

БИЛЕТ 2

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

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

Формируемые (оцениваемые) индикаторы достижения компетенций:

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

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

Ситуационное задание №1

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

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

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

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

Ситуационное задание №2

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

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

Письменный опрос

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

БИЛЕТ 3

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

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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

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

Письменный опрос

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

БИЛЕТ 4

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Письменный опрос

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

БИЛЕТ 5

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Письменный опрос

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

БИЛЕТ 1

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

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

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

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

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

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

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

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

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

Письменный опрос

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

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Dear Daddy Long-Legs,

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

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

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

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

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

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

Yours ever, Judy.

Ситуационное задание №2

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

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

Письменный опрос

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

БИЛЕТ 3

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

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

Формируемые (оцениваемые) индикаторы достижения компетенций:

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

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

Ситуационное задание №1

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

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

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

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

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

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

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

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

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

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

Ситуационное задание № 2

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

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

Письменный опрос

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

БИЛЕТ 4

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

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

Формируемые (оцениваемые) индикаторы достижения компетенций:

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

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

Ситуационное задание №1

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

Dear Daddy Long-Legs,

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

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

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

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

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

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

Yours ever, Judy.

Ситуационное задание №2

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

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

Письменный опрос

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

БИЛЕТ 5

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

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

Формируемые (оцениваемые) индикаторы достижения компетенций:

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

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

Ситуационное задание №1

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

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

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

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

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

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

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

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

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

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

Ситуационное задание № 2

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

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

Письменный опрос

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

БИЛЕТ 1

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

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

Формируемые (оцениваемые) индикаторы достижения компетенций:

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

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

Ситуационное задание № 1

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

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

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

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

"What's it about?"

"School."

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

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

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

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

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

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

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

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

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

"A man isn't smart enough."

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

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

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

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

"And all the kids learned the same things?"

"Sure, if they were the same age."

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

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

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

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

"Margie! School!"

Margie looked up. "Not yet Mamma."

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

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

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

Ситуационное задание №2

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

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

Письменный опрос

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

БИЛЕТ 2

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

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

Формируемые (оцениваемые) индикаторы достижения компетенций:

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

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Ситуационное задание №1

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

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

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

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

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

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

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

Ситуационное задание № 2

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

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

Письменный опрос

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

БИЛЕТ 3

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

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Формируемые (оцениваемые) индикаторы достижения компетенций:

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

"What's it about?"

"School."

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

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

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

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

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

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

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

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

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

"A man isn't smart enough."

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

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

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

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

"And all the kids learned the same things?"

"Sure, if they were the same age."

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

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

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

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

"Margie! School!"

Margie looked up. "Not yet Mamma."

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

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

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

Ситуационное задание №2

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

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

Письменный опрос

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

БИЛЕТ 4

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

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Ситуационное задание №1

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

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

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

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

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

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

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

Ситуационное задание № 2

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

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

Письменный опрос

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

БИЛЕТ 5

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

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

Формируемые (оцениваемые) индикаторы достижения компетенций:

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

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

Ситуационное задание №1

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

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

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

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

"What's it about?"

"School."

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

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

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

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

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

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

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

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

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

"A man isn't smart enough."

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

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

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

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

"And all the kids learned the same things?"

"Sure, if they were the same age."

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

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

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

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

"Margie! School!"

Margie looked up. "Not yet Mamma."

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

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

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

Ситуационное задание № 2

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

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

Письменный опрос

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

БИЛЕТ 1

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

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

Формируемые (оцениваемые) индикаторы достижения компетенций:

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

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

Ситуационное задание № 1

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

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

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

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

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

"Gentlemen," he said.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

"What'd he say?"

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

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

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

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

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

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

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

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

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

"Miss Jean Louise?"

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

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

Ситуационное задание № 2

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

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

Письменный опрос

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

БИЛЕТ 2

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

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

Формируемые (оцениваемые) индикаторы достижения компетенций:

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

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

Ситуационное задание №1

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

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

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

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

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

"What for, sir" – in hot indignation.

"For sitting in your wrong desk."

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

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

"Naylor, sir."

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

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

Ситуационное задание №2

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

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

Письменный опрос

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

БИЛЕТ 3

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

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

Формируемые (оцениваемые) индикаторы достижения компетенций:

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

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

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

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

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

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

"Gentlemen," he said.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

"What'd he say?"

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

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

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

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

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

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

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

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

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

"Miss Jean Louise?"

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

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

Ситуационное задание № 2

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

Письменный опрос

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

БИЛЕТ 4

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

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

Формируемые (оцениваемые) индикаторы достижения компетенций:

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Ситуационное задание №1

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"What for, sir" – in hot indignation.

"For sitting in your wrong desk."

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

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

"Naylor, sir."

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

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

Ситуационное задание №2

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Письменный опрос

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

БИЛЕТ 5

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

"What'd he say?"

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

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

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

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

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

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

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

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

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

"Miss Jean Louise?"

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

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

Ситуационное задание № 2

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

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

Письменный опрос

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

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

Электронные учебные издания и электронные образовательные ресурсы

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

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

Основная (обязательная) учебная литература:

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

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

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

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

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

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

Дополнительная учебная литература:

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

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

3. Мичугина, С. В. Английский язык для педагогов (A2) : учебное пособие для вузов / С. В. Мичугина. — Москва : Издательство Юрайт, 2019

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

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

Периодические издания

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

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

Иные электронные образовательные ресурсы

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

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

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

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

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

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

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

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

Ресурсы информационно-телекоммуникационной сети «Интернет»

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

Электронные информационные ресурсы

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

- Федеральная служба государственной статистики (<https://www.gks.ru/>)
- Открытые данные России (<https://data.gov.ru/>)
- Статистический Отдел Организации Объединенных Наций (United Nations Statistics Division) (<http://data.un.org/>)
- Экономическая и социальная комиссия для Азии и Тихого океана (United Nations Economic and Social Commission for Asia and the Pacific) (<https://www.unescap.org/our-work/statistics>)
- Европейская экономическая комиссия Организации Объединенных Наций (United Nations Economic Commission for Europe) (http://www.unece.org/stats/stats_h.html)
- Продовольственная и сельскохозяйственная организация Объединенных Наций (Food and Agriculture Organization of the United Nations) (<http://www.fao.org/statistics/en/>)
- Международный валютный фонд (МВФ) (International Monetary Fund (IMF)) (<https://www.imf.org/en/Data>)
- Институт статистики ЮНЕСКО (UNESCO Institute of Statistics) (<http://uis.unesco.org/>)
- Организация Объединенных Наций По Промышленному Развитию (United Nations Industrial Development Organization) (<https://www.unido.org/researchers/statistical-databases>)
- Группа Всемирного Банка (The World Bank Group) (<https://data.worldbank.org/>)
- Всемирная организация здравоохранения (World Health Organization) (<https://www.who.int/data/>)
- Всемирная торговая организация (World Trade Organization) (https://www.wto.org/english/res_e/statis_e/statis_e.htm)
- Евростат (Eurostat (European Statistical Office)) (<https://ec.europa.eu/eurostat/>)
- Межгосударственный статистический комитет Содружества Независимых Государств (<http://www.cisstat.com/Obase/index.htm>)
- Организация экономического сотрудничества и развития (Organisation for Economic Co-operation and Development) (<https://data.oecd.org/>)
- Международное энергетическое агентство (International Energy Agency) (<https://www.iea.org/data-and-statistics/>)

Состав международных реферативных баз данных научных изданий

- Science Alert (<https://scialert.net/>)
- AENSI Publisher (American-Eurasian Network for Scientific Information Journals) (<http://www.aensiweb.com/>)
- Asian Economic and Social Society (AESS) (<http://www.aessweb.com/>)
- PressAcademia (<http://www.pressacademia.org/>)
- OMICS International (<https://www.omicsonline.org/>)
- Scientific Research Publishing (<https://www.scirp.org/>)
- Hikari Ltd (<http://www.m-hikari.com/>)
- OAPEN (<https://www.oapen.org/>)
- Scientific & Academic Publishing (SAP) (<http://www.sapub.org/journal/index.aspx>)
- Global Advanced Research Journals (<http://garj.org/>)
- Kamla-Raj Enterprises (<http://www.krepublishers.com/>)
- ISER PUBLICATIONS (<http://www.iserjournals.com/>)
- Medwell Journals (Scientific Research Publishing Company) (<https://medwelljournals.com/home.php>)

Состав информационных справочных систем

- Официальный интернет-портал правовой информации. Государственная система правовой информации (<http://pravo.gov.ru/>)
- База знаний Открытого правительства (<http://wiki.ac-forum.ru/>)
- Высшая аттестационная комиссия при Министерстве науки и высшего образования Российской Федерации (<https://vak.minobrnauki.gov.ru/main>)
- Российский фонд фундаментальных исследований (<https://www.rfbr.ru/>)
- Федеральный портал «Российское образование» (<http://www.edu.ru/>)
- Espacenet (Поиск патентной информации) (<https://ru.espacenet.com/>)
- Справочно-информационный портал ГРАМОТА.РУ (<http://gramota.ru/>)
- Государственная система правовой информации (<http://pravo.gov.ru/>)
- Евразийский Монитор (<http://eurasiamonitor.org/>)
- Экономические факультеты, институты и исследовательские центры в мире (<https://edirc.repec.org/>)
- Информационная система Федеральной службы по надзору в сфере защиты прав потребителей и благополучия человека «Документы» (<https://www.rospotrebnadzor.ru/documents/documents.php>)

Иные информационные ресурсы - информационные ресурсы органов государственной власти

- Президент России (<http://kremlin.ru/>)
- Правительство России (<http://government.ru/>)
- Министерство науки и высшего образования РФ (<https://www.minobrnauki.gov.ru/>)
- Министерство просвещения РФ (<https://edu.gov.ru/>)
- Министерство экономического развития Российской Федерации (<https://www.economy.gov.ru/>)

Министерство цифрового развития, связи и массовых коммуникаций Российской Федерации (<https://digital.gov.ru/>)

Банк России (<https://www.cbr.ru/>)

Федеральная служба по надзору в сфере образования и науки (<http://obrnadzor.gov.ru/ru/>)

Иные информационные ресурсы - новостные информационные ресурсы (ресурсы средств массовой информации)

ТАСС (<https://tass.ru/>)

РИА НОВОСТИ (<https://ria.ru/>)

Коммерсантъ (<https://www.kommersant.ru/>)

Forbes (<https://www.forbes.ru/>)

ЭКСПЕРТ (<https://expert.ru/>)

Известия (<https://iz.ru/>)

РБК (<https://www.rbc.ru/>)

RT (<https://rt.com/>)

Информационные поисковые системы

Яндекс (ссылка: <https://yandex.ru/>)

Google (ссылка: <https://www.google.com/>)

Mail (ссылка: <https://mail.ru/>)

Bing (ссылка: <https://www.bing.com/>)

Спутник (ссылка: <https://www.sputnik.ru/>)



Автономная некоммерческая организация высшего образования
«Университет БРИКС (ЮниБРИКС)»

УТВЕРЖДЕНО

Ученым советом Университета БРИКС
«15» февраля 2021г.
(Решение № УС 15-02-21/1 от 15.02.2021)

Мотивированное мнение Студенческого совета Университета
БРИКС учтено
«15» февраля 2021г.
(Протокол от 15.02.2021 № СС 15-02-21/1)

Мотивированное мнение Научного студенческого совета
Университета БРИКС учтено
«15» февраля 2021г.
(Протокол от 15.02.2021 № НС 15-02-21/1)



УТВЕРЖДАЮ

Ректор Университета БРИКС
Клевцов Виталий Владимирович
«15» февраля 2021 г.
(Приказ № 15-02-21/1)

Оценочные материалы по дисциплине Информатика и информационно-коммуникационные технологии

Направление подготовки

44.03.03 Специальное (дефектологическое) образование

Образовательная программа

СПЕЦИАЛЬНОЕ (ДЕФЕКТОЛОГИЧЕСКОЕ) ОБРАЗОВАНИЕ

Направленность (профиль) программы

Специальное (дефектологическое) образование

Квалификация выпускника – **бакалавр**

Форма обучения – **заочная**

СОГЛАСОВАНО

АВТОНОМНАЯ НЕКОММЕРЧЕСКАЯ ОРГАНИЗАЦИЯ
ДОПОЛНИТЕЛЬНОГО ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ
«МОСКОВСКАЯ АКАДЕМИЯ ПРОФЕССИОНАЛЬНЫХ КОМПЕТЕНЦИЙ»
Проректор по учебной работе
Гафарова Оксана Владимировна, кандидат экономических наук
«15» февраля 2021г.
(Лист согласования № 44.03.03/1 от «15» февраля 2021 г.)

СОГЛАСОВАНО

АВТОНОМНАЯ НЕКОММЕРЧЕСКАЯ ОРГАНИЗАЦИЯ
ПРОФЕССИОНАЛЬНАЯ ОБРАЗОВАТЕЛЬНАЯ ОРГАНИЗАЦИЯ
«УНИВЕРСИТЕТСКИЙ КОЛЛЕДЖ БРИКС»
Заместитель директора по учебно-воспитательной работе
Костюк Анастасия Владимировна
«15» февраля 2021г.
(Лист согласования № 44.03.03/1 от «15» февраля 2021 г.)

Москва
2021

Программу разработал(и):

кандидат экономических наук Килинский Михаил Александрович, старший преподаватель

1. Область применения оценочных материалов

Оценочные материалы представляют собой совокупность оценочных средств, предназначенных для оценки результатов обучения по дисциплине (модулю) или практике; для оценки сформированности у обучающихся индикаторов достижения компетенций, установленных ОПОП.

Настоящие оценочные материалы предназначены для оценки результатов обучения по дисциплине Информатика и информационно-коммуникационные технологии, для оценки сформированности у обучающихся соответствующих индикаторов достижения компетенций.

2. Перечень планируемых результатов обучения по дисциплине

Планируемые результаты освоения образовательной программы	Планируемые результаты обучения по дисциплине, обеспечивающие достижение планируемых результатов освоения образовательной программы	Индикаторы достижения компетенций
УК-1 Способен осуществлять поиск, критический анализ и синтез информации, применять системный подход для решения поставленных задач	РУК-1 формирование компетенции УК-1 Способен осуществлять поиск, критический анализ и синтез информации, применять системный подход для решения поставленных задач	УК-1.1 Осуществляет поиск необходимой информации, применяет системный подход для решения поставленных задач
УК-1 Способен осуществлять поиск, критический анализ и синтез информации, применять системный подход для решения поставленных задач	РУК-1 формирование компетенции УК-1 Способен осуществлять поиск, критический анализ и синтез информации, применять системный подход для решения поставленных задач	УК-1.2 Разрабатывает вариант решения проблемной ситуации на основе критического анализа и синтеза информации, аргументируя его

3. Перечень индикаторов достижения компетенций, соотнесенных с оценочными средствами

Текущий контроль успеваемости или промежуточная аттестация обучающихся	Оценочные средства	Индикатор(ы) достижения компетенций
Текущий контроль успеваемости: Устные опросы (два в календарный модуль)	Вопросы для устных опросов	УК-1.1 Осуществляет поиск необходимой информации, применяет системный подход для решения поставленных задач УК-1.2 Разрабатывает вариант решения проблемной ситуации на основе критического анализа и синтеза информации, аргументируя его
Текущий контроль успеваемости: Контрольная работа	Вопросы для письменного опроса (в рамках контрольной работы); ситуационные задания	УК-1.1 Осуществляет поиск необходимой информации, применяет системный подход для решения поставленных задач УК-1.2 Разрабатывает вариант решения проблемной ситуации на основе критического анализа и синтеза информации, аргументируя его
Промежуточная аттестация обучающихся: Зачет	Вопросы для письменного опроса (для промежуточной аттестации обучающихся); ситуационные задания	УК-1.1 Осуществляет поиск необходимой информации, применяет системный подход для решения поставленных задач УК-1.2 Разрабатывает вариант решения проблемной ситуации на основе критического анализа и синтеза информации, аргументируя его

4. Характеристика оценочных средств для проведения текущего контроля успеваемости

Для текущего контроля успеваемости обучающихся используются устные опросы и контрольная работа.

Устный опрос

Устный опрос позволяет оценить формирование индикаторов достижения компетенций, обладает большими возможностями воспитательного воздействия педагогического работника.

Устный опрос проводится во время занятий семинарского типа. Устный опрос проводится по перечню тем дисциплины. Вопросы устного опроса не выходят за рамки установленного перечня. Устные опросы организованы так, чтобы вовлечь в тему обсуждения максимальное количество обучающихся в группе, проводить параллели с уже пройденным учебным материалом данной дисциплины и смежными курсами, находить примеры из современной действительности, что увеличивает эффективность усвоения материала.

Перечень вопросов для устного опроса доводится до сведения студентов.

Контрольная работа

Контрольная работа дает возможность:

- сформировать для всех обучающихся одинаковые условия,
- объективно оценить ответы при отсутствии помощи преподавателя,
- проверить обоснованность оценки.

Цель контрольной работы – закрепление основных положений изучаемой дисциплины и умение использовать их на практике при решении профессиональных задач.

Достижение цели предполагает решение следующих задач:

- дать ответы на теоретические вопросы по курсу;
- выполнить ситуационные задания.

Контрольная работа включает в себя:

- два ситуационных задания;
- письменный опрос (из пяти теоретических вопросов).

Ситуационное задание

Ситуационное задание позволяет оценить формирование индикаторов достижений компетенций.

Выполнение ситуационного задания состоит в определении способа деятельности в той или иной ситуации и(или) выполнения этой деятельности.

Для обеспечения равноценности заданий рекомендуется малое количество вариантов ситуационных заданий для промежуточной аттестации обучающихся, поскольку само по себе задание предполагает изложение авторских взглядов, обоснований и т.д. и, по сути, является индивидуальным. Для проведения текущего контроля успеваемости рекомендуется один вариант ситуационных заданий, поскольку само по себе задание предполагает изложение авторских взглядов, обоснований и т.д. и, по сути, является индивидуальным.

Ситуационное задание представляет собой описание конкретной ситуации, типичной для профессионального вида деятельности и(или) области знаний, соответствующих образовательной программе и осваиваемой дисциплине. Содержание ситуационного задания может включать описание условий деятельности и желаемого результата или конкретного задания (задачи). Ситуационное задание может содержать избыточную информацию или характеризоваться недостатком информации, что необходимо для того, чтобы подготовить обучающегося для успешной жизни в информационном обществе.

Письменный опрос

Письменный опрос позволяет оценить формирование индикаторов достижений компетенций, освоение содержания дисциплины, умение логически построить ответ, владение письменной речью.

Письменный опрос проводится по перечню тем дисциплины. Вопросы письменного опроса не выходят за рамки установленного перечня. Перечень вопросов для письменного опроса доводится до сведения студентов.

Письменный опрос применяется как часть контрольной работы для текущего контроля успеваемости обучающихся.

5. Характеристика оценочных средств для проведения промежуточной аттестации обучающихся по дисциплине

Зачет

Зачет – это форма промежуточной аттестации обучающихся, которая проходит в устной или письменной форме (определяется преподавателем). Задания для проведения зачета выполняются обучающимся самостоятельно. Зачет проводится по билетам, включающим задания для проведения зачета.

Задание для проведения зачета включает в себя:

- два ситуационных задания;
- письменный опрос (из пяти теоретических вопросов).

Теоретические вопросы для зачета избираются на основе вопросов для письменного опроса (для промежуточной аттестации обучающихся), определенных в настоящей ОПОП.

За выполнение заданий зачета выставляется оценка «зачтено» или «не зачтено».

6. Критерии оценивания (оценки)

Критерии оценивания устного и письменного опросов

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Оценка		Критерии оценивания (оценки)
Устный опрос	Письменный опрос	
Зачтено	Отлично (числовое обозначение оценки - «5»)	Оценка выставляется, если обучающийся продемонстрировал формирование соответствующих индикаторов достижений компетенций и полно и аргументированно отвечает по содержанию вопросов; обнаруживается понимание материала, может обосновать свои суждения, применить знания на практике, привести необходимые примеры; излагает материал последовательно и правильно.
	Хорошо (числовое обозначение оценки - «4»)	Оценка выставляется, если обучающийся продемонстрировал формирование соответствующих индикаторов достижений компетенций и дает ответ, удовлетворяющий тем же требованиям, что и для оценки «5», но допускает 1-2 ошибки, которые сам же исправляет.
	Удовлетворительно (числовое обозначение оценки - «3»)	Оценка выставляется, если обучающийся продемонстрировал формирование соответствующих индикаторов достижений компетенций и обнаруживается знание и понимание основных положений вопросов, но: излагает материал неполно и допускает неточности в определении понятий или формулировке правил; не умеет достаточно глубоко и доказательно обосновать свои суждения и привести свои примеры; излагает материал непоследовательно и допускает ошибки
Не зачтено	Неудовлетворительно (числовое обозначение оценки - «2»)	Оценка ставится, если обучающийся не продемонстрировал формирование соответствующих индикаторов достижений компетенций и обнаруживается незнание ответов на вопросы, обучающийся допускает ошибки в формулировке определений и(или) правил, искажающие их смысл, беспорядочно и неуверенно излагает материал.

Критерии оценивания (оценки) ситуационного задания

Оценка	Числовое обозначение оценки	Критерии оценивания (оценки)
Отлично	5	Обучающийся продемонстрировал формирование соответствующих индикаторов достижений компетенций. Ответ(ы) на вопрос(ы) ситуационного задания дан(ы) правильный(ые). Объяснение хода его выполнения подробное, последовательное, грамотное, с теоретическими обоснованиями, с правильным и свободным владением профессиональной терминологией; ответ(ы) на вопрос(ы) задания верный(ые), четкий(ие), непротиворечивые.
Хорошо	4	Обучающийся продемонстрировал формирование соответствующих индикаторов достижений компетенций. Ответ(ы) на вопрос(ы) ситуационного задания дан(ы) правильный(ые). Допускаются незначительные неточности. Объяснение хода его выполнения подробное, но недостаточно логичное, с единичными ошибками в деталях, некоторыми затруднениями в теоретическом обосновании. Допускаются единичные ошибки в использовании профессиональных терминов; ответы на вопросы задания верные, непротиворечивые, но недостаточно четкие.
Удовлетворительно	3	Обучающийся продемонстрировал формирование соответствующих индикаторов достижений компетенций. Ответ(ы) на вопрос(ы) ситуационного задания дан(ы) преимущественно правильный(ые). Объяснение хода его выполнения недостаточно полное, непоследовательное, с ошибками, слабым теоретическим обоснованием, со значительными затруднениями и ошибками в использовании профессиональных терминов; ответы на вопросы задания недостаточно четкие, с ошибками в деталях, противоречивые.
Неудовлетворительно	2	Обучающийся не продемонстрировал формирование соответствующих индикаторов достижений компетенций. Ответ(ы) на вопрос(ы) ситуационного задания дан(ы) преимущественно неправильные. Объяснение хода её решения дано неполное, непоследовательное, с грубыми ошибками, без теоретического обоснования (в т.ч.

		лекционным материалом); ответы на дополнительные вопросы неправильные (отсутствуют).
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Критерии оценивания (оценки) контрольной работы

За выполнение контрольной работы выставляется оценка «зачтено» или «не зачтено». Оценка «зачтено» выставляется, если обучающийся получил не менее двух оценок «удовлетворительно» из трех заданий при оценивании письменного опроса и каждого ситуационного задания отдельно по пятибалльной системе оценивания (с оценками «Отлично», «хорошо», «удовлетворительно», «неудовлетворительно»).

Критерии оценивания (оценки) зачета

За выполнение заданий зачета выставляется оценка «зачтено» или «не зачтено». Оценка «зачтено» выставляется, если обучающийся получил не менее двух оценок «удовлетворительно» (то есть «отлично», «хорошо» или «удовлетворительно») из трех заданий при оценивании письменного опроса и каждого ситуационного задания отдельно по пятибалльной системе оценивания (с оценками «отлично», «хорошо», «удовлетворительно», «неудовлетворительно»).

7. Содержание оценочных средств

Задания для текущего контроля успеваемости

Вопросы для устных опросов

Информация.
Виды, формы представления информации.
Системы счисления.
Кодирование информации.
Измерение информации.
Информационные процессы и информационное общество.
Технологии обработки информации.
Инструментарий информационных технологий.
Архитектура ЭВМ и вычислительных систем.
Архитектура персонального компьютера.
Периферийные устройства компьютера.
Основные понятия программного обеспечения.
Операционные системы.
Операционная система Windows.
Сервисное программное обеспечение.
Виды и возможности текстовых редакторов.
Текстовый процессор Word. Запуск программы.
Режимы отображения документа в окне программы.
Набор и редактирование текста.
Сохранение документа.
Форматирование текста.
Средства автоматизации подготовки документов.
Таблица в документе.
Работа с графикой.
Страницы, колонтитулы, печать.
Электронная таблица Microsoft Office Excel.
Форматирование ячеек Excel.
Формулы.
Функции.
Работа со списками.
Диаграммы.
Основные понятия баз данных.
СУБД Microsoft Access.
Создание таблицы.
Связь таблиц.
Создание запроса.
Работа с формами.
Работа с отчетами.

Основы компьютерной графики.
Графический редактор Paint.
Профессиональные графические редакторы.
Форматы графических файлов.
Общие принципы построения информационно-поисковых систем.
Информационный поиск в Интернете.
Структура компьютерной сети.
Основные элементы локальной сети.
Средства объединения компьютеров в сети.
Адресация в локальных сетях.
Управление сетью.
Структура глобальных сетей.
Юридический статус и правовое регулирование в глобальных сетях.
Адресация в глобальных сетях.
Сервисы глобальных сетей.
Проблемы современного Интернета.
Необходимость защиты информации.
Основные принципы защиты информации.
Виды защищаемой информации.
Угрозы потери, раскрытия или искажения информации.
Классификация мер защиты информации.
Технические меры.
Архивирование (сжатие) информации.
Резервирование информации.
Создание защитных атрибутов.
Создание защищенных сетевых соединений.
Понятие вредоносных программ.
Классификация вредоносных программ.
Классификация вредоносных программ по наносимому ущербу.
Правила лечения.
Автоматизированные системы.
Справочные правовые информационно-поисковые системы.
Сетевые информационно-поисковые системы.
Сетевые офисные программы.
Системы электронного документооборота.
Функционирование электронного бизнеса.
Информационное обеспечение сопровождения бизнес-процессов.
Назначение и виды компьютерного перевода.
Программа машинного перевода PROMT.
Перевод средствами сайтов в сети Интернет.
Соотнесение профессионального и компьютерного перевода.

Вопросы для письменного опроса (в рамках контрольной работы)

Сопоставьте понятия «информация» и «данные».
Каковы основные свойства информации?
Охарактеризуйте виды и формы представления информации.
Сопоставьте аналоговую и цифровую обработку информации.
Что называют системой счисления?
Что называют основанием системы счисления?
В чем различие систем кодирования цвета RGB и CMYK?
Во сколько раз изменится размер файла с уменьшенным рисунком из задания 11?
Сопоставьте определения единиц измерения информации — бита и байта.
Каковы обозначения и значения укрупненных единиц измерения информации в двоичной системе счисления?
Что такое информационный процесс?
Какие признаки характеризуют информационное общество?
Охарактеризуйте понятия «информационная революция» и «информационный взрыв».
Что такое информационная технология?
Охарактеризуйте этапы развития информационных технологий.
Что такое электронно-вычислительная машина?
Как принято классифицировать электронно-вычислительные машины?
Охарактеризуйте основные виды инструментария информационных технологий.
Назовите основные типы архитектур ЭВМ.
Какие компьютеры относятся к персональным и каковы их основные составляющие?
Что выполняет процессор в персональном компьютере?

Что относится к основным характеристикам микропроцессора?

В чем заключается сходство и различие ОЗУ и ПЗУ?

Какие виды интерфейсов существуют?

Перечислите и охарактеризуйте основные виды внешней памяти ПК.

Каково назначение кеш-памяти?

Опишите группы клавиш на клавиатуре и их роль.

Что называют горячими клавишами?

Почему мышь способствует графическому взаимодействию пользователя с компьютером?

Назовите виды и характеристики мониторов.

Каковы виды сканеров и их основные характеристики?

Каковы основные характеристики лазерных и струйных принтеров?

Назовите основные характеристики модемов.

Каково назначение программного обеспечения?

Что такое алгоритм и команда?

Зачем выполняется преобразование текста программы в машинный язык?

Что представляет собой программа?

Каковы основные классы программ? Приведите примеры программ.

Каково назначение операционной системы?

Что означает свойство многозадачности современных операционных систем?

Охарактеризуйте этапы загрузки операционной системы.

Какова роль буфера памяти, является ли он устройством?

Что представляет собой файл?

Что такое шаблон имени файла? Приведите примеры.

Какие свойства имеет файл?

Что такое папка, дерево папок, чем папка отличается от файла?

В чем заключается работа в Windows?

Охарактеризуйте Панель задач.

Охарактеризуйте значок и ярлык в Windows.

Как проводится поиск файлов в Windows?

В чем назначение Проводника в Windows?

Какие программы-утилиты входят в состав Windows? Какое обслуживание они выполняют?

Какие операции с текстом выполняют текстовые редакторы и процессоры?

Перечислите форматы текстовых документов и их отличительные особенности.

Охарактеризуйте преимущества текстового процессора перед текстовым редактором.

Из каких структурных элементов состоит интерфейс текстового процессора?

Чем отличаются вкладки окна программы Word, что называется группами кнопок?

Приведите примеры кнопок команд с выбором параметров.

Что показывают непечатные знаки? Приведите примеры.

Расскажите об операциях копирования, перемещения и удаления фрагментов текста.

Какие параметры шрифтов можно изменять?

Чем отличается стиль абзаца от стиля символа?

Что такое списки, каковы виды их форматирования?

Как вставить и удалить строку, столбец таблицы?

Как изменить ширину столбца таблицы?

В каких случаях используются колонтитулы?

Каковы возможности текстового процессора по автоматизации технологии работы?

Приведите примеры типов графических объектов в тексте. Как создать и исправить фигурный текст в Word?

Опишите структура типового интерфейса электронной таблицы.

Какие виды данных обрабатывает табличный редактор (процессор)?

Как записываются формулы и функции?

Как в формулах указывается диапазон ячеек?

Какими способами можно копировать формулы с относительными адресами в случаях, когда адреса должны автоматически изменяться?

Каким способом можно скопировать сложную формулу с относительными адресами так, чтобы при копировании адреса в формуле не менялись?

Какие виды форматирования применяют к ячейке таблицы?

Перечислите способы редактирования и форматирования данных в ячейках рабочей книги.

Опишите процесс ввода параметров в строенных функций.

Как для списков в Excel применяется автофильтр?

Что такое расширенный фильтр?

Опишите процесс построения диаграмм в Excel.

Какие данные называются структурированными?

Охарактеризуйте назначение базы данных.

Охарактеризуйте назначение системы управления базой данных.

В чем заключается различие архитектур баз данных: клиент-сервер и файл-сервер?

Какие модели данных вы знаете?

Назовите и поясните взаимосвязь структурных элементов реляционной базы данных.
Охарактеризуйте понятие «ключевое поле».
Охарактеризуйте типы межтабличных связей.
Какие типы данных могут храниться в СУБД Access?
Какие типы объектов включает в себя СУБД Access?
Поясните различия между таблицей, формой и отчетом.
В чем заключается различие режимов создания таблицы в СУБД Access?
Каковы основные элементы отчета в Access?
На какие группы можно разделить графические редакторы?
Что лежит в основе растровой графики? Векторной?
Что вы знаете о пикселях?
Что такое цветовая модель?
Почему цветовую модель CMYK называют субтрактивной?
Почему цветовую модель RGB называют аддитивной?
Почему цветовую модель HSB называют перцепционной?
Назовите базовые цвета RGB-модели.
Назовите базовые цвета CMYK-модели.
Назовите базовые компоненты HSB-модели.
Каковы способы трансформации изображений в программе Paint?
Можно ли с помощью редактора Paint добавить в коллаж свою фотографию? Как это сделать?
Можно ли с помощью редактора Paint вырезать из группового фотоснимка свою фотографию? Как это сделать?
Перечислите основные способы организации хранения и поиска документов.
Что такое информационно-поисковая система (ИПС)?
В чем специфика использования ИПС и Интернета?
Охарактеризуйте термин «справочно-правовая система».
Какие параметры определяют качество справочно-правовой системы?
Опишите варианты применения информационно-правовых систем.
Как в тексте сделать правильную ссылку на материал, найденный на конкретном веб-сайте?
Каково назначение компьютерных сетей?
Как в законодательстве России определяется понятие информационно-телекоммуникационная сеть?
Чем отличаются локальные и глобальные сети?
Какова структура имени (адреса) сетевого ресурса в локальной сети?
Какие виды адресации используются в глобальных сетях?
Что называется URL-адресом документа?
Перечислите сервисы, предоставляемые пользователям глобальных сетей.
Где и как зарегистрировать доменное имя своего сайта?
Назовите виды и поясните назначение социальных сетей.
Какие правовые механизмы регулируют отношения пользователей в социальных сетях?
Назовите базовые принципы защиты информации.
Чем отличаются следующие процессы: идентификация, аутентификация, авторизация?
Какие права пользователей защищает разграничение прав доступа?
На какие информационные объекты пользователь компьютера может установить пароли?
Каковы современные требования к паролям?
Каково назначение архивирования информации?
Чем отличается резервное копирование информации от архивирования?
В чем различие симметричной и несимметричной систем шифрования?
Что скрывается за термином стеганографическая защита?
Какие виды электронной подписи существуют?
Какие технологии используются при создании защищенных сетевых соединений?
Что такое вредоносная программа?
Каковы признаки указывают на заражение компьютера вредоносными программами?
Какие известны виды вредоносных программ?
Какая в России существует ответственность за распространение вредоносных программ для ЭВМ?
Перечислите виды антивирусных программных средств.
Укажите рекомендуемые правила безопасной работы на компьютере.
Каковы правила лечения программ?
Каков в России правовой статус автоматизированных и информационных систем?
Какова процедура включения в СПС документов? Каков юридический статус этих документов?
Какие виды поиска существуют в справочных правовых системах?
Каково понятие и назначение языка запросов в Интернет?
Как классифицируют системы электронного документооборота?
Сравните возможности известных вам пакетов офисных программ.
Какие существуют модели электронного бизнеса?
Какие принципы заложены в программное обеспечение для электронного бизнеса?
Каково назначение компьютерного перевода?
Назовите типы программ перевода.

Как открыть для перевода документы в файлах разного типа?

Перечислите варианты сохранения перевода.

Какой текст оставляют без перевода?

Какие слова резервируют и как?

Что такое тематика текста?

Варианты заданий для контрольной работы

Варианты заданий для контрольной работы распределяются между обучающимися педагогическим работником.

Варианты заданий для контрольной работы

ВАРИАНТ 1

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

УК-1 Способен осуществлять поиск, критический анализ и синтез информации, применять системный подход для решения поставленных задач

Формируемые (оцениваемые) индикаторы достижения компетенций:

УК-1.1 Осуществляет поиск необходимой информации, применяет системный подход для решения поставленных задач

УК-1.2 Разрабатывает вариант решения проблемной ситуации на основе критического анализа и синтеза информации, аргументируя его

Ситуационное задание № 1

Осуществите поиск необходимой информации для определения страны из группы БРИКС (Бразилия, Россия, Индия, Китай, Южная Африканская Республика), лидирующей в части использования мобильных технологий. Определите факторы, определяющие это лидерство. Полученную информацию представьте в систематизированном виде средствами информационных коммуникационных технологий.

Применяя системный подход, решите следующие поставленные задачи:

1) определите страну из группы стран БРИКС с наименьшим уровнем использования мобильных технологий; какие факторы могут изменить ситуацию в этой стране в сторону увеличения потребления мобильных технологий?

2) сопоставьте Российскую Федерацию с другими странами из группы БРИКС по изучаемому критерию;

3) спрогнозируйте перспективы развития мобильных технологий в России.

Задание: Осуществите поиск необходимой информации, применяет системный подход для решения поставленных задач.

Ситуационное задание № 2

Структура локальной сети в организации такова, что строится по принципу соединения компьютеров «каждый с каждым» потенциальным клиентом. При простоте структуры, а следовательно, и кажущейся легкости в управлении сеть требует большого количества линий связи и значительного числа сетевых портов в каждом компьютере. Сеть оказывается громоздкой и дорогостоящей.

Проблемная ситуация: необходимо сеть преобразовать в другую структуру, чтобы исключить недостатки и усовершенствовать ее.

Определите, как называется описанная структура локальной сети и разработайте вариант решения проблемной ситуации на основе критического анализа и синтеза информации, аргументируя его.

Письменный опрос

Вопрос 1	Какие правовые механизмы регулируют отношения пользователей в социальных сетях?
Вопрос 2	Что скрывается за термином стеганографическая защита?
Вопрос 3	Что такое информационная технология?
Вопрос 4	В чем назначение Проводника в Windows?
Вопрос 5	Опишите процесс ввода параметров встроенных функций.

ВАРИАНТ 2

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

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УК-1.1 Осуществляет поиск необходимой информации, применяет системный подход для решения поставленных задач

УК-1.2 Разрабатывает вариант решения проблемной ситуации на основе критического анализа и синтеза информации, аргументируя его

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Применяя системный подход, решите следующие поставленные задачи:

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2) сопоставьте Российскую Федерацию с другими странами из группы БРИКС по изучаемому критерию;

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Задание: Осуществите поиск необходимой информации, применяет системный подход для решения поставленных задач.

Ситуационное задание № 2

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Определите, как называется описанная структура локальной сети и разработайте вариант решения проблемной ситуации на основе критического анализа и синтеза информации, аргументируя его.

Письменный опрос

Вопрос 1	Какова процедура включения в СПС документов? Каков юридический статус этих документов?
Вопрос 2	Из каких структурных элементов состоит интерфейс текстового процессора?
Вопрос 3	Что лежит в основе растровой графики? Векторной?
Вопрос 4	Какие виды данных обрабатывает табличный редактор (процессор)?
Вопрос 5	Во сколько раз изменится размер файла с уменьшенным рисунком из задания 11?

ВАРИАНТ 3

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

УК-1 Способен осуществлять поиск, критический анализ и синтез информации, применять системный подход для решения поставленных задач

Формируемые (оцениваемые) индикаторы достижения компетенций:

УК-1.1 Осуществляет поиск необходимой информации, применяет системный подход для решения поставленных задач

УК-1.2 Разрабатывает вариант решения проблемной ситуации на основе критического анализа и синтеза информации, аргументируя его

Ситуационное задание № 1

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Применяя системный подход, решите следующие поставленные задачи:

1) определите страну из группы стран БРИКС с наименьшим уровнем использования мобильных технологий; какие факторы могут изменить ситуацию в этой стране в сторону увеличения потребления мобильных технологий?

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3) спрогнозируйте перспективы развития мобильных технологий в России.

Задание: Осуществите поиск необходимой информации, применяет системный подход для решения поставленных задач.

Ситуационное задание № 2

Структура локальной сети в организации такова, что строится по принципу соединения компьютеров «каждый с каждым» потенциальным клиентом. При простоте структуры, а следовательно, и кажущейся легкости в управлении сеть требует большого количества линий связи и значительного числа сетевых портов в каждом компьютере. Сеть оказывается громоздкой и дорогостоящей.

Проблемная ситуация: необходимо сеть преобразовать в другую структуру, чтобы исключить недостатки и усовершенствовать ее.

Определите, как называется описанная структура локальной сети и разработайте вариант решения проблемной ситуации на основе критического анализа и синтеза информации, аргументируя его.

Письменный опрос

Вопрос 1	Что относится к основным характеристикам микропроцессора?
Вопрос 2	Сопоставьте определения единиц измерения информации – бита и байта.
Вопрос 3	Чем отличается резервное копирование информации от архивирования?
Вопрос 4	Какие свойства имеет файл?
Вопрос 5	Какие виды электронной подписи существует?

ВАРИАНТ 4

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

УК-1 Способен осуществлять поиск, критический анализ и синтез информации, применять системный подход для решения поставленных задач

Формируемые (оцениваемые) индикаторы достижения компетенций:

УК-1.1 Осуществляет поиск необходимой информации, применяет системный подход для решения поставленных задач

УК-1.2 Разрабатывает вариант решения проблемной ситуации на основе критического анализа и синтеза информации, аргументируя его

Ситуационное задание № 1

Осуществите поиск необходимой информации для определения страны из группы БРИКС (Бразилия, Россия, Индия, Китай, Южная Африканская Республика), лидирующей в части использования мобильных технологий. Определите факторы, определяющие это лидерство. Полученную информацию представьте в систематизированном виде средствами информационных коммуникационных технологий.

Применяя системный подход, решите следующие поставленные задачи:

1) определите страну из группы стран БРИКС с наименьшим уровнем использования мобильных технологий; какие факторы могут изменить ситуацию в этой стране в сторону увеличения потребления мобильных технологий?

2) сопоставьте Российскую Федерацию с другими странами из группы БРИКС по изучаемому критерию;

3) спрогнозируйте перспективы развития мобильных технологий в России.

Задание: Осуществите поиск необходимой информации, применяет системный подход для решения поставленных задач.

Ситуационное задание № 2

Структура локальной сети в организации такова, что строится по принципу соединения компьютеров «каждый с каждым» потенциальным клиентом. При простоте структуры, а следовательно, и кажущейся легкости в управлении сеть требует большого количества линий связи и значительного числа сетевых портов в каждом компьютере. Сеть оказывается громоздкой и дорогостоящей.

Проблемная ситуация: необходимо сеть преобразовать в другую структуру, чтобы исключить недостатки и усовершенствовать ее.

Определите, как называется описанная структура локальной сети и разработайте вариант решения проблемной ситуации на основе критического анализа и синтеза информации, аргументируя его.

Письменный опрос

Вопрос 1	Как изменить ширину столбца таблицы?
Вопрос 2	Назовите базовые принципы защиты информации.
Вопрос 3	Какие технологии используются при создании защищенных сетевых соединений?
Вопрос 4	Опишите процесс построения диаграмм в Excel.
Вопрос 5	Что такое расширенный фильтр?