал? 9. I have already done my homework. Now I can go for a walk. 10. I have seen Pete today; we have decided to meet again on Sunday.

Письменный опрос

Вопрос 1	В каких случаях используются инфинитив и герундий в сложных предложениях?
Вопрос 2	Как образуются наречия?
Вопрос 3	Как образуются вопросительные предложения в косвенной речи?
Вопрос 4	Как меняются формы образования инфинитива и герундия в сложных предложениях?
Вопрос 5	В каких случаях используется передача приказов/просьб/предложений?

БИЛЕТ 4

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

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Ситуационное задание №1

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- Mr. Abrams: Thank you! I look forward to my stay.
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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 Present Perfect Tense и Past Simple Tense.

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Письменный опрос

Вопрос 1	Какие типы условных предложений существуют в английском языке?
Вопрос 2	Какие существительные не поддаются общему правилу?
Вопрос 3	В каких случаях используется пассивный залог?
Вопрос 4	Как образуется будущее время в английском?
Вопрос 5	Как образуются личные и безличные конструкции?

БИЛЕТ 5

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- Mary: I'm ready. Come on. (Mary and Edward hurry out.)

Ситуационное задание №2

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Письменный опрос

Вопрос 1	Когда употребляются смешанные типы придаточных предложений в английском языке?
Вопрос 2	Для чего используются условные предложения в английском языке?
Вопрос 3	На какие типы делятся модальные глаголы?
Вопрос 4	Какие случаи использования косвенной речи существуют в английском языке?
Вопрос 5	Как образуется множественное число существительных?

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)

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Ситуационное задание № 1

Переведите письмо, 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 собственное письмо другу на любую тему.

Dear John,

Thank you for your letter! It was nice to hear from you again!

You want to know how I spent the summer. Well, I'll do my best to answer your questions.

I spent my summer vacation very well. In June I went to my grandparents' house. They live in Smolensk. I have a lot of friends in this city, so I had a good time with them. We went to a forest camp, which is located not far from Smolensk. We were there for three weeks, and it was very fun. We lived near a large lake. Every time, when the weather was fine, we walked to the shore and swam in the lake. Also we fished, went hiking, picked mushrooms and berries. We had English lessons too.

Then we returned to Smolensk and every day played basketball, went to the cinema and danced in the evening. Sometimes we visited museums and zoos too. In August I had to go home. Next summer I'll definitely go to Smolensk again because I very miss my friends.

When I returned home I found out that my father bought tickets to London for all our family! It was a surprise for me! I was in seventh heaven at that moment! So, in a few days we went to England. I have got many impressions from this trip. England is such a beautiful and bright country! And there are so many green meadows and fields here. As for London, I am very impressed by the beauty of this city. We have visited many famous places: the Trafalgar Square, the Tower Bridge, the Westminster Abbey, the museum of Madame Tussauds, the London Eye, the Piccadilly Circus and many others.

So, it was the best summer in my life! And what about you? Tell me how you spent your summer!

Love,

Anna

Ситуационное задание № 2

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1. I was reading a book at 9 pm last night. 2. Они ужинали, когда зазвонил телефон. 3. This time last year Tom was living in London. 4. Я ничего не делал вчера в 8 вечера. 5. He wasn't listening to my story. 6. Джордж преподает математику с тех пор, как окончил университет. 7. I'm tired because I have been driving for 6 hours. 8. George has been teaching Math since he graduated from the university. 9. Я искал работу 2 месяца. 10. Они годами ездят в Испанию в отпуск.

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 2

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Dear Helen,

Don't be angry with me for my long silence, but, really, I was too busy to write. As you know, I left school in June and began to prepare for my entrance exams to the University. As both my mother and father are teachers I have made up my mind to be a teacher too. I think teaching is a noble profession.

I had to take four exams and passed all of them with excellent marks. So I'm glad to tell you that now I'm a first-year student at the Moscow State Teacher Training University. I should like to show you the main building of our University. I can't help admiring this fine old building with its beautiful columns. The first students entered it more than 120 years ago. It goes without saying we, students, are very proud of this fact. There are 18 faculties at our University which train teachers in many subjects: Russian, Literature, Mathematics, Physics, Geography, Chemistry, Biology, Foreign languages and others. Many well-known professors teach at our University. We have good libraries and reading-rooms and for those who go in for sports there are good gymnasiums and a stadium.

At present we have quite a lot of work as we have English practice, Grammar and Phonetics, Linguistics, History of our native land and other subjects. There is an English speaking club at our faculty. It gives us a good opportunity to master the language, but I don't take part in it yet. I'm working hard at my pronunciation. There is a good language laboratory at our faculty where we work with cassette-recorders. It helps us to find out our mistakes and to get rid of them in the shortest possible time.

So that's the latest news about myself. Please write to me about your life and studies.

My best regards to your parents.

Yours,

Ann

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 Past Continuous Tense и Present Perfect Continuous Tense.

1. He was singing when I entered the room. 2. Она ехала домой, когда я ее увидел. 3. It was raining all night. 4. Телевизор был включен, но мы его не смотрели. 5. Мы не играли футбол в 3 часа. 6. We have been waiting for the bus for 30 minutes. 7. Бен весь день смотрит телевизор. 8. Helen has been working in a hospital for 15 years. 9. Ник ремонтирует свой велосипед с утра. 10. We have been living in Vienna since we moved there in 2000.

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 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 письмо, 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 собственное письмо другу на любую тему.

Dear John,

Thank you for your letter! It was nice to hear from you again!

You want to know how I spent the summer. Well, I'll do my best to answer your questions.

I spent my summer vacation very well. In June I went to my grandparents' house. They live in Smolensk. I have a lot of friends in this city, so I had a good time with them. We went to a forest camp, which is located not far from Smolensk. We were there for three weeks, and it was very fun. We lived near a large lake. Every time, when the weather was fine, we walked to the shore and swam in the lake. Also we fished, went hiking, picked mushrooms and berries. We had English lessons too.

Then we returned to Smolensk and every day played basketball, went to the cinema and danced in the evening. Sometimes we visited museums and zoos too. In August I had to go home. Next summer I'll definitely go to Smolensk again because I very miss my friends.

When I returned home I found out that my father bought tickets to London for all our family! It was a surprise for me! I was in seventh heaven at that moment! So, in a few days we went to England. I have got many impressions from this trip. England is such a beautiful and bright country! And there are so many green meadows and fields here. As for London, I am very impressed by the beauty of this city. We have visited many famous places: the Trafalgar Square, the Tower Bridge, the Westminster Abbey, the museum of Madame Tussauds, the London Eye, the Piccadilly Circus and many others.

So, it was the best summer in my life! And what about you? Tell me how you spent your summer!

Love,

Anna

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 Past Continuous Tense и Present Perfect Continuous Tense.

1. I was reading a book at 9 pm last night. 2. Они ужинали, когда зазвонил телефон. 3. This time last year Tom was living in London. 4. Я ничего не делал вчера в 8 вечера. 5. He wasn't listening to my story. 6. Джордж преподает математику с тех пор, как окончил университет. 7. I'm tired because I have been driving for 6 hours. 8. George has been teaching Math since he graduated from the university. 9. Я искал работу 2 месяца. 10. Они годами ездят в Испанию в отпуск.

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 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 письмо, 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 собственное письмо другу на любую тему.

Dear Helen,

Don't be angry with me for my long silence, but, really, I was too busy to write. As you know, I left school in June and began to prepare for my entrance exams to the University. As both my mother and father are teachers I have made up my mind to be a teacher too. I think teaching is a noble profession.

I had to take four exams and passed all of them with excellent marks. So I'm glad to tell you that now I'm a first-year student at the Moscow State Teacher Training University. I should like to show you the main building of our University. I can't help admiring this fine old building with its beautiful columns. The first students entered it more than 120 years ago. It goes without saying we, students, are very proud of this fact. There are 18 faculties at our University which train teachers in many subjects: Russian, Literature, Mathematics, Physics, Geography, Chemistry, Biology, Foreign languages and others. Many well-known professors teach at our University. We have good libraries and reading-rooms and for those who go in for sports there are good gymnasiums and a stadium.

At present we have quite a lot of work as we have English practice, Grammar and Phonetics, Linguistics, History of our native land and other subjects. There is an English speaking club at our faculty. It gives us a good opportunity to master the language, but I don't take part in it yet. I'm working hard at my pronunciation. There is a good language laboratory at our faculty where we work with cassette-recorders. It helps us to find out our mistakes and to get rid of them in the shortest possible time.

So that's the latest news about myself. Please write to me about your life and studies.

My best regards to your parents.

Yours,

Ann

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 Past Continuous Tense и Present Perfect Continuous Tense.

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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 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 письмо, 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 собственное письмо другу на любую тему.

Dear John,

Thank you for your letter! It was nice to hear from you again!

You want to know how I spent the summer. Well, I'll do my best to answer your questions.

I spent my summer vacation very well. In June I went to my grandparents' house. They live in Smolensk. I have a lot of friends in this city, so I had a good time with them. We went to a forest camp, which is located not far from Smolensk. We were there for three weeks, and it was very fun. We lived near a large lake. Every time, when the weather was fine, we walked to the shore and swam in the lake. Also we fished, went hiking, picked mushrooms and berries. We had English lessons too.

Then we returned to Smolensk and every day played basketball, went to the cinema and danced in the evening. Sometimes we visited museums and zoos too. In August I had to go home. Next summer I'll definitely go to Smolensk again because I very miss my friends.

When I returned home I found out that my father bought tickets to London for all our family! It was a surprise for me! I was in seventh heaven at that moment! So, in a few days we went to England. I have got many impressions from this trip. England is such a beautiful and bright country! And there are so many green meadows and fields here. As for London, I am very impressed by the beauty of this city. We have visited many famous places: the Trafalgar Square, the Tower Bridge, the Westminster Abbey, the museum of Madame Tussauds, the London Eye, the Piccadilly Circus and many others.

So, it was the best summer in my life! And what about you? Tell me how you spent your summer!

Love,

Anna

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 Past Continuous Tense и Present Perfect Continuous Tense.

1. I was reading a book at 9 pm last night. 2. Они ужинали, когда зазвонил телефон. 3. This time last year Tom was living in London. 4. Я ничего не делал вчера в 8 вечера. 5. He wasn't listening to my story. 6. Джордж преподает математику с тех пор, как окончил университет. 7. I'm tired because I have been driving for 6 hours. 8. George has been teaching Math since he graduated from the university. 9. Я искал работу 2 месяца. 10. Они годами ездят в Испанию в отпуск.

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	Как меняются формы образования инфинитива и герундия в сложных предложениях?

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.

When two Englishmen meet, their first words will be "How do you do?" or "How are you?" And after the reply "Very well, thank you: how are you?" the next remark is almost certain to be about the weather. "It's a lovely morning, isn't it?" or "Isn't it hot today?" and the other person will reply "Yes, it's wonderful weather we are having. I hope it will keep fine, it seems almost too good to last."

Or perhaps the day is dull, it is raining a little, the sky is grey, and everyone is wearing a mackintosh or carrying an umbrella. As the cars and buses go along the street, they splash the water and mud on the passers-by.

Gradually it gets darker: a thick fog is spreading over London. The lamps are lit in the streets and in the shops and offices; cars and buses put on their lights and can only crawl along. As one friend bumps into another, he says, "Isn't it a beastly day?" - "Yes," replies the other, "you can hardly see a yard in front of you." Then comes winter. There has been a good fall of snow and a hard frost. It is just the day for a good country walk; let us have a tramp down the country lanes. The ground is like iron and rings under our feet, the frost sparkles on the branches, and icicles hang from the houses.

It is still freezing hard and the ponds are frozen over. There are crowds of people on them sliding and skating, and here is a merry group of schoolboys having a fight with snowballs. It is very pleasant while the frost lasts; the unpleasant time comes when the thaw begins. A few months have passed and it is a beautiful spring day. The rain fell heavily last night, but now the soft white clouds are floating across the blue sky, and the sun is shining brightly. Raindrops and dewdrops shine on every small green leaf and every blade of young grass.

The farmer has ploughed his fields and the new corn is just beginning to appear above the ground. In a few months autumn and harvest time will come. When the corn has turned ripe and golden the farmer will reap it and put it in his barn.

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 Past Perfect Tense и Past Perfect Continuous Tense.

1. Когда я позвонил в полицию, вор уже убежал. 2. When she came home, the children had already cleaned their rooms. 3. Все цветы в саду завяли, потому что летом было слишком жарко. 4. Она проработала в компании 20 лет перед тем, как ее уволили. 5. I thought I had taken a bottle of water with me. 6. He had been looking for a job for months before he got one. 7. К тому моменту, как мы приехали домой, наша мама готовила на кухне на протяжении трех часов. 8. My sister hadn't been waiting long at the airport when they announced about the delay of her flight. 9. Она не плавала более десяти лет к тому моменту, как она переехала в Майами. 10. Had you been playing football long when Alex arrived?

Письменный опрос

Вопрос 1	Какие типы условных предложений существуют в английском языке?
Вопрос 2	Какие существительные не поддаются общему правилу?
Вопрос 3	В каких случаях используется пассивный залог?
Вопрос 4	Как образуется будущее время в английском?
Вопрос 5	Как образуются личные и безличные конструкции?

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.

The four seasons are spring, summer, fall, and winter, and although various areas of the United States experience drastically different weather during these times, all portions of the country recognize the seasons; winter in California may bring heat, and winter in New York may bring blizzards, but both periods are nevertheless winter. Following winter, spring begins on 20 March and ends on either 20 June or 21 June, in the United States (this date may vary slightly from year to year and hemisphere to hemisphere). For most, spring is a time of "thawing," when the cold and snow of the winter are replaced by sunshine, reasonable temperatures, green grass, and more. It is also the season wherein previously dormant bees and butterflies reemerge, and when birds become more active.

Summer follows spring and spans from about 21 June to 22 September, in America. Summer is the warmest, the longest, and (arguably) the liveliest of the four seasons; students from kindergarten to college are given two or so summer months off from class, and to be sure, there are more young individuals out and about during this season than any other. It's not uncommon to see shorts, t-shirts, and sunglasses worn by those who're soaking up the summer's hot sun, and to stay cool, many individuals crank the air conditioning, take a dip in a swimming pool, and/or explore the ever-comforting ocean waves.

Autumn (or fall), more than being a simple precursor to winter, is one of the most beautiful and exciting seasons. Spanning from 22 September to 21 December (technically, that is; snow will begin to fall long before this latter date, in most parts of the country, leading many to classify the period as winter) in the US, autumn is characterized by falling leaves, Halloween (on 31 October), and Thanksgiving. During fall, traditional farmers harvest their produce, and the aforementioned falling leaves change to gorgeous orange, red, and yellow colors; these colors are generally associated with autumn itself, in turn.

In the US, winter spans from 21 December to 20 March, and is, as one would expect, the coldest of the four seasons. In the eastern, northern, and central portions of the country, winter snowfall can be considerable; in the western and southern portions of the country, winter snowfall is highly unlikely, but temperatures nevertheless drop from their usual. Winter is most widely known for its snow and the Christmas holiday, but it also boasts New Year's Eve (on December 31, in recognition of the start of a new year) and other special days. Ice skating, sledding, ice hockey, and snowball fights are commonly enjoyed winter activities.

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 Past Perfect Tense и Past Perfect Continuous Tense.

1. Он пришел домой очень рано вчера. Я еще не закончила готовить ужин, поэтому он съел сэндвич. 2. Я пришел домой, поужинал и лег спать. 3. The waiter brought coffee although I had not ordered it. 4. Она не пошла с нами в кино, так как она уже видела этот фильм. 5. We met Julie yesterday, she had returned from Iceland. 6. I was scared as I had never ridden a motorbike. 7. Мы летели уже почти четыре часа, прежде чем стюардессы начали разносить еду. 8. How long had you been driving when you understood that you were lost? 9. Когда мы вернулись в гостиничный номер, там было так чисто. Горничные занимались уборкой все утро. 10. My husband and I had been living with my parents for a year before we moved house.

Письменный опрос

Вопрос 1	Когда употребляются смешанные типы придаточных предложений в английском языке?
Вопрос 2	Для чего используются условные предложения в английском языке?

Вопрос 3	На какие типы делятся модальные глаголы?
Вопрос 4	Какие случаи использования косвенной речи существуют в английском языке?
Вопрос 5	Как образуется множественное число существительных?

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.

When two Englishmen meet, their first words will be "How do you do?" or "How are you?" And after the reply "Very well, thank you: how are you?" the next remark is almost certain to be about the weather. "It's a lovely morning, isn't it?" or "Isn't it hot today?" and the other person will reply "Yes, it's wonderful weather we are having. I hope it will keep fine, it seems almost too good to last."

Or perhaps the day is dull, it is raining a little, the sky is grey, and everyone is wearing a mackintosh or carrying an umbrella. As the cars and buses go along the street, they splash the water and mud on the passers-by.

Gradually it gets darker: a thick fog is spreading over London. The lamps are lit in the streets and in the shops and offices; cars and buses put on their lights and can only crawl along. As one friend bumps into another, he says, "Isn't it a beastly day?" - "Yes," replies the other, "you can hardly see a yard in front of you." Then comes winter. There has been a good fall of snow and a hard frost. It is just the day for a good country walk; let us have a tramp down the country lanes. The ground is like iron and rings under our feet, the frost sparkles on the branches, and icicles hang from the houses.

It is still freezing hard and the ponds are frozen over. There are crowds of people on them sliding and skating, and here is a merry group of schoolboys having a fight with snowballs. It is very pleasant while the frost lasts; the unpleasant time comes when the thaw begins. A few months have passed and it is a beautiful spring day. The rain fell heavily last night, but now the soft white clouds are floating across the blue sky, and the sun is shining brightly. Raindrops and dewdrops shine on every small green leaf and every blade of young grass.

The farmer has ploughed his fields and the new corn is just beginning to appear above the ground. In a few months autumn and harvest time will come. When the corn has turned ripe and golden the farmer will reap it and put it in his barn.

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 Past Perfect Tense и Past Perfect Continuous Tense.

1. Когда я позвонил в полицию, вор уже убежал. 2. When she came home, the children had already cleaned their rooms. 3. Все цветы в саду завяли, потому что летом было слишком жарко. 4. Она проработала в компании 20 лет перед тем, как ее уволили. 5. I thought I had taken a bottle of water with me. 6. He had been looking for a job for months before he got one. 7. К тому моменту, как мы приехали домой, наша мама готовила на кухне на протяжении трех часов. 8. My sister hadn't been waiting long at the airport when they announced about the delay of her flight. 9. Она не плавала более десяти лет к тому моменту, как она переехала в Майами. 10. Had you been playing football long when Alex arrived?

Письменный опрос

Вопрос 1	Как образуются прилагательные?
Вопрос 2	Какие правила пунктуации используются при прямой и косвенной речах?
Вопрос 3	В каких случаях используются разговорный, формальный и нейтральный типы английского языка?
Вопрос 4	В чем состоит отличие трех сравнительных типов прилагательных?
Вопрос 5	Какая структура используется при составлении статей?

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 four seasons are spring, summer, fall, and winter, and although various areas of the United States experience drastically different weather during these times, all portions of the country recognize the seasons; winter in California may bring heat, and winter in New York may bring blizzards, but both periods are nevertheless winter. Following winter, spring begins on 20 March and ends on either 20 June or 21 June, in the United States (this date may vary slightly from year to year and hemisphere to hemisphere). For most, spring is a time of "thawing," when the cold and snow of the winter are replaced by sunshine, reasonable temperatures, green grass, and more. It is also the season wherein previously dormant bees and butterflies reemerge, and when birds become more active.

Summer follows spring and spans from about 21 June to 22 September, in America. Summer is the warmest, the longest, and (arguably) the liveliest of the four seasons; students from kindergarten to college are given two or so summer months off from class, and to be sure, there are more young individuals out and about during this season than any other. It's not uncommon to see shorts, t-shirts, and sunglasses worn by those who're soaking up the summer's hot sun, and to stay cool, many individuals crank the air conditioning, take a dip in a swimming pool, and/or explore the ever-comforting ocean waves.

Autumn (or fall), more than being a simple precursor to winter, is one of the most beautiful and exciting seasons. Spanning from 22 September to 21 December (technically, that is; snow will begin to fall long before this latter date, in most parts of the country, leading many to classify the period as winter) in the US, autumn is characterized by falling leaves, Halloween (on 31 October), and Thanksgiving. During fall, traditional farmers harvest their produce, and the aforementioned falling leaves change to gorgeous orange, red, and yellow colors; these colors are generally associated with autumn itself, in turn.

In the US, winter spans from 21 December to 20 March, and is, as one would expect, the coldest of the four seasons. In the eastern, northern, and central portions of the country, winter snowfall can be considerable; in the western and southern portions of the country, winter snowfall is highly unlikely, but temperatures nevertheless drop from their usual. Winter is most widely known for its snow and the Christmas holiday, but it also boasts New Year's Eve (on December 31, in recognition of the start of a new year) and other special days. Ice skating, sledding, ice hockey, and snowball fights are commonly enjoyed winter activities.

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 Past Perfect Tense и Past Perfect Continuous Tense.

1. Он пришел домой очень рано вчера. Я еще не закончила готовить ужин, поэтому он съел сэндвич. 2. Я пришел домой, поужинал и лег спать. 3. The waiter brought coffee although I had not ordered it. 4. Она не пошла с нами в кино, так как она уже видела этот фильм. 5. We met Julie yesterday, she had returned from Iceland. 6. I was scared as I had never ridden a motorbike. 7. Мы летели уже почти четыре часа, прежде чем стюардессы начали разносить еду. 8. How long had you been driving when you understood that you were lost? 9. Когда мы вернулись в гостиничный номер, там было так чисто. Горничные занимались уборкой все утро. 10. My husband and I had been living with my parents for a year before we moved house.

Письменный опрос

Вопрос 1	Какие случаи употребления условных предложений в реальных и нереальных ситуациях вы можете назвать?
Вопрос 2	В каких случаях используются инфинитив и причастие?

Вопрос 3	Как меняются формы образования инфинитива и причастия в конструкции "Complex Object"?
Вопрос 4	Какая лексика используется при телефонном разговоре на английском языке?
Вопрос 5	В каких случаях используется определенный артикль?

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.

When two Englishmen meet, their first words will be "How do you do?" or "How are you?" And after the reply "Very well, thank you: how are you?" the next remark is almost certain to be about the weather. "It's a lovely morning, isn't it?" or "Isn't it hot today?" and the other person will reply "Yes, it's wonderful weather we are having. I hope it will keep fine, it seems almost too good to last."

Or perhaps the day is dull, it is raining a little, the sky is grey, and everyone is wearing a mackintosh or carrying an umbrella. As the cars and buses go along the street, they splash the water and mud on the passers-by.

Gradually it gets darker: a thick fog is spreading over London. The lamps are lit in the streets and in the shops and offices; cars and buses put on their lights and can only crawl along. As one friend bumps into another, he says, "Isn't it a beastly day?" - "Yes," replies the other, "you can hardly see a yard in front of you." Then comes winter. There has been a good fall of snow and a hard frost. It is just the day for a good country walk; let us have a tramp down the country lanes. The ground is like iron and rings under our feet, the frost sparkles on the branches, and icicles hang from the houses.

It is still freezing hard and the ponds are frozen over. There are crowds of people on them sliding and skating, and here is a merry group of schoolboys having a fight with snowballs. It is very pleasant while the frost lasts; the unpleasant time comes when the thaw begins. A few months have passed and it is a beautiful spring day. The rain fell heavily last night, but now the soft white clouds are floating across the blue sky, and the sun is shining brightly. Raindrops and dewdrops shine on every small green leaf and every blade of young grass.

The farmer has ploughed his fields and the new corn is just beginning to appear above the ground. In a few months autumn and harvest time will come. When the corn has turned ripe and golden the farmer will reap it and put it in his barn.

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 Past Perfect Tense и Past Perfect Continuous Tense.

1. Когда я позвонил в полицию, вор уже убежал. 2. When she came home, the children had already cleaned their rooms. 3. Все цветы в саду завяли, потому что летом было слишком жарко. 4. Она проработала в компании 20 лет перед тем, как ее уволили. 5. I thought I had taken a bottle of water with me. 6. He had been looking for a job for months before he got one. 7. К тому моменту, как мы приехали домой, наша мама готовила на кухне на протяжении трех часов. 8. My sister hadn't been waiting long at the airport when they announced about the delay of her flight. 9. Она не плавала более десяти лет к тому моменту, как она переехала в Майами. 10. Had you been playing football long when Alex arrived?

Письменный опрос

Вопрос 1	Как меняются формы образования инфинитива и герундия в сложных предложениях?
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 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.

Last summer Mr. Wilson, his wife and their daughter Mary - tourists from England -- arrived in Moscow. It was their first visit to Russia and they wanted to see as much as possible. Their guide showed them a lot of places of interest so that they could get a good idea of the Russian capital.

The Wilsons liked Moscow's straight and broad streets and avenues. They admired the centre of the city with its theatres, cinemas, museums, monuments, and wonderful multi-storeyed buildings. They were greatly impressed by the Moscow Kremlin, Red Square, Lenin Avenue, which is one of the longest and busiest streets in Moscow.

The Wilsons wanted to see Moscow University and the guide suggested their going there by metro. They liked the idea and joined a stream of people going downstairs into the metro. It seemed to them that nearly everyone in Moscow was in a hurry. Very few were satisfied to stand still and let the magical staircase carry them down to the platforms below. Most people went hurrying down on the left side. On and on ran the train through the tunnel and at every station people came in and out. The trip gave the Wilsons a good impression of Moscow's immense size.

When they came up into the daylight, they saw the magnificent building of the University which is situated on the Vorobyev Hills and from there they enjoyed a most beautiful view of the whole city. They went for a ride in the city. The size and the beauty of the capital made a great impression on the family. They saw endless streams of buses, trolley-buses and cars in the streets, crowds of people walking along the pavements. They crossed the city in different directions but to their great surprise they saw the same thing everywhere: well planned streets lined with trees, multistoried houses, big stores, hotels and beautiful squares. They saw no contrasts between the central part of the city and its suburbs so typical of big old towns.

The Wilsons went sightseeing every day of their stay in Moscow. And before their tour came to an end they had seen and learned a lot of interesting things about the capital and the country. They liked Moscow and the Muscovites who are so hospitable and friendly.

Ситуационное задание № 2

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

1. How long will you stay in this hotel? 2. Джона не будет в городе на следующей неделе. 3. They will call a taxi in 5 minutes. 4. Он скоро придет домой. 5. We will take a bus to school. 6. I know Sam! He is not going to miss this opportunity. 7. Ты не собираешься надевать это платье, значит я могу взять его. 8. I am going to drink coffee with Mary. 9. Они скоро поженятся. 10. Look! He is going to fall!

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 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.

Picnics are popular with women and children and some men who know how to make a fire. Children are fond of picnics chiefly because, as a rule, there are no tables at picnics and consequently no table manners and because they have an excellent opportunity to eat things that do not agree with them. Since picnic lunches are always just about the same and therefore require little imagination, women do not have to trouble about thinking up a meal.

Much depends, of course, upon the day. Typical picnic weather is of three kinds. Either it is dark and threatening with occasional showers in the morning, clearing in the afternoon or it is hot and clear in the morning, with thunder showers in the afternoon; or there is a steady drizzle all day long. But as most of the lunch is prepared ahead of time, nothing much can be done about it. After all, there is not much choice between eating a picnic lunch that has waited a day or two and getting a soaking. Picnic grounds are usually situated on a body of water at some high altitude. One of these features is essential, for no picnic can be a success unless the children have something to fall into, or fall off. Also, a body of water naturally suggests taking fishing tackles along. No fish was ever known to have been caught on a picnic, but fishing serves as an excellent excuse for getting out of the way while the heavy work is being done.

Quite the most important feature of the picnic is the lunch. Fried chicken is always popular ... Then there should be hard-boiled eggs. Almost everything else that comes in a can or a paper bag is good for a picnic lunch. These containers are very important as, after the contents have been eaten, they are strewn about and identify the picnic ground. Ginger ale, too, should be brought along to remind you that you left the bottle opener at home. However, there is always at least one person present who knows how to open a bottle on a rock.

As soon as the food and other equipment have been unpacked it is in order to start a fire. Collecting wood provides occupation for people who do not know how to amuse themselves. After the lunch has been eaten a picnic is mostly anticlimax. But there is always the possibility of someone nearly getting drowned or running into a hornets' nest or twisting an ankle. However, you must remain until well into afternoon, or you may not appear to have had a good lime. To make matters worse, someone will suggest singing. Picnics, whatever may be said against them, have their advantages. At least they reawaken in the hearts of many the truth of the old saying that there is no place like home.

Ситуационное задание №2

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

1. Where will you have dinner tonight? 2. Завтра воскресенье. Они не будут работать. 3. She will watch the film tomorrow. 4. I think it will rain this evening. 5. Завтра будет мой день рождения. 6. Is your brother going to bring us tickets for this concert? 7. Завтра я собираюсь поехать на работу на машине. 8. I'm going to quit my job tomorrow. 9. Мы собираемся поиграть в теннис вечером. 10. I'm going to buy new shoes next week.

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 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.

Last summer Mr. Wilson, his wife and their daughter Mary - tourists from England -- arrived in Moscow. It was their first visit to Russia and they wanted to see as much as possible. Their guide showed them a lot of places of interest so that they could get a good idea of the Russian capital.

The Wilsons liked Moscow's straight and broad streets and avenues. They admired the centre of the city with its theatres, cinemas, museums, monuments, and wonderful multi-storeyed buildings. They were greatly impressed by the Moscow Kremlin, Red Square, Lenin Avenue, which is one of the longest and busiest streets in Moscow.

The Wilsons wanted to see Moscow University and the guide suggested their going there by metro. They liked the idea and joined a stream of people going downstairs into the metro. It seemed to them that nearly everyone in Moscow was in a hurry. Very few were satisfied to stand still and let the magical staircase carry them down to the platforms below. Most people went hurrying down on the left side. On and on ran the train through the tunnel and at every station people came in and out. The trip gave the Wilsons a good impression of Moscow's immense size.

When they came up into the daylight, they saw the magnificent building of the University which is situated on the Vorobyev Hills and from there they enjoyed a most beautiful view of the whole city. They went for a ride in the city. The size and the beauty of the capital made a great impression on the family. They saw endless streams of buses, trolley-buses and cars in the streets, crowds of people walking along the pavements. They crossed the city in different directions but to their great surprise they saw the same thing everywhere: well planned streets lined with trees, multistoried houses, big stores, hotels and beautiful squares. They saw no contrasts between the central part of the city and its suburbs so typical of big old towns.

The Wilsons went sightseeing every day of their stay in Moscow. And before their tour came to an end they had seen and learned a lot of interesting things about the capital and the country. They liked Moscow and the Muscovites who are so hospitable and friendly.

Ситуационное задание №2

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

1. How long will you stay in this hotel? 2. Джона не будет в городе на следующей неделе. 3. They will call a taxi in 5 minutes. 4. Он скоро придет домой. 5. We will take a bus to school. 6. I know Sam! He is not going to miss this opportunity. 7. Ты не собираешься надевать это платье, значит я могу взять его. 8. I am going to drink coffee with Mary. 9. Они скоро поженятся. 10. Look! He is going to fall!

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 4

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

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

Формируемые (оцениваемые) индикаторы достижения компетенций:

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

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Ситуационное задание №1

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

Picnics are popular with women and children and some men who know how to make a fire. Children are fond of picnics chiefly because, as a rule, there are no tables at picnics and consequently no table manners and because they have an excellent opportunity to eat things that do not agree with them. Since picnic lunches are always just about the same and therefore require little imagination, women do not have to trouble about thinking up a meal.

Much depends, of course, upon the day. Typical picnic weather is of three kinds. Either it is dark and threatening with occasional showers in the morning, clearing in the afternoon or it is hot and clear in the morning, with thunder showers in the afternoon; or there is a steady drizzle all day long. But as most of the lunch is prepared ahead of time, nothing much can be done about it. After all, there is not much choice between eating a picnic lunch that has waited a day or two and getting a soaking. Picnic grounds are usually situated on a body of water at some high altitude. One of these features is essential, for no picnic can be a success unless the children have something to fall into, or fall off. Also, a body of water naturally suggests taking fishing tackles along. No fish was ever known to have been caught on a picnic, but fishing serves as an excellent excuse for getting out of the way while the heavy work is being done.

Quite the most important feature of the picnic is the lunch. Fried chicken is always popular ... Then there should be hard-boiled eggs. Almost everything else that comes in a can or a paper bag is good for a picnic lunch. These containers are very important as, after the contents have been eaten, they are strewn about and identify the picnic ground. Ginger ale, too, should be brought along to remind you that you left the bottle opener at home. However, there is always at least one person present who knows how to open a bottle on a rock.

As soon as the food and other equipment have been unpacked it is in order to start a fire. Collecting wood provides occupation for people who do not know how to amuse themselves. After the lunch has been eaten a picnic is mostly anticlimax. But there is always the possibility of someone nearly getting drowned or running into a hornets' nest or twisting an ankle. However, you must remain until well into afternoon, or you may not appear to have had a good lime. To make matters worse, someone will suggest singing. Picnics, whatever may be said against them, have their advantages. At least they reawaken in the hearts of many the truth of the old saying that there is no place like home.

Ситуационное задание №2

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

1. Where will you have dinner tonight? 2. Завтра воскресенье. Они не будут работать. 3. She will watch the film tomorrow. 4. I think it will rain this evening. 5. Завтра будет мой день рождения. 6. Is your brother going to bring us tickets for this concert? 7. Завтра я собираюсь поехать на работу на машине. 8. I'm going to quit my job tomorrow. 9. Мы собираемся поиграть в теннис вечером. 10. I'm going to buy new shoes next week.

Письменный опрос

Вопрос 1	Как образуются придаточные предложения времени и условия?
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 5

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

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

Формируемые (оцениваемые) индикаторы достижения компетенций:

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Ситуационное задание №1

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The Wilsons wanted to see Moscow University and the guide suggested their going there by metro. They liked the idea and joined a stream of people going downstairs into the metro. It seemed to them that nearly everyone in Moscow was in a hurry. Very few were satisfied to stand still and let the magical staircase carry them down to the platforms below. Most people went hurrying down on the left side. On and on ran the train through the tunnel and at every station people came in and out. The trip gave the Wilsons a good impression of Moscow's immense size.

When they came up into the daylight, they saw the magnificent building of the University which is situated on the Vorobyev Hills and from there they enjoyed a most beautiful view of the whole city. They went for a ride in the city. The size and the beauty of the capital made a great impression on the family. They saw endless streams of buses, trolley-buses and cars in the streets, crowds of people walking along the pavements. They crossed the city in different directions but to their great surprise they saw the same thing everywhere: well planned streets lined with trees, multistoried houses, big stores, hotels and beautiful squares. They saw no contrasts between the central part of the city and its suburbs so typical of big old towns.

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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 Future Simple Tense и To Be Going To.

1. How long will you stay in this hotel? 2. Джона не будет в городе на следующей неделе. 3. They will call a taxi in 5 minutes. 4. Он скоро придет домой. 5. We will take a bus to school. 6. I know Sam! He is not going to miss this opportunity. 7. Ты не собираешься надевать это платье, значит я могу взять его. 8. I am going to drink coffee with Mary. 9. Они скоро поженятся. 10. Look! He is going to fall!

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 1

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

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

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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 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 используются инфинитив и причастие?
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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 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.

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	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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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	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)

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)

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 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

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	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

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	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

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	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:

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

Ситуационное задание №1

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:

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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.

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Ситуационное задание №2

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