

Вопрос 5	Перечислите слова, которые могут использоваться как в качестве глагола, так и в качестве существительного.
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**ВАРИАНТ 1**

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

ОПК-1 Способен применять систему лингвистических знаний об основных фонетических, лексических, грамматических, словообразовательных явлениях, орфографии и пунктуации, о закономерностях функционирования изучаемого иностранного языка, его функциональных разновидностях

ОПК-2 Способен применять в практической деятельности знание психолого-педагогических основ и методики обучения иностранным языкам и культурам

**Формируемые (оцениваемые) индикаторы достижения компетенций:**

ОПК-1.1 Анализирует основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка

ОПК-2.1 Учитывает коммуникативный, деятельностный и социокультурный подходы в обучении иностранным языкам и культурам при проектировании учебного занятия

**Ситуационное задание № 1**

Переведите текст, задайте к нему вопросы. Проанализируйте основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка и составьте небольшой пересказ данного текста в виде summary.

Текст:

Halloween (also referred to as All Hollows' Eve) is a holiday that's celebrated in America on 31 October of each year, regardless of what day of the week this date falls on. Although it is rooted in religion, Halloween today is enjoyed mainly because of its decorations, costumes, candy, treats, and general excitement, and furthermore, it is enjoyed by most everyone. Before Halloween, many individuals carve a design into an orange-colored pumpkin, or a solid, durable vegetable. Once a personally satisfying design is carved, a lit candle is typically put inside a pumpkin, thereby making it a Jack-O-Lantern. At night, this design lights up against the darkness. Besides carving pumpkins, some celebrate Halloween by putting decorations up. Supernatural (referring in this case to non-natural creatures that're typically based in fiction) figures, including vampires, ghosts, werewolves, zombies, and more, generally account for most of these decorations. Bugs, spiders, cobwebs, gravestones, and anything else that can be considered creepy (or unusual and possibly scary) can also be found on Halloween, in decoration form. Only some adults celebrate Halloween, and they generally do so by attending parties. Inversely, the vast majority of children dress in costume (Halloween costumes can be based upon anything, from the mentioned supernatural creatures to the stars of today's films) and walk from door to door in search of candy—a practice known as trick or treat—on Halloween. After knocking on a door (houses that participate in Halloween usually leave a light on), one says, "Trick or Treat" and a piece (or pieces!) of candy is given to him or her.

**Ситуационное задание № 2**

Переведите предложения с английского на русский и наоборот. Учтите коммуникативный, деятельностный и социокультурный подходы в обучении иностранным языкам и культурам при проектировании учебного занятия и объясните случаи употребления Past Perfect Tense и Past Perfect Continuous Tense.

Перевод предложений:

1. Мы были женаты 20 лет и развелись в 2018. 2. Она сказала мне, что купила новые туфли. 3. Ты не подготовился к тесту, поэтому и провалил его! 4. They collected the apples that had fallen from the tree. 5. By 7 pm yesterday I had completed my thesis paper. 6. How long had you been going out with David before you split up? 7. Он ходил в один и тот же спортзал, пока там не подняли цены. 8. By the time he came to the office, we had been negotiating for two hours. 9. Компания, которая закрылась на прошлой неделе, успешно работала с 1925 года. 10. had known her for 10 years before we lost touch.

**Письменный опрос**

Вопрос 1	Как определяется нисходяще-восходящий терминальный тон?
Вопрос 2	Как выглядит интонация в альтернативных вопросах?
Вопрос 3	Какая роль интонации в английском языке?
Вопрос 4	На какой слог чаще всего падает ударение в существительном или прилагательном, которое состоит из двух слогов?
Вопрос 5	Какие региональные диалекты вы можете выделить в Великобритании?



## ВАРИАНТ 2

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

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ОПК-2 Способен применять в практической деятельности знание психолого-педагогических основ и методики обучения иностранным языкам и культурам

### Формируемые (оцениваемые) индикаторы достижения компетенций:

ОПК-1.1 Анализирует основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка

ОПК-2.1 Учитывает коммуникативный, деятельностный и социокультурный подходы в обучении иностранным языкам и культурам при проектировании учебного занятия

### Ситуационное задание № 1

Переведите текст, задайте к нему вопросы. Проанализируйте основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка и составьте небольшой пересказ данного текста в виде summary.

Текст:

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### Ситуационное задание № 2

Переведите предложения с английского на русский и наоборот. Учтите коммуникативный, деятельностный и социокультурный подходы в обучении иностранным языкам и культурам при проектировании учебного занятия и объясните случаи употребления Past Perfect Tense и Past Perfect Continuous Tense.

Перевод предложений:

1. Мы были женаты 20 лет и развелись в 2018. 2. Она сказала мне, что купила новые туфли. 3. Ты не подготовился к тесту, поэтому и провалил его! 4. They collected the apples that had fallen from the tree. 5. By 7 pm yesterday I had completed my thesis paper. 6. How long had you been going out with David before you split up? 7. Он ходил в один и тот же спортзал, пока там не подняли цены. 8. By the time he came to the office, we had been negotiating for two hours. 9. Компания, которая закрылась на прошлой неделе, успешно работала с 1925 года. 10. had known her for 10 years before we lost touch.

### Письменный опрос

Вопрос 1	Часто ли используется высокий нисходящий терминальный тон (high fall) в английском языке?
Вопрос 2	Часто ли используется высокий нисходящий терминальный тон (high fall) в английском языке?
Вопрос 3	Какие виды специальных вопросов есть в английском языке?
Вопрос 4	Смоделируйте специальные вопросы и ответы на них.
Вопрос 5	Как выглядит интонация в восклицательных предложениях?





## ВАРИАНТ 3

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

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ОПК-2 Способен применять в практической деятельности знание психолого-педагогических основ и методики обучения иностранным языкам и культурам

### Формируемые (оцениваемые) индикаторы достижения компетенций:

ОПК-1.1 Анализирует основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка

ОПК-2.1 Учитывает коммуникативный, деятельностный и социокультурный подходы в обучении иностранным языкам и культурам при проектировании учебного занятия

### Ситуационное задание № 1

Переведите текст, задайте к нему вопросы. Проанализируйте основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка и составьте небольшой пересказ данного текста в виде summary.

Текст:

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### Ситуационное задание № 2

Переведите предложения с английского на русский и наоборот. Учтите коммуникативный, деятельностный и социокультурный подходы в обучении иностранным языкам и культурам при проектировании учебного занятия и объясните случаи употребления Past Perfect Tense и Past Perfect Continuous Tense.

Перевод предложений:

1. Мы были женаты 20 лет и развелись в 2018. 2. Она сказала мне, что купила новые туфли. 3. Ты не подготавливался к тесту, поэтому и провалил его! 4. They collected the apples that had fallen from the tree. 5. By 7 pm yesterday I had completed my thesis paper. 6. How long had you been going out with David before you split up? 7. Он ходил в один и тот же спортзал, пока там не подняли цены. 8. By the time he came to the office, we had been negotiating for two hours. 9. Компания, которая закрылась на прошлой неделе, успешно работала с 1925 года. 10. had known her for 10 years before we lost touch.

### Письменный опрос

Вопрос 1	Перечислите методы по улучшению произношения.
Вопрос 2	Смоделируйте разделительные вопросы и ответы на них.
Вопрос 3	Какая интонация осуществляется в общих вопросах?
Вопрос 4	Какие различия между устной и письменной речью?
Вопрос 5	Как произнести связующую [r] в интервокальной позиции на стыке слов?

## ВАРИАНТ 4

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

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ОПК-2 Способен применять в практической деятельности знание психолого-педагогических основ и методики обучения иностранным языкам и культурам

### Формируемые (оцениваемые) индикаторы достижения компетенций:

ОПК-1.1 Анализирует основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка

ОПК-2.1 Учитывает коммуникативный, деятельностный и социокультурный подходы в обучении иностранным языкам и культурам при проектировании учебного занятия

### Ситуационное задание № 1

Переведите текст, задайте к нему вопросы. Проанализируйте основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка и составьте небольшой пересказ данного текста в виде summary.

Текст:

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### Ситуационное задание № 2

Переведите предложения с английского на русский и наоборот. Учтите коммуникативный, деятельностный и социокультурный подходы в обучении иностранным языкам и культурам при проектировании учебного занятия и объясните случаи употребления Past Perfect Tense и Past Perfect Continuous Tense.

Перевод предложений:

1. Мы были женаты 20 лет и развелись в 2018. 2. Она сказала мне, что купила новые туфли. 3. Ты не подготавливался к тесту, поэтому и провалил его! 4. They collected the apples that had fallen from the tree. 5. By 7 pm yesterday I had completed my thesis paper. 6. How long had you been going out with David before you split up? 7. Он ходил в один и тот же спортзал, пока там не подняли цены. 8. By the time he came to the office, we had been negotiating for two hours. 9. Компания, которая закрылась на прошлой неделе, успешно работала с 1925 года. 10. had known her for 10 years before we lost touch.

### Письменный опрос

Вопрос 1	Какие виды ударений существуют в английском языке?
Вопрос 2	Почему ударение в словах имеет значение в понимании языка?
Вопрос 3	Какие методы используются для большего запоминания слов?
Вопрос 4	Какие отличительные черты между австралийским и канадскими произношениями?
Вопрос 5	Какие типы ассимиляции есть в английском языке?.

## ВАРИАНТ 5

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

ОПК-1 Способен применять систему лингвистических знаний об основных фонетических, лексических, грамматических, словообразовательных явлениях, орфографии и пунктуации, о закономерностях функционирования изучаемого иностранного языка, его функциональных разновидностях

ОПК-2 Способен применять в практической деятельности знание психолого-педагогических основ и методики обучения иностранным языкам и культурам

### Формируемые (оцениваемые) индикаторы достижения компетенций:

ОПК-1.1 Анализирует основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка

ОПК-2.1 Учитывает коммуникативный, деятельностный и социокультурный подходы в обучении иностранным языкам и культурам при проектировании учебного занятия

### Ситуационное задание № 1

Переведите текст, задайте к нему вопросы. Проанализируйте основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка и составьте небольшой пересказ данного текста в виде summary.

Текст:

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### Ситуационное задание № 2

Переведите предложения с английского на русский и наоборот. Учтите коммуникативный, деятельностный и социокультурный подходы в обучении иностранным языкам и культурам при проектировании учебного занятия и объясните случаи употребления Past Perfect Tense и Past Perfect Continuous Tense.

Перевод предложений:

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### Письменный опрос

Вопрос 1	Как употребляются тоны в повелительных предложениях?
Вопрос 2	Где ставиться фразовое ударение в предложении?
Вопрос 3	Каким образом классифицируются гласные в английском языке?
Вопрос 4	Чем отличается британский английский от американского английского?
Вопрос 5	Каким образом классифицируются согласные в английском языке?

**ВАРИАНТ 1**

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

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**Ситуационное задание № 1**

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Текст:

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

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**Ситуационное задание № 2**

Переведите предложения с английского на русский и наоборот. Объясните случаи употребления Future Simple Tense и To Be Going To. Учтите коммуникативный, деятельностный и социокультурный подходы в обучении иностранным языкам и культурам при проектировании учебного занятия и составьте проект (план) учебного занятия по изучению темы Future Simple Tense и To Be Going To.

Предложения на перевод:

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

**Письменный опрос**

Вопрос 1	Какая роль интонации в английском языке?
Вопрос 2	На какой слог чаще всего падает ударение в существительном или прилагательном, которое состоит из двух слогов?
Вопрос 3	Какие региональные диалекты вы можете выделить в Великобритании?

Вопрос 4	Как выглядит интонация в специальных вопросах?
Вопрос 5	Для чего изучать иностранный язык: плюсы и минусы?



## ВАРИАНТ 2

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

ОПК-1 Способен применять систему лингвистических знаний об основных фонетических, лексических, грамматических, словообразовательных явлениях, орфографии и пунктуации, о закономерностях функционирования изучаемого иностранного языка, его функциональных разновидностях

ОПК-2 Способен применять в практической деятельности знание психолого-педагогических основ и методики обучения иностранным языкам и культурам

### Формируемые (оцениваемые) индикаторы достижения компетенций:

ОПК-1.1 Анализирует основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка

ОПК-2.1 Учитывает коммуникативный, деятельностный и социокультурный подходы в обучении иностранным языкам и культурам при проектировании учебного занятия

### Ситуационное задание №1

Переведите текст, задайте к нему вопросы. Проанализируйте основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка и составьте небольшой пересказ данного текста в виде summary.

Текст:

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### Ситуационное задание №2

Переведите предложения с английского на русский и наоборот. Объясните случаи употребления Future Simple Tense и To Be Going To. Учите коммуникативный, деятельностный и социокультурный подходы в обучении иностранным языкам и культурам при проектировании учебного занятия и составьте проект (план) учебного занятия по изучению темы Future Simple Tense и To Be Going To.

Предложения на перевод:

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

### Письменный опрос

Вопрос 1	Смоделируйте специальные вопросы и ответы на них.
Вопрос 2	Как выглядит интонация в восклицательных предложениях?
Вопрос 3	Каким образом происходит сочетание взрывных согласных с боковым сонантом?
Вопрос 4	Каким образом происходит соединение двух взрывных согласных?





## ВАРИАНТ 3

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

ОПК-1 Способен применять систему лингвистических знаний об основных фонетических, лексических, грамматических, словообразовательных явлениях, орфографии и пунктуации, о закономерностях функционирования изучаемого иностранного языка, его функциональных разновидностях

ОПК-2 Способен применять в практической деятельности знание психолого-педагогических основ и методики обучения иностранным языкам и культурам

### Формируемые (оцениваемые) индикаторы достижения компетенций:

ОПК-1.1 Анализирует основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка

ОПК-2.1 Учитывает коммуникативный, деятельностный и социокультурный подходы в обучении иностранным языкам и культурам при проектировании учебного занятия

### Ситуационное задание №1

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Текст:

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### Ситуационное задание №2

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### Письменный опрос

Вопрос 1	Какие различия между устной и письменной речью?
Вопрос 2	Как произнести связующую [r] в интервокальной позиции на стыке слов?
Вопрос 3	Как выглядит интонация в разделительных вопросах?
Вопрос 4	Как правильно поставить произношение как у носителей?

Вопрос 5

Какие стили произношения в английском языке вы знаете?

## ВАРИАНТ 4

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

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### Ситуационное задание №2

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### Письменный опрос

Вопрос 1	Какие отличительные черты между австралийским и канадскими произношениями?
Вопрос 2	Какие типы ассимиляции есть в английском языке?.
Вопрос 3	Какие типы тонов есть в английском языке?
Вопрос 4	В чем разница между боковым сонантом и носовым сонантом?

Вопрос 5

Сколько видов слогаобразования есть в английском языке?

## ВАРИАНТ 5

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

ОПК-1 Способен применять систему лингвистических знаний об основных фонетических, лексических, грамматических, словообразовательных явлениях, орфографии и пунктуации, о закономерностях функционирования изучаемого иностранного языка, его функциональных разновидностях

ОПК-2 Способен применять в практической деятельности знание психолого-педагогических основ и методики обучения иностранным языкам и культурам

### Формируемые (оцениваемые) индикаторы достижения компетенций:

ОПК-1.1 Анализирует основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка

ОПК-2.1 Учитывает коммуникативный, деятельностный и социокультурный подходы в обучении иностранным языкам и культурам при проектировании учебного занятия

### Ситуационное задание №1

Переведите текст, задайте к нему вопросы. Проанализируйте основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка и составьте небольшой пересказ данного текста в виде summary.

Текст:

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### Ситуационное задание №2

Переведите предложения с английского на русский и наоборот. Объясните случаи употребления Future Simple Tense и To Be Going To. Учите коммуникативный, деятельностный и социокультурный подходы в обучении иностранным языкам и культурам при проектировании учебного занятия и составьте проект (план) учебного занятия по изучению темы Future Simple Tense и To Be Going To.

Предложения на перевод:

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

### Письменный опрос

Вопрос 1	Каким образом классифицируются гласные в английском языке?
Вопрос 2	Чем отличается британский английский от американского английского?
Вопрос 3	Каким образом происходит сочетание взрывных согласных с боковым сонантом?
Вопрос 4	Каким образом классифицируются согласные в английском языке?

Вопрос 5

В каких случаях можно провести шкалу с нарушенной постепенностью?



**ВАРИАНТ 1**

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

ОПК-1 Способен применять систему лингвистических знаний об основных фонетических, лексических, грамматических, словообразовательных явлениях, орфографии и пунктуации, о закономерностях функционирования изучаемого иностранного языка, его функциональных разновидностях

ОПК-2 Способен применять в практической деятельности знание психолого-педагогических основ и методики обучения иностранным языкам и культурам

**Формируемые (оцениваемые) индикаторы достижения компетенций:**

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ОПК-2.1 Учитывает коммуникативный, деятельностный и социокультурный подходы в обучении иностранным языкам и культурам при проектировании учебного занятия

**Ситуационное задание № 1**

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Текст:

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

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

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

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

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

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

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

### Ситуационное задание № 2

Переведите предложения с английского на русский и наоборот. Объясните случаи употребления конструкции Have Something Done. Учтите коммуникативный, деятельностный и социокультурный подходы в обучении иностранным языкам и культурам при проектировании учебного занятия и составьте проект (план) учебного занятия по изучению конструкции Have Something Done.

Переведите предложения:

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

### Письменный опрос

Вопрос 1	На какой слог чаще всего падает ударение в существительном или прилагательном, которое состоит из двух слогов?
Вопрос 2	Какие региональные диалекты вы можете выделить в Великобритании?
Вопрос 3	Как выглядит интонация в специальных вопросах?
Вопрос 4	Для чего изучать иностранный язык: плюсы и минусы?
Вопрос 5	Охарактеризуйте особенности гласных и согласных звуков.



## ВАРИАНТ 2

### **Формируемая(ые) (оцениваемая(ые)) компетенция(ии)**

ОПК-1 Способен применять систему лингвистических знаний об основных фонетических, лексических, грамматических, словообразовательных явлениях, орфографии и пунктуации, о закономерностях функционирования изучаемого иностранного языка, его функциональных разновидностях

ОПК-2 Способен применять в практической деятельности знание психолого-педагогических основ и методики обучения иностранным языкам и культурам

### **Формируемые (оцениваемые) индикаторы достижения компетенций:**

ОПК-1.1 Анализирует основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка

ОПК-2.1 Учитывает коммуникативный, деятельностный и социокультурный подходы в обучении иностранным языкам и культурам при проектировании учебного занятия

### **Ситуационное задание № 1**

Переведите текст, задайте к нему вопросы. Проанализируйте основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка и составьте небольшой пересказ данного текста в виде summary.

Текст:

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

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

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

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

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

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

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

### Ситуационное задание № 2

Переведите предложения с английского на русский и наоборот. Объясните случаи употребления конструкции Have Something Done. Учтите коммуникативный, деятельностный и социокультурный подходы в обучении иностранным языкам и культурам при проектировании учебного занятия и составьте проект (план) учебного занятия по изучению конструкции Have Something Done.

Переведите предложения:

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

### Письменный опрос

Вопрос 1	Смоделируйте специальные вопросы и ответы на них.
Вопрос 2	Как выглядит интонация в восклицательных предложениях?
Вопрос 3	Каким образом происходит сочетание взрывных согласных с боковым сонантом?
Вопрос 4	Каким образом происходит соединение двух взрывных согласных?
Вопрос 5	Каким образом можно выявить артикуляцию конечных глухих согласных?

## ВАРИАНТ 3

### **Формируемая(ые) (оцениваемая(ые)) компетенция(ии)**

ОПК-1 Способен применять систему лингвистических знаний об основных фонетических, лексических, грамматических, словообразовательных явлениях, орфографии и пунктуации, о закономерностях функционирования изучаемого иностранного языка, его функциональных разновидностях

ОПК-2 Способен применять в практической деятельности знание психолого-педагогических основ и методики обучения иностранным языкам и культурам

### **Формируемые (оцениваемые) индикаторы достижения компетенций:**

ОПК-1.1 Анализирует основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка

ОПК-2.1 Учитывает коммуникативный, деятельностный и социокультурный подходы в обучении иностранным языкам и культурам при проектировании учебного занятия

### **Ситуационное задание № 1**

Переведите текст, задайте к нему вопросы. Проанализируйте основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка и составьте небольшой пересказ данного текста в виде summary.

Текст:

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

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

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

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

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

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

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

### Ситуационное задание № 2

Переведите предложения с английского на русский и наоборот. Объясните случаи употребления конструкции Have Something Done. Учтите коммуникативный, деятельностный и социокультурный подходы в обучении иностранным языкам и культурам при проектировании учебного занятия и составьте проект (план) учебного занятия по изучению конструкции Have Something Done.

Переведите предложения:

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

### Письменный опрос

Вопрос 1	Какая интонация осуществляется в общих вопросах?
Вопрос 2	Какие различия между устной и письменной речью?
Вопрос 3	Как произнести связующую [r] в интервокальной позиции на стыке слов?
Вопрос 4	Как выглядит интонация в разделительных вопросах?
Вопрос 5	Как правильно поставить произношение как у носителей?



## ВАРИАНТ 4

### **Формируемая(ые) (оцениваемая(ые)) компетенция(ии)**

ОПК-1 Способен применять систему лингвистических знаний об основных фонетических, лексических, грамматических, словообразовательных явлениях, орфографии и пунктуации, о закономерностях функционирования изучаемого иностранного языка, его функциональных разновидностях

ОПК-2 Способен применять в практической деятельности знание психолого-педагогических основ и методики обучения иностранным языкам и культурам

### **Формируемые (оцениваемые) индикаторы достижения компетенций:**

ОПК-1.1 Анализирует основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка

ОПК-2.1 Учитывает коммуникативный, деятельностный и социокультурный подходы в обучении иностранным языкам и культурам при проектировании учебного занятия

### **Ситуационное задание № 1**

Переведите текст, задайте к нему вопросы. Проанализируйте основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка и составьте небольшой пересказ данного текста в виде summary.

Текст:

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

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

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

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

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

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

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

### Ситуационное задание № 2

Переведите предложения с английского на русский и наоборот. Объясните случаи употребления конструкции Have Something Done. Учтите коммуникативный, деятельностный и социокультурный подходы в обучении иностранным языкам и культурам при проектировании учебного занятия и составьте проект (план) учебного занятия по изучению конструкции Have Something Done.

Переведите предложения:

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

### Письменный опрос

Вопрос 1	Какие методы используются для большего запоминания слов?
Вопрос 2	В каких случаях происходит потеря аспирации?
Вопрос 3	Каким образом происходит сочетание взрывных согласных с носовым сонантом?
Вопрос 4	Какие отличительные черты между австралийским и канадскими произношениями?
Вопрос 5	Какие типы ассимиляции есть в английском языке?.

## ВАРИАНТ 5

### **Формируемая(ые) (оцениваемая(ые)) компетенция(ии)**

ОПК-1 Способен применять систему лингвистических знаний об основных фонетических, лексических, грамматических, словообразовательных явлениях, орфографии и пунктуации, о закономерностях функционирования изучаемого иностранного языка, его функциональных разновидностях

ОПК-2 Способен применять в практической деятельности знание психолого-педагогических основ и методики обучения иностранным языкам и культурам

### **Формируемые (оцениваемые) индикаторы достижения компетенций:**

ОПК-1.1 Анализирует основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка

ОПК-2.1 Учитывает коммуникативный, деятельностный и социокультурный подходы в обучении иностранным языкам и культурам при проектировании учебного занятия

### **Ситуационное задание № 1**

Переведите текст, задайте к нему вопросы. Проанализируйте основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка и составьте небольшой пересказ данного текста в виде summary.

Текст:

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

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

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

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

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

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

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

### Ситуационное задание № 2

Переведите предложения с английского на русский и наоборот. Объясните случаи употребления конструкции Have Something Done. Учтите коммуникативный, деятельностный и социокультурный подходы в обучении иностранным языкам и культурам при проектировании учебного занятия и составьте проект (план) учебного занятия по изучению конструкции Have Something Done.

Переведите предложения:

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

### Письменный опрос

Вопрос 1	Где ставится фразовое ударение в предложении?
Вопрос 2	Каким образом классифицируются гласные в английском языке?
Вопрос 3	Чем отличается британский английский от американского английского?
Вопрос 4	Каким образом классифицируются согласные в английском языке?
Вопрос 5	В каких случаях можно провести шкалу с нарушенной постепенностью?



ВАРИАНТ 1

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

ОПК-2 Способен применять в практической деятельности знание психолого-педагогических основ и методики обучения иностранным языкам и культурам

ОПК-1 Способен применять систему лингвистических знаний об основных фонетических, лексических, грамматических, словообразовательных явлениях, орфографии и пунктуации, о закономерностях функционирования изучаемого иностранного языка, его функциональных разновидностях

**Формируемые (оцениваемые) индикаторы достижения компетенций:**

ОПК-2.1 Учитывает коммуникативный, деятельностный и социокультурный подходы в обучении иностранным языкам и культурам при проектировании учебного занятия

ОПК-1.1 Анализирует основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка

**Ситуационное задание № 1**

Переведите предложения с английского на русский и наоборот. Объясните случаи употребления конструкции Conditional Sentences (0,1). Учтите коммуникативный, деятельностный и социокультурный подходы в обучении иностранным языкам и культурам при проектировании учебного занятия и составьте проект (план) учебного занятия по изучению темы Conditional Sentences.

Переведите предложения:

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

**Ситуационное задание № 2**

Переведите текст, задайте к нему вопросы. Проанализируйте основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка и составьте небольшой пересказ данного текста в виде summary.

Текст:

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

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

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

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

### Письменный опрос

Вопрос 1	Какая роль интонации в английском языке?
Вопрос 2	На какой слог чаще всего падает ударение в существительном или прилагательном, которое состоит из двух слогов?
Вопрос 3	Какие региональные диалекты вы можете выделить в Великобритании?
Вопрос 4	Как выглядит интонация в специальных вопросах?
Вопрос 5	Для чего изучать иностранный язык: плюсы и минусы?

## ВАРИАНТ 2

### **Формируемая(ые) (оцениваемая(ые)) компетенция(ии)**

ОПК-2 Способен применять в практической деятельности знание психолого-педагогических основ и методики обучения иностранным языкам и культурам

ОПК-1 Способен применять систему лингвистических знаний об основных фонетических, лексических, грамматических, словообразовательных явлениях, орфографии и пунктуации, о закономерностях функционирования изучаемого иностранного языка, его функциональных разновидностях

### **Формируемые (оцениваемые) индикаторы достижения компетенций:**

ОПК-2.1 Учитывает коммуникативный, деятельностный и социокультурный подходы в обучении иностранным языкам и культурам при проектировании учебного занятия

ОПК-1.1 Анализирует основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка

### **Ситуационное задание № 1**

Переведите предложения с английского на русский и наоборот. Объясните случаи употребления конструкции Conditional Sentences (0,1). Учтите коммуникативный, деятельностный и социокультурный подходы в обучении иностранным языкам и культурам при проектировании учебного занятия и составьте проект (план) учебного занятия по изучению темы Conditional Sentences.

Переведите предложения:

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

### **Ситуационное задание № 2**

Переведите текст, задайте к нему вопросы. Проанализируйте основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка и составьте небольшой пересказ данного текста в виде summary.

Текст:

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

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### Письменный опрос

Вопрос 1	Какие виды специальных вопросов есть в английском языке?
Вопрос 2	Какая интонация осуществляется в общих вопросах?
Вопрос 3	Смоделируйте специальные вопросы и ответы на них.
Вопрос 4	Как выглядит интонация в восклицательных предложениях?
Вопрос 5	Каким образом происходит сочетание взрывных согласных с боковым сонантом?

## ВАРИАНТ 3

### **Формируемая(ые) (оцениваемая(ые)) компетенция(ии)**

ОПК-2 Способен применять в практической деятельности знание психолого-педагогических основ и методики обучения иностранным языкам и культурам

ОПК-1 Способен применять систему лингвистических знаний об основных фонетических, лексических, грамматических, словообразовательных явлениях, орфографии и пунктуации, о закономерностях функционирования изучаемого иностранного языка, его функциональных разновидностях

### **Формируемые (оцениваемые) индикаторы достижения компетенций:**

ОПК-2.1 Учитывает коммуникативный, деятельностный и социокультурный подходы в обучении иностранным языкам и культурам при проектировании учебного занятия

ОПК-1.1 Анализирует основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка

### **Ситуационное задание № 1**

Переведите предложения с английского на русский и наоборот. Объясните случаи употребления конструкции Conditional Sentences (0,1). Учтите коммуникативный, деятельностный и социокультурный подходы в обучении иностранным языкам и культурам при проектировании учебного занятия и составьте проект (план) учебного занятия по изучению темы Conditional Sentences.

Переведите предложения:

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

### **Ситуационное задание № 2**

Переведите текст, задайте к нему вопросы. Проанализируйте основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка и составьте небольшой пересказ данного текста в виде summary.

Текст:

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

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

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

### Письменный опрос

Вопрос 1	Смоделируйте разделительные вопросы и ответы на них.
Вопрос 2	Какая интонация осуществляется в общих вопросах?
Вопрос 3	Какие различия между устной и письменной речью?
Вопрос 4	Как произнести связующую [r] в интервокальной позиции на стыке слов?
Вопрос 5	Как выглядит интонация в разделительных вопросах?



## ВАРИАНТ 4

### **Формируемая(ые) (оцениваемая(ые)) компетенция(ии)**

ОПК-2 Способен применять в практической деятельности знание психолого-педагогических основ и методики обучения иностранным языкам и культурам

ОПК-1 Способен применять систему лингвистических знаний об основных фонетических, лексических, грамматических, словообразовательных явлениях, орфографии и пунктуации, о закономерностях функционирования изучаемого иностранного языка, его функциональных разновидностях

### **Формируемые (оцениваемые) индикаторы достижения компетенций:**

ОПК-2.1 Учитывает коммуникативный, деятельностный и социокультурный подходы в обучении иностранным языкам и культурам при проектировании учебного занятия

ОПК-1.1 Анализирует основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка

### **Ситуационное задание № 1**

Переведите предложения с английского на русский и наоборот. Объясните случаи употребления конструкции Conditional Sentences (0,1). Учтите коммуникативный, деятельностный и социокультурный подходы в обучении иностранным языкам и культурам при проектировании учебного занятия и составьте проект (план) учебного занятия по изучению темы Conditional Sentences.

Переведите предложения:

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

### **Ситуационное задание № 2**

Переведите текст, задайте к нему вопросы. Проанализируйте основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка и составьте небольшой пересказ данного текста в виде summary.

Текст:

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

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

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

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

### Письменный опрос

Вопрос 1	Почему ударение в словах имеет значение в понимании языка?
Вопрос 2	Какие методы используются для большего запоминания слов?
Вопрос 3	Какие различия между устной и письменной речью?
Вопрос 4	Какие отличительные черты между австралийским и канадскими произношениями?
Вопрос 5	Какие типы ассимиляции есть в английском языке?



## ВАРИАНТ 5

### **Формируемая(ые) (оцениваемая(ые)) компетенция(ии)**

ОПК-2 Способен применять в практической деятельности знание психолого-педагогических основ и методики обучения иностранным языкам и культурам

ОПК-1 Способен применять систему лингвистических знаний об основных фонетических, лексических, грамматических, словообразовательных явлениях, орфографии и пунктуации, о закономерностях функционирования изучаемого иностранного языка, его функциональных разновидностях

### **Формируемые (оцениваемые) индикаторы достижения компетенций:**

ОПК-2.1 Учитывает коммуникативный, деятельностный и социокультурный подходы в обучении иностранным языкам и культурам при проектировании учебного занятия

ОПК-1.1 Анализирует основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка

### **Ситуационное задание № 1**

Переведите предложения с английского на русский и наоборот. Объясните случаи употребления конструкции Conditional Sentences (0,1). Учтите коммуникативный, деятельностный и социокультурный подходы в обучении иностранным языкам и культурам при проектировании учебного занятия и составьте проект (план) учебного занятия по изучению темы Conditional Sentences.

Переведите предложения:

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

### **Ситуационное задание № 2**

Переведите текст, задайте к нему вопросы. Проанализируйте основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка и составьте небольшой пересказ данного текста в виде summary.

Текст:

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### Письменный опрос

Вопрос 1	Где ставиться фразовое ударение в предложении?
Вопрос 2	Каким образом классифицируются гласные в английском языке?
Вопрос 3	Чем отличается британский английский от американского английского?
Вопрос 4	Каким образом классифицируются согласные в английском языке?
Вопрос 5	В каких случаях можно провести шкалу с нарушенной постепенностью?

**ВАРИАНТ 1**

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

ОПК-1 Способен применять систему лингвистических знаний об основных фонетических, лексических, грамматических, словообразовательных явлениях, орфографии и пунктуации, о закономерностях функционирования изучаемого иностранного языка, его функциональных разновидностях

ОПК-2 Способен применять в практической деятельности знание психолого-педагогических основ и методики обучения иностранным языкам и культурам

**Формируемые (оцениваемые) индикаторы достижения компетенций:**

ОПК-1.1 Анализирует основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка

ОПК-2.1 Учитывает коммуникативный, деятельностный и социокультурный подходы в обучении иностранным языкам и культурам при проектировании учебного занятия

**Ситуационное задание № 1**

Переведите текст, задайте к нему вопросы. Проанализируйте основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка и составьте небольшой пересказ данного текста в виде summary.

Текст:

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

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

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

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

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

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

**Ситуационное задание № 2**

Переведите предложения с английского на русский и наоборот. Объясните случаи употребления конструкции Conditional Sentences (2,3). Учтите коммуникативный, деятельностный и социокультурный подходы в обучении иностранным языкам и культурам при проектировании учебного занятия и составьте проект (план) учебного занятия по изучению темы Conditional Sentences (2,3).

Переведите предложения:

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

#### Письменный опрос

Вопрос 1	Какая роль интонации в английском языке?
Вопрос 2	На какой слог чаще всего падает ударение в существительном или прилагательном, которое состоит из двух слогов?
Вопрос 3	Какие региональные диалекты вы можете выделить в Великобритании?
Вопрос 4	Как выглядит интонация в специальных вопросах?
Вопрос 5	Для чего изучать иностранный язык: плюсы и минусы?

## ВАРИАНТ 2

### **Формируемая(ые) (оцениваемая(ые)) компетенция(ии)**

ОПК-1 Способен применять систему лингвистических знаний об основных фонетических, лексических, грамматических, словообразовательных явлениях, орфографии и пунктуации, о закономерностях функционирования изучаемого иностранного языка, его функциональных разновидностях

ОПК-2 Способен применять в практической деятельности знание психолого-педагогических основ и методики обучения иностранным языкам и культурам

### **Формируемые (оцениваемые) индикаторы достижения компетенций:**

ОПК-1.1 Анализирует основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка

ОПК-2.1 Учитывает коммуникативный, деятельностный и социокультурный подходы в обучении иностранным языкам и культурам при проектировании учебного занятия

### **Ситуационное задание № 1**

Переведите текст, задайте к нему вопросы. Проанализируйте основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка и составьте небольшой пересказ данного текста в виде summary.

Текст:

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

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

### **Ситуационное задание № 2**

Переведите предложения с английского на русский и наоборот. Объясните случаи употребления конструкции Conditional Sentences (2,3). Учтите коммуникативный, деятельностный и социокультурный подходы в обучении иностранным языкам и культурам при проектировании учебного занятия и составьте проект (план) учебного занятия по изучению темы Conditional Sentences (2,3).

Переведите предложения:

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

#### Письменный опрос

Вопрос 1	Смоделируйте специальные вопросы и ответы на них.
Вопрос 2	Как выглядит интонация в восклицательных предложениях?
Вопрос 3	Каким образом происходит сочетание взрывных согласных с боковым сонантом?
Вопрос 4	Каким образом происходит соединение двух взрывных согласных?
Вопрос 5	Каким образом можно выявить артикуляцию конечных глухих согласных?



## ВАРИАНТ 3

### **Формируемая(ые) (оцениваемая(ые)) компетенция(ии)**

ОПК-1 Способен применять систему лингвистических знаний об основных фонетических, лексических, грамматических, словообразовательных явлениях, орфографии и пунктуации, о закономерностях функционирования изучаемого иностранного языка, его функциональных разновидностях

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### **Формируемые (оцениваемые) индикаторы достижения компетенций:**

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### **Ситуационное задание № 1**

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

### **Ситуационное задание № 2**

Переведите предложения с английского на русский и наоборот. Объясните случаи употребления конструкции Conditional Sentences (2,3). Учтите коммуникативный, деятельностный и социокультурный подходы в обучении иностранным языкам и культурам при проектировании учебного занятия и составьте проект (план) учебного занятия по изучению темы Conditional Sentences (2,3).

Переведите предложения:

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

#### Письменный опрос

Вопрос 1	Какие различия между устной и письменной речью?
Вопрос 2	Как произнести связующую [r] в интервокальной позиции на стыке слов?
Вопрос 3	Как выглядит интонация в разделительных вопросах?
Вопрос 4	Как правильно поставить произношение как у носителей?
Вопрос 5	Какие стили произношения в английском языке вы знаете?

## ВАРИАНТ 4

### **Формируемая(ые) (оцениваемая(ые)) компетенция(ии)**

ОПК-1 Способен применять систему лингвистических знаний об основных фонетических, лексических, грамматических, словообразовательных явлениях, орфографии и пунктуации, о закономерностях функционирования изучаемого иностранного языка, его функциональных разновидностях

ОПК-2 Способен применять в практической деятельности знание психолого-педагогических основ и методики обучения иностранным языкам и культурам

### **Формируемые (оцениваемые) индикаторы достижения компетенций:**

ОПК-1.1 Анализирует основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка

ОПК-2.1 Учитывает коммуникативный, деятельностный и социокультурный подходы в обучении иностранным языкам и культурам при проектировании учебного занятия

### **Ситуационное задание № 1**

Переведите текст, задайте к нему вопросы. Проанализируйте основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка и составьте небольшой пересказ данного текста в виде summary.

Текст:

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

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

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

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

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

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

### **Ситуационное задание № 2**

Переведите предложения с английского на русский и наоборот. Объясните случаи употребления конструкции Conditional Sentences (2,3). Учтите коммуникативный, деятельностный и социокультурный подходы в обучении иностранным языкам и культурам при проектировании учебного занятия и составьте проект (план) учебного занятия по изучению темы Conditional Sentences (2,3).

Переведите предложения:

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

#### Письменный опрос

Вопрос 1	Как выглядит интонация в разделительных вопросах?
Вопрос 2	Какие отличительные черты между австралийским и канадскими произношениями?
Вопрос 3	Какие типы ассимиляции есть в английском языке?
Вопрос 4	Какие типы тонов есть в английском языке?
Вопрос 5	В чем разница между боковым сонантом и носовым сонантом?

## ВАРИАНТ 5

### **Формируемая(ые) (оцениваемая(ые)) компетенция(ии)**

ОПК-1 Способен применять систему лингвистических знаний об основных фонетических, лексических, грамматических, словообразовательных явлениях, орфографии и пунктуации, о закономерностях функционирования изучаемого иностранного языка, его функциональных разновидностях

ОПК-2 Способен применять в практической деятельности знание психолого-педагогических основ и методики обучения иностранным языкам и культурам

### **Формируемые (оцениваемые) индикаторы достижения компетенций:**

ОПК-1.1 Анализирует основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка

ОПК-2.1 Учитывает коммуникативный, деятельностный и социокультурный подходы в обучении иностранным языкам и культурам при проектировании учебного занятия

### **Ситуационное задание № 1**

Переведите текст, задайте к нему вопросы. Проанализируйте основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка и составьте небольшой пересказ данного текста в виде summary.

Текст:

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

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

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

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

### **Ситуационное задание № 2**

Переведите предложения с английского на русский и наоборот. Объясните случаи употребления конструкции Conditional Sentences (2,3). Учтите коммуникативный, деятельностный и социокультурный подходы в обучении иностранным языкам и культурам при проектировании учебного занятия и составьте проект (план) учебного занятия по изучению темы Conditional Sentences (2,3).

Переведите предложения:

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

#### Письменный опрос

Вопрос 1	Чем отличается британский английский от американского английского?
Вопрос 2	Каким образом классифицируются согласные в английском языке?
Вопрос 3	В каких случаях можно провести шкалу с нарушенной постепенностью?
Вопрос 4	Какие варианты английского языка вам известны?
Вопрос 5	Необходимо ли учить транскрипцию для понимания слов в английском языке?



**ВАРИАНТ 1**

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

ОПК-1 Способен применять систему лингвистических знаний об основных фонетических, лексических, грамматических, словообразовательных явлениях, орфографии и пунктуации, о закономерностях функционирования изучаемого иностранного языка, его функциональных разновидностях

ОПК-2 Способен применять в практической деятельности знание психолого-педагогических основ и методики обучения иностранным языкам и культурам

**Формируемые (оцениваемые) индикаторы достижения компетенций:**

ОПК-1.1 Анализирует основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка

ОПК-2.1 Учитывает коммуникативный, деятельностный и социокультурный подходы в обучении иностранным языкам и культурам при проектировании учебного занятия

**Ситуационное задание № 1**

Переведите текст, задайте к нему вопросы. Проанализируйте основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка и составьте небольшой пересказ данного текста в виде summary.

Текст:

In June, Diane visited her friends who live in San Francisco, California. This was Diane's first time in the city, and she enjoyed her opportunities to walk around and explore. On the first day of her trip, Diane visited the Golden Gate Bridge. This red suspension bridge measures 1.7 miles in length. Diane and her friends did not walk across the bridge. However, they viewed it from the Golden Gate National Recreation Area, which offers hiking trails, picnicking areas, and presents spectacular views of the bridge and city. Diane and her friends made sure to take a group photograph here, featuring the bridge in the background. The next day, Diane and her friends visited Alcatraz Island. This island is located 1.25 miles offshore in the San Francisco Bay. It used to serve as a lighthouse, military fort, and prison. Diane and her friends took a small tour boat across bay to reach the island. Their visit included a guided tour through the old military base and prison. They also took a walk around the island to appreciate some of the native wildlife in addition to the views of the city. Diane and her friends spent the final day of her visit in San Francisco's downtown area. Diane's favorite part of her entire trip was taking a trolley to transport her up and down the hilly streets of San Francisco. Diane did a lot of shopping downtown on her last day. She and her friends celebrated the end of her visit by having dinner at one of San Francisco's best restaurants.

**Ситуационное задание № 2**

Переведите предложения с английского на русский и наоборот. Объясните случаи употребления Modal Verbs. Учтите коммуникативный, деятельностный и социокультурный подходы в обучении иностранным языкам и культурам при проектировании учебного занятия и составьте проект (план) учебного занятия по изучению темы Modal Verbs.

Предложения на перевод:

1. She might be coming home right now. 2. Стоит ему заканчивать это задание? 3. She needn't work as her parents father is rich. 4. Как ты смеешь говорить со мной? 5. You didn't need to go there. 6. Они должны были уже заселиться в отель. 7. Mary ought to practice more to enter the university. 8. Могу ли я одолжить твой конспект сегодня вечером? 9. You should return the book before the library closes. 10. Ты можешь отвезти меня в больницу?

**Письменный опрос**

Вопрос 1	Какие региональные диалекты вы можете выделить в Великобритании?
Вопрос 2	Как выглядит интонация в специальных вопросах?
Вопрос 3	Для чего изучать иностранный язык: плюсы и минусы?
Вопрос 4	Охарактеризуйте особенности гласных и согласных звуков.
Вопрос 5	Перечислите слова, которые могут использоваться как в качестве глагола, так и в качестве существительного.

## ВАРИАНТ 2

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

ОПК-1 Способен применять систему лингвистических знаний об основных фонетических, лексических, грамматических, словообразовательных явлениях, орфографии и пунктуации, о закономерностях функционирования изучаемого иностранного языка, его функциональных разновидностях

ОПК-2 Способен применять в практической деятельности знание психолого-педагогических основ и методики обучения иностранным языкам и культурам

### Формируемые (оцениваемые) индикаторы достижения компетенций:

ОПК-1.1 Анализирует основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка

ОПК-2.1 Учитывает коммуникативный, деятельностный и социокультурный подходы в обучении иностранным языкам и культурам при проектировании учебного занятия

### Ситуационное задание № 1

Переведите текст, задайте к нему вопросы. Проанализируйте основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка и составьте небольшой пересказ данного текста в виде summary.

Текст:

In June, Diane visited her friends who live in San Francisco, California. This was Diane's first time in the city, and she enjoyed her opportunities to walk around and explore. On the first day of her trip, Diane visited the Golden Gate Bridge. This red suspension bridge measures 1.7 miles in length. Diane and her friends did not walk across the bridge. However, they viewed it from the Golden Gate National Recreation Area, which offers hiking trails, picnicking areas, and presents spectacular views of the bridge and city. Diane and her friends made sure to take a group photograph here, featuring the bridge in the background. The next day, Diane and her friends visited Alcatraz Island. This island is located 1.25 miles offshore in the San Francisco Bay. It used to serve as a lighthouse, military fort, and prison. Diane and her friends took a small tour boat across bay to reach the island. Their visit included a guided tour through the old military base and prison. They also took a walk around the island to appreciate some of the native wildlife in addition to the views of the city. Diane and her friends spent the final day of her visit in San Francisco's downtown area. Diane's favorite part of her entire trip was taking a trolley to transport her up and down the hilly streets of San Francisco. Diane did a lot of shopping downtown on her last day. She and her friends celebrated the end of her visit by having dinner at one of San Francisco's best restaurants.

### Ситуационное задание № 2

Переведите предложения с английского на русский и наоборот. Объясните случаи употребления Modal Verbs. Учтите коммуникативный, деятельностный и социокультурный подходы в обучении иностранным языкам и культурам при проектировании учебного занятия и составьте проект (план) учебного занятия по изучению темы Modal Verbs.

Предложения на перевод:

1. She might be coming home right now. 2. Стоит ему заканчивать это задание? 3. She needn't work as her parents father is rich. 4. Как ты смеешь говорить со мной? 5. You didn't need to go there. 6. Они должны были уже заселиться в отель. 7. Mary ought to practice more to enter the university. 8. Могу ли я одолжить твой конспект сегодня вечером? 9. You should return the book before the library closes. 10. Ты можешь отвезти меня в больницу?

### Письменный опрос

Вопрос 1	Как выглядит интонация в восклицательных предложениях?
Вопрос 2	Каким образом происходит сочетание взрывных согласных с боковым сонантом?
Вопрос 3	Каким образом происходит соединение двух взрывных согласных?
Вопрос 4	Каким образом можно выявить артикуляцию конечных глухих согласных?
Вопрос 5	В каких случаях происходит потеря аспирации?

## ВАРИАНТ 3

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

ОПК-1 Способен применять систему лингвистических знаний об основных фонетических, лексических, грамматических, словообразовательных явлениях, орфографии и пунктуации, о закономерностях функционирования изучаемого иностранного языка, его функциональных разновидностях

ОПК-2 Способен применять в практической деятельности знание психолого-педагогических основ и методики обучения иностранным языкам и культурам

### Формируемые (оцениваемые) индикаторы достижения компетенций:

ОПК-1.1 Анализирует основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка

ОПК-2.1 Учитывает коммуникативный, деятельностный и социокультурный подходы в обучении иностранным языкам и культурам при проектировании учебного занятия

### Ситуационное задание № 1

Переведите текст, задайте к нему вопросы. Проанализируйте основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка и составьте небольшой пересказ данного текста в виде summary.

Текст:

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### Ситуационное задание № 2

Переведите предложения с английского на русский и наоборот. Объясните случаи употребления Modal Verbs. Учтите коммуникативный, деятельностный и социокультурный подходы в обучении иностранным языкам и культурам при проектировании учебного занятия и составьте проект (план) учебного занятия по изучению темы Modal Verbs.

Предложения на перевод:

1. She might be coming home right now. 2. Стоит ему заканчивать это задание? 3. She needn't work as her parents father is rich. 4. Как ты смеешь говорить со мной? 5. You didn't need to go there. 6. Они должны были уже заселиться в отель. 7. Mary ought to practice more to enter the university. 8. Могу ли я одолжить твой конспект сегодня вечером? 9. You should return the book before the library closes. 10. Ты можешь отвезти меня в больницу?

### Письменный опрос

Вопрос 1	Как произнести связующую [r] в интервокальной позиции на стыке слов?
Вопрос 2	Как выглядит интонация в разделительных в вопросах?
Вопрос 3	Как правильно поставить произношение как у носителей?
Вопрос 4	Какие стили произношения в английском языке вы знаете?
Вопрос 5	Как осуществляется артикуляция изолированного звука?

## ВАРИАНТ 4

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

ОПК-1 Способен применять систему лингвистических знаний об основных фонетических, лексических, грамматических, словообразовательных явлениях, орфографии и пунктуации, о закономерностях функционирования изучаемого иностранного языка, его функциональных разновидностях

ОПК-2 Способен применять в практической деятельности знание психолого-педагогических основ и методики обучения иностранным языкам и культурам

### Формируемые (оцениваемые) индикаторы достижения компетенций:

ОПК-1.1 Анализирует основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка

ОПК-2.1 Учитывает коммуникативный, деятельностный и социокультурный подходы в обучении иностранным языкам и культурам при проектировании учебного занятия

### Ситуационное задание № 1

Переведите текст, задайте к нему вопросы. Проанализируйте основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка и составьте небольшой пересказ данного текста в виде summary.

Текст:

In June, Diane visited her friends who live in San Francisco, California. This was Diane's first time in the city, and she enjoyed her opportunities to walk around and explore. On the first day of her trip, Diane visited the Golden Gate Bridge. This red suspension bridge measures 1.7 miles in length. Diane and her friends did not walk across the bridge. However, they viewed it from the Golden Gate National Recreation Area, which offers hiking trails, picnicking areas, and presents spectacular views of the bridge and city. Diane and her friends made sure to take a group photograph here, featuring the bridge in the background. The next day, Diane and her friends visited Alcatraz Island. This island is located 1.25 miles offshore in the San Francisco Bay. It used to serve as a lighthouse, military fort, and prison. Diane and her friends took a small tour boat across bay to reach the island. Their visit included a guided tour through the old military base and prison. They also took a walk around the island to appreciate some of the native wildlife in addition to the views of the city. Diane and her friends spent the final day of her visit in San Francisco's downtown area. Diane's favorite part of her entire trip was taking a trolley to transport her up and down the hilly streets of San Francisco. Diane did a lot of shopping downtown on her last day. She and her friends celebrated the end of her visit by having dinner at one of San Francisco's best restaurants.

### Ситуационное задание № 2

Переведите предложения с английского на русский и наоборот. Объясните случаи употребления Modal Verbs. Учтите коммуникативный, деятельностный и социокультурный подходы в обучении иностранным языкам и культурам при проектировании учебного занятия и составьте проект (план) учебного занятия по изучению темы Modal Verbs.

Предложения на перевод:

1. She might be coming home right now. 2. Стоит ему заканчивать это задание? 3. She needn't work as her parents father is rich. 4. Как ты смеешь говорить со мной? 5. You didn't need to go there. 6. Они должны были уже заселиться в отель. 7. Mary ought to practice more to enter the university. 8. Могу ли я одолжить твой конспект сегодня вечером? 9. You should return the book before the library closes. 10. Ты можешь отвезти меня в больницу?

### Письменный опрос

Вопрос 1	Какие типы ассимиляции есть в английском языке?
Вопрос 2	Какие типы тонов есть в английском языке?
Вопрос 3	В чем разница между боковым сонантом и носовым сонантом?
Вопрос 4	Сколько видов слогообразования есть в английском языке?
Вопрос 5	Назовите органы речи и их функции в английском языке.



## ВАРИАНТ 5

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

ОПК-1 Способен применять систему лингвистических знаний об основных фонетических, лексических, грамматических, словообразовательных явлениях, орфографии и пунктуации, о закономерностях функционирования изучаемого иностранного языка, его функциональных разновидностях

ОПК-2 Способен применять в практической деятельности знание психолого-педагогических основ и методики обучения иностранным языкам и культурам

### Формируемые (оцениваемые) индикаторы достижения компетенций:

ОПК-1.1 Анализирует основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка

ОПК-2.1 Учитывает коммуникативный, деятельностный и социокультурный подходы в обучении иностранным языкам и культурам при проектировании учебного занятия

### Ситуационное задание № 1

Переведите текст, задайте к нему вопросы. Проанализируйте основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка и составьте небольшой пересказ данного текста в виде summary.

Текст:

In June, Diane visited her friends who live in San Francisco, California. This was Diane's first time in the city, and she enjoyed her opportunities to walk around and explore. On the first day of her trip, Diane visited the Golden Gate Bridge. This red suspension bridge measures 1.7 miles in length. Diane and her friends did not walk across the bridge. However, they viewed it from the Golden Gate National Recreation Area, which offers hiking trails, picnicking areas, and presents spectacular views of the bridge and city. Diane and her friends made sure to take a group photograph here, featuring the bridge in the background. The next day, Diane and her friends visited Alcatraz Island. This island is located 1.25 miles offshore in the San Francisco Bay. It used to serve as a lighthouse, military fort, and prison. Diane and her friends took a small tour boat across bay to reach the island. Their visit included a guided tour through the old military base and prison. They also took a walk around the island to appreciate some of the native wildlife in addition to the views of the city. Diane and her friends spent the final day of her visit in San Francisco's downtown area. Diane's favorite part of her entire trip was taking a trolley to transport her up and down the hilly streets of San Francisco. Diane did a lot of shopping downtown on her last day. She and her friends celebrated the end of her visit by having dinner at one of San Francisco's best restaurants.

### Ситуационное задание № 2

Переведите предложения с английского на русский и наоборот. Объясните случаи употребления Modal Verbs. Учтите коммуникативный, деятельностный и социокультурный подходы в обучении иностранным языкам и культурам при проектировании учебного занятия и составьте проект (план) учебного занятия по изучению темы Modal Verbs.

Предложения на перевод:

1. She might be coming home right now. 2. Стоит ему заканчивать это задание? 3. She needn't work as her parents father is rich. 4. Как ты смеешь говорить со мной? 5. You didn't need to go there. 6. Они должны были уже заселиться в отель. 7. Mary ought to practice more to enter the university. 8. Могу ли я одолжить твой конспект сегодня вечером? 9. You should return the book before the library closes. 10. Ты можешь отвезти меня в больницу?

### Письменный опрос

Вопрос 1	В каких случаях можно провести шкалу с нарушенной постепенностью?
Вопрос 2	Какие варианты английского языка вам известны?
Вопрос 3	Необходимо ли учить транскрипцию для понимаю слов в английском языке?
Вопрос 4	Как определяется нисходяще-восходящий терминальный тон?
Вопрос 5	Как выглядит интонация в альтернативных вопросах?

ВАРИАНТ 1

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

ОПК-1 Способен применять систему лингвистических знаний об основных фонетических, лексических, грамматических, словообразовательных явлениях, орфографии и пунктуации, о закономерностях функционирования изучаемого иностранного языка, его функциональных разновидностях

ОПК-2 Способен применять в практической деятельности знание психолого-педагогических основ и методики обучения иностранным языкам и культурам

**Формируемые (оцениваемые) индикаторы достижения компетенций:**

ОПК-1.1 Анализирует основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка

ОПК-2.1 Учитывает коммуникативный, деятельностный и социокультурный подходы в обучении иностранным языкам и культурам при проектировании учебного занятия

**Ситуационное задание № 1**

Переведите текст, задайте к нему вопросы. Проанализируйте основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка и составьте небольшой пересказ данного текста в виде summary.

Текст:

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

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

"Thirty-five," he said.

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

"Well, nothing very much," he said.

I couldn't help laughing.

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

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

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

"I can swim," he said.

"Swim!"

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

"I swam for my university."55

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

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

"Do you know Kobe?" he asked.

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

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

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

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

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

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

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



"Done," he said.

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

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

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

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

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

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

### Ситуационное задание № 2

Переведите предложения с английского на русский и наоборот. Объясните случаи употребления Reported Speech. Учтите коммуникативный, деятельностный и социокультурный подходы в обучении иностранным языкам и культурам при проектировании учебного занятия и составьте проект (план) учебного занятия по изучению темы Reported Speech.

Предложения на перевод:

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. на 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	Охарактеризуйте особенности гласных и согласных звуков.
Вопрос 2	Перечислите слова, которые могут использоваться как в качестве глагола, так и в качестве существительного.
Вопрос 3	Какие региональные диалекты вы можете выделить в США?
Вопрос 4	Часто ли используется высокий нисходящий терминальный тон (high fall) в английском языке?
Вопрос 5	Какие виды специальных вопросов есть в английском языке?